



## Unit 8

Teacher Guide

Grade 4

### Treasure Island

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Unit 8

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# Treasure Island

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## Teacher Guide

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ISBN 978-1-68391-662-8

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# Contents

## TREASURE ISLAND

**Introduction** 1

**Lesson 1 The Old Seadog** 8

**Core Connections (45 min.)**

- Review Geography and History
- Introduce Pirates and Piracy
- Introduce Nautical Terms

**Reading (45 min.)**

- Introduce the Reader
- Introduce the Chapter
- Read Chapter 1
- Chapter Discussion
- Word Work: *Driving*

**Lesson 2 The Sea Chest** 34

**Reading (45 min.)**

- Introduce the Chapter
- Read Chapter 2
- Chapter Discussion
- Word Work: *Ransack*

**Language (30 min.)**

- Grammar: Modal Auxiliary Verbs
- Morphology: Introduce Root *bio*

**Writing (15 min.)**

- Introduce an Adventure Story

**Lesson 3 Characters in Adventure Stories** 64

**Reading (45 min.)**

- Review the Chapter
- Read Chapter 2
- Chapter Discussion
- Word Work: *Stun*

**Writing (45 min.)**

- Choose a Setting
- Plan a Character Sketch

**Lesson 4 A Real Adventure** 74

**Reading (40 min.)**

- Introduce the Chapter
- Read Chapter 3
- Chapter Discussion
- Word Work: *Brim*

**Language (35 min.)**

- Grammar: Relative Pronouns for People and Frequently Confused Words
- Morphology: Practice Root *bio*

**Writing (15 min.)**

- Write Descriptive Details

## Lesson 5 Interpreting Figurative Language

102

### Reading (45 min.)

- Review the Chapter
- Close Reading Chapter 3
- Chapter Discussion
- Word Work: *Captive*

### Writing (45 min.)

- Draft a Character Sketch
- Lesson Wrap-Up

## Lesson 6 The Apple Barrel

118

### Reading (45 min.)

- Introduce the Chapter
- Read Chapter 4
- Chapter Discussion
- Word Work: *Predicament*

### Language (45 min.)

- Grammar: Relative Pronouns
- Morphology: Prefixes and Roots
- Spelling: Introduce Spelling Words

## Lesson 7 Planning an Adventure Story

144

### Reading (45 min.)

- Review the Chapter
- Close Reading Chapter 4
- Chapter Discussion
- Word Work: *Duplicity*

### Writing (45 min.)

- Introduce Shape of a Story
- Plan an Adventure Story
- Lesson Wrap-Up

## Lesson 8 The Man on the Island

160

### Reading (45 min.)

- Introduce the Chapter
- Read Chapter 5
- Chapter Discussion
- Word Work: *Scout*

### Writing (45 min.)

- Discuss a Model Introduction
- Plan an Introduction
- Draft an Introduction

## Lesson 9 The Plan

182

### Reading (45 min.)

- Introduce the Chapter
- Read Chapter 6
- Chapter Discussion
- Word Work: *Craft*

### Language (45 min.)

- Grammar: Relative Pronouns
- Morphology: Prefixes and Roots
- Spelling: Practice Spelling Words

## Lesson 10 “Shiver Me Timbers”

202

### Spelling (15 min.)

- Spelling Assessment

### Reading (45 min.)

- Introduce the Chapter
- Read Chapter 7
- Chapter Discussion
- Word Work: *Collide*

### Writing (30 min.)

- Introduce Dialogue

## Lesson 11 My Life Hangs in the Balance

226

### Reading (45 min.)

- Review
- Introduce the Chapter
- Read Chapter 8
- Chapter Discussion
- Word Work: *Express*

### Language (45 min.)

- Grammar: Introduce Coordinating Conjunctions
- Morphology: Suffixes *-ful* and *-less*
- Spelling: Introduce Spelling Words

## Lesson 12 Drafting an Adventure Story

250

### Reading (45 min.)

- Review the Chapter
- Reread Chapter 8
- Chapter Discussion
- Word Work: *Astonishment*

### Writing (45 min.)

- Review Rising Action
- Draft the Body of an Adventure Story

## Lesson 13 The Adventure Comes to an End

260

### Reading (45 min.)

- Review
- Introduce the Chapter
- Read Chapter 9
- Chapter Discussion
- Word Work: *Superstitious*

### Writing (45 min.)

- Complete Draft of Body of an Adventure Story
- Revise Introduction of an Adventure Story

## Lesson 14 The Characters of *Treasure Island*

282

### Reading (45 min.)

- Review the Chapter
- Close Reading Chapter 9
- Chapter Discussion
- Word Work: *Well-Being*

### Language (45 min.)

- Grammar: Coordinating Conjunctions
- Morphology: Suffixes *-ful* and *-less*
- Spelling: Practice Spelling Words

**Lesson 15 Unit Assessment** 298

**Spelling  
(15 min.)**

- Assessment

**Unit Assessment (75 min.)**

- Unit Assessment

**Lesson 16 Planning a Conclusion** 316

**Writing (90 min.)**

- Revise a Story
- Model Drafting a Conclusion
- Plan a Conclusion
- Draft a Conclusion
- Lesson Wrap-Up

**Lesson 17 Create a Title** 322

**Writing (90 min.)**

- Model Creating a Title
- Create a Title
- Revise and Edit Adventure Story
- Lesson Wrap-Up

**Lesson 18 Publish a Story** 328

**Writing (90 min.)**

- Create a Final Draft
- Create the Title Page
- Optional Publishing Activity

**Lesson 19 Sharing Adventure Stories** 332

**Writing (90 min.)**

- Discuss Listening Skills
- Share Adventure Stories
- Lesson Wrap-Up

**End-of-Year Assessment** 336

**Pausing Point** 363

**Teacher Resources** 365

# Introduction

## TREASURE ISLAND

This introduction includes the necessary background information to teach the Treasure Island unit. This unit contains 19 daily lessons as well as four Pausing Point days that may be used for differentiated instruction. Each entire lesson will require a total of 90 minutes. Lesson 15 is devoted to a unit assessment. It is recommended that you spend no more than 23 days total on this unit.

After completing the unit, you will administer the End-of-Year Assessment. You should spend no more than three days total on the End-of-Year Assessment.

## WHY THE TREASURE ISLAND UNIT IS IMPORTANT

### Activity Pages 15.2 and A.1–A.6

This unit examines the fiction genre through a classic novel, *Treasure Island*. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson’s popular adventure story. It is important for students in the upper elementary grades to read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this text presents an opportunity for students to learn about the adventure story as a unique subgenre of fiction. Students will also be exposed to other relevant aspects of the text, such as geography, pirates, and sailing.

### Prior Knowledge from CKLA™

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 and up to this point in Grade 4 will already have pertinent background knowledge for this unit. These students may have gained relevant background knowledge during the following domains and units:



## **Kings and Queens (Grade K)**

### **Columbus and the Pilgrims (Grade K)**

- Identify the continents of Europe, Africa, Asia, North America, and South America.

### **Stories (Grade K)**

- Explain that stories that are made-up and come from a writer's imagination are called fiction.
- Identify the beginning, middle, and end of a given story.
- Identify the sequence of events in a given story.
- Identify the characters of a given story.
- Identify the plot of a given story.
- Identify the setting of a given story.
- Identify the characteristics of subgenres of fiction.

### **Fables and Stories (Grade 1)**

- Identify character, plot, and setting as basic story elements.
- Describe the characters, plot, and setting of a specific fable or story.

## **The War of 1812 (Grade 2)**

### **European Exploration of North America (Grade 3)**

- Identify motivating factors that led to the exploration of the Americas in different expeditions.
- Explain why kings and queens in Europe were interested in exploring the Atlantic and the area to the west of Europe.

### **Colonial America (Grade 3)**

### **The Viking Age (Grade 3)**

### **Classic Tales: *The Wind in the Willows* (Grade 3)**

- Identify from which character’s perspective the story is being experienced.
- Identify common themes as demonstrated through the characters.
- Demonstrate understanding of literary terms, such as author, characters, setting, plot, dialogue, personification, point of view, perspective, biography, autobiography, theme, narrator, and narration.

### **Personal Narratives (Grade 4)**

### **American Revolution (Grade 4)**

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## **READER**

The Reader for this unit, *Treasure Island*, includes complex text and prepares students in Grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. This is an abridged version of the original novel written by Robert Louis Stevenson and published in 1883. *Treasure Island* chronicles the adventures of the young narrator, Jim Hawkins, who discovers a treasure map when an old pirate stays at his family’s inn. After joining forces with a doctor and a squire, Jim travels in search of treasure on a distant island. The novel vividly portrays a host of challenges, including encounters with dangerous pirates and a mutiny on the ship. Jim uses his wits to outsmart the pirates in this tale of greed, adventure, duplicity, and bravery.

The Reader also includes two selections that may be used for enrichment. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students’ needs and the time available in your school day. You may wish to have students read “The Voyage” after they have read Chapters 3 and/or 4 in the Reader, as the selection includes text from the original *Treasure Island* that corresponds to the events covered in these chapters. You may also wish to have students read “Blackbeard” after they have read Chapter 2 in the Reader, as the selection is about the infamous pirate, who is referenced in that chapter.

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## WRITING

In the writing lessons, students will engage in an extended writing project, while continuing to practice the various stages of the writing process. They will begin by drafting a character sketch and then will write, publish, and share an original adventure story. While working on the adventure story, students will focus on character development, dialogue, verb choice, and revision methods.

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## END-OF-YEAR ASSESSMENT

In this unit, an End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit. You should spend no more than three days total on the End-of-Year Assessment. There are three main group components of the assessment: a written assessment of silent reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components, the oral reading of words in isolation and the fluency assessments, are administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed in one 90-minute block of time and will be administered on End-of-Year Assessment Day 1. This should approximate the extended end-of-year assessments that Grade 4 students may take. The grammar and morphology assessments are meant to be completed during two 45-minute blocks of time on End-of-Year Assessment Day 2 and Day 3, respectively.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or between 11–13, as time allows). Administer the Fluency Assessment to all students.

After administering the End-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 4 End-of-Year Assessment Summary Sheet, found in each individual student's Activity Book. This summary should be passed on, along with the completed assessments, to students' teachers for the following school year.

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## FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the CKLA Florida Teacher Resource site. This component was created to accompany Core Knowledge Language Arts (CKLA) materials for Grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). There are sufficient selections so you may, if desired, use one selection per week. For more information on implementation, please consult the supplement.

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## TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, you will find the following:

- Core Connections Schooner Diagram
- Glossary for Treasure Island
- Pronunciation Guide for Treasure Island
- Adventure Story Rubric
- Adventure Story Editing Checklist
- Resources for the Enrichment Selections in Treasure Island
- Activity Book Answer Key

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## ADDITIONAL RESOURCES FOR THIS UNIT



### Essential Questions and Writing Prompts

The Essential Questions and Writing Prompts guides for Grades 3–5 contain essential and guiding questions for each unit. Each guide features questions, writing prompts, and activities that enable students to engage meaningfully with new information and ideas covered in each unit and express what they’ve learned with creative and collaborative projects. Use these throughout the unit to enrich students’ understanding of the content area. The guides are located on the CKLA Florida Teacher Resource site.



## Equity Guides

The Amplify CKLA Equity Guide offers an overview of the many ways that the Amplify CKLA program supports students' understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how each domain of the Knowledge Strand (Grades K-2) or each unit (Grades 3-5) aligns to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program.

The guide also includes a DEI question for each domain or unit that teachers may use to further develop students' understanding of how the content area connects to these issues. The Equity Guide is located on the CKLA Florida Teacher Resource site.



## Poetry Lessons

Projectable Poetry Lessons contain poems and instruction that build on unit content to explore the genre of poetry. Each mini lesson consists of projectable, direct instruction that may be implemented with minimal advance preparation. Teachers may wish to print a copy of the poem for each student; alternatively, you can project the poem for the class.

Each Poetry Lesson presentation includes direct instruction, modeling of literary devices and reading skills, and formative assessment opportunities. This model allows for evaluation of student progress to ensure mastery of each skill. Poetry Lessons are located on the CKLA Florida Teacher Resource site.



## ReadWorks Articles

Amplify CKLA and ReadWorks have partnered to deliver high-quality texts aligned to both the Amplify CKLA Knowledge Sequence and the Florida content topics in Social Studies, Science, and the Arts. These texts are accompanied by vocabulary supports and formative assessment opportunities aligned to the Florida B.E.S.T. standards. Teachers may monitor student progress using the ReadWorks reporting features.

These articles are designed for flexible use, including independently, in small groups, or in whole group instruction as desired. The ReadWorks icon appears in the sidebar of each lesson that has an accompanying ReadWorks article. To access all Amplify CKLA-aligned ReadWorks articles, see <https://about.readworks.org/CKLA-FL.html>.



## Vocabulary Lessons

Projectable Vocabulary Lessons contain additional vocabulary instruction that builds on program content. Each mini-lesson aligns to Amplify CKLA domain vocabulary words and skills and consists of projectable, direct instruction that may be implemented with minimal advance preparation.

Each Vocabulary Lesson presentation includes direct instruction and modeling of the vocabulary skill, guided practice, Check for Understanding opportunities, independent practice, and formative assessment opportunities. This “I do-we do-you do” model allows for evaluation of student progress to ensure mastery of each skill. Vocabulary Lessons are located on the CKLA Florida Teacher Resource site.

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### DIGITAL COMPONENTS

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images such as maps or diagrams, are also available on the CKLA Florida Teacher Resource site.

# The Old Seadog

## PRIMARY FOCUS OF LESSON

### Core Connections

Students will identify relevant geographical points, historical events, and key ship terms to prepare for reading the adventure story *Treasure Island*.

ELA.4.R.1.1; ELA.K12.EE.4.1

### Reading

Students will identify the narrator and setting of the story and describe important characters introduced in the first chapter.

ELA.4.R.1.1; ELA.4.R.3.1; ELA.4.V.1.3; ELA.K12.EE.3.1

## FORMATIVE ASSESSMENT

### Activity Page 1.1

**What Does a Pirate Look Like?** Based on the description provided by the teacher, students draw a pirate from the 1700s. [ELA.K12.EE.4.1](#)

### Activity Page 1.3

**Character Chart** As new information about characters is introduced in the story, students complete the character chart. [ELA.4.R.1.1](#)

### Activity Page 1.4

**Excerpt from “The Old Seadog and the Black Spot”** Students read the excerpt and then answer the questions that follow in complete sentences.

[ELA.4.R.1.1](#); [ELA.4.R.3.1](#); [ELA.K12.EE.3.1](#)

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Core Connections (45 min.)</b>			
Review Geography and History	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 1.1 and SR.2
Introduce Pirates and Piracy	Whole Group	25 min.	
Introduce Nautical Terms	Whole Group	10 min.	
<b>Reading (45 min.)</b>			
Introduce the Reader	Whole Group	5 min.	<input type="checkbox"/> <i>Treasure Island</i> <input type="checkbox"/> Activity Pages 1.2–1.5 <input type="checkbox"/> Character Chart
Introduce the Chapter	Whole Group	5 min.	
Read Chapter 1	Whole Group	20 min.	
Chapter Discussion	Whole Group	10 min.	
Word Work: <i>Driving</i>	Whole Group	5 min.	
<b>Take-Home Material</b>			
Reading			<input type="checkbox"/> Activity Pages 1.4 and 1.5 <input type="checkbox"/> Fluency Supplement selection (optional)



## ACADEMIC VOCABULARY

**analogy, n.** a comparison of two things that are alike in some way

**excerpt, n.** a passage from or part of a larger text

**figurative language, n.** words or groups of words that mean something different from the normal meanings of the words (e.g., metaphors, similes, personification)

**inference, n.** a conclusion or opinion based on evidence

**portray, v.** to describe, show, or play the part of something or someone

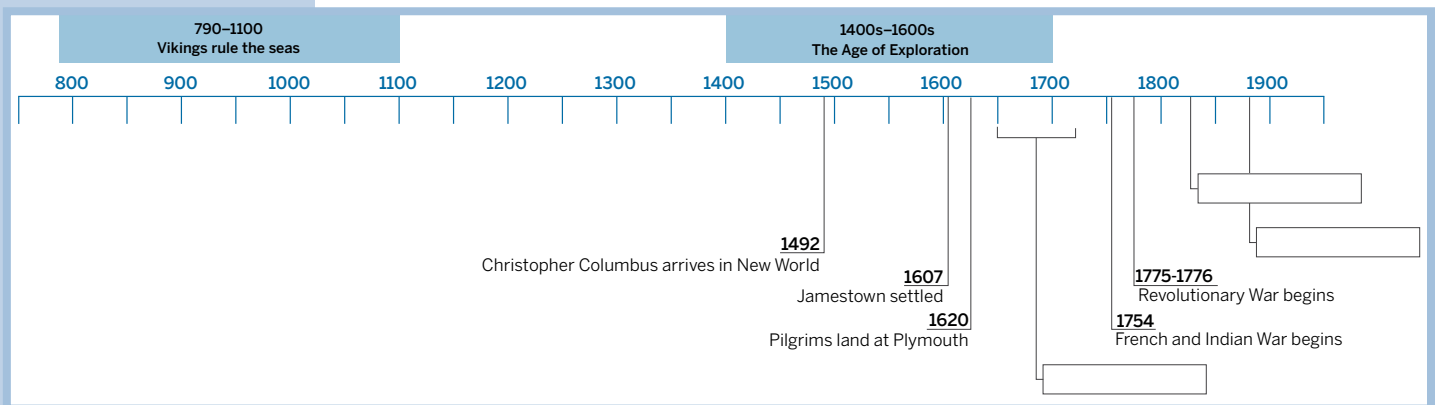
### Spanish Cognates for Academic Vocabulary in *Treasure Island*

- analogía
- lenguaje figurativo
- inferencia

## ADVANCE PREPARATION

### Core Connections

- Display a world map. Alternatively, you may access a digital version of a partial world map in the digital components for this unit.
- Prepare and display the Core Connections Timeline found in Teacher Resources. Alternatively, you may access a digital version in the digital components for this unit.



- Plan to assign students to small groups so they may draw a pirate together.
- Display the Core Connections Schooner Diagram found in Teacher Resources. Alternatively, you may access a digital version in the digital components for this unit.

## Reading

- Prepare and display a Character Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit. This chart will be on display throughout the unit. Students will use Activity Page 1.3, which matches this chart, for the duration of this unit.

Chapter(s)	Character	Key Details
	Billy Bones (Captain)	
	Black Dog	
	Jim Hawkins	
	Dr. Livesey	
	Pew	
	Squire Trelawney	
	Long John Silver (Barbecue)	
	Captain Smollett	
	Ben Gunn	
	George Merry	

## Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement, available on the CKLA Florida Teacher Resource site, to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 5.

## Lesson 1: The Old Seadog

# Core Connections



**Primary Focus:** Students will identify relevant geographical points, historical events, and key ship terms to prepare for reading the adventure story *Treasure Island*.

ELA.4.R.1.1; ELA.K12.EE.4.1

### Essential Questions and Writing Prompts



#### REVIEW GEOGRAPHY AND HISTORY (10 MIN.)

- Tell students they will begin a literary unit called *Treasure Island*; the Reader for this unit is also called *Treasure Island*. Explain that before reading the first chapter of the Reader, you will discuss some things they may already know, as well as some important new information, that will help them understand what they will learn in this unit.
- Explain that *Treasure Island* is a literary text in the subgenre of adventure stories. It is a specific type of adventure story—a romance. This kind of romance is not about love, but about the brave feats, or acts, of heroes, such as knights or explorers, who strive for noble goals. Romance also refers to a kind of writing that focuses on mysterious characters, faraway places, exaggerated heroes, and adventure.
- Tell students that *Treasure Island* was written by Robert Louis Stevenson. Robert Louis Stevenson was born in Edinburgh, Scotland. Refer to the world map you prepared in advance and point out the location of Scotland on the map.
- Explain that Robert Louis Stevenson was sick for much of his life. He traveled frequently as an adult, looking for a place with a climate that was good for his health. At different times in his life, he lived in England, Scotland, and the Samoan Islands in the South Pacific. He also visited France, Germany, Switzerland, and the United States. Stevenson's traveling experience is reflected in the imaginative settings of *Treasure Island*.
- Explain that the beginning of *Treasure Island* is set near Bristol, England. Point out the location of England on the map.
- Tell students that *Treasure Island* also mentions the Spanish Main, which were the Spanish-claimed lands along the northern coast of South America and in the Caribbean. Locate this area of South America and the Caribbean on the map.

- Tell students that *Treasure Island* was published in 1883. Although the novel was written in 1883, the action of *Treasure Island* takes place in the 1700s. In other words, Stevenson imagined the story happening over a hundred years earlier.
- Refer to the Core Connections Timeline you prepared in advance. Record two new items on the Core Connections Timeline: 1883: Robert Louis Stevenson publishes *Treasure Island*; 1700s: setting of *Treasure Island*.
- Explain that in the 1700s, England was one of the most powerful countries in the world.
- Based on the information on the Core Connections Timeline, have students tell what other events they have learned about that occurred during the 1700s. (the French and Indian War; the American Revolution)
- Tell students that during the late 1400s and throughout the 1500s and 1600s, rulers of European countries sent explorers to new lands, or the New World, to claim land and riches for their homelands. People were also sent to various parts of the world to conduct trade. Students who have previously received CKLA instruction may remember this from learning about kings and queens, Christopher Columbus and other explorers, and colonial America.
- Point out the following related historical events on the Core Connections Timeline: the Age of Exploration, in which European countries engaged in exploration, colonization, and trade; Christopher Columbus's arrival in the New World; the settling of Jamestown; the Pilgrims' landing at Plymouth.

### INTRODUCE PIRATES AND PIRACY (25 MIN.)

- Explain that *Treasure Island* features pirates. Pirates are people who use violence to attack and rob ships at sea.
- Remind students that the Vikings, whom they learned about in Grade 3, were pirates who ruled the seas over a thousand years ago.
- Point to the information about Vikings on the Core Connections Timeline. Explain that while the Viking Age ended around 1100 CE, the seas have always been a place of adventure, exploration, and danger.
- Explain that piracy became especially problematic in the 1500s, 1600s, and 1700s. Remind students that the 1700s is the period during which *Treasure Island* takes place.
- Tell students that during that time, there were many ships at sea because of a rise in trade and exploration.



### Check for Understanding

Ask students why they think piracy was a frequent occurrence during a time of trade and exploration. Prompt students to consider what types of goods and riches could be found on such ships and consider why pirates would be interested in the contents of these ships.

- » Pirates would attack merchant ships in search of gold, goods, and supplies.

- Explain that pirates would attack ships as they sailed in the Atlantic Ocean. Areas where piracy was common included the East Coast of the American colonies and states, and the Caribbean. As needed, point out these areas on the map.
- Tell students piracy was a significant problem because European goods were stolen and sailors were killed. Pirates, like Blackbeard, were fierce, dangerous criminals who threatened the wealth and lives of people all over Europe, particularly British sailors. Piracy became so prevalent that the British Parliament passed laws to try to resolve the problem.
- Explain that as European navies grew in size and power in the 1700s and 1800s, Europeans were able to gain the upper hand, and piracy declined dramatically after the 1830s. Record one new item on the Core Connections Timeline: “1830s: Piracy largely disappears.”
- Explain that literature often reflects trends in history and culture. *Treasure Island* was written after piracy had largely declined, but it takes place during the “Golden Age of Piracy” (1650–1720) and reflects a fascination with a disappearing part of history. Record one new item on the Core Connections Timeline: “1650–1720: Golden Age of Piracy.”
- Tell students that there have been many different books and movies portraying pirates during the Golden Age of Piracy. Ask students to share any books or movies they have seen that portray pirates. Students may be familiar, for example, with the *Pirates of the Caribbean* films. Ask students to describe pirates based on what they may have already read in books or seen in films. (Answers may vary.)
- Point out that modern-day pirates still exist and are active in some parts of the world today, for example attacking large ships off the coast of Africa. Students may be familiar with the story of Richard Phillips, captain of the ship *Maersk Alabama* when it was seized by Somali pirates off the coast of Africa in 2009.

- Explain that books and movies often give very vivid depictions of pirates, but there are not enough eyewitness accounts of interactions with pirates for us to be absolutely sure what they really looked like.
- Ask students to turn and talk with a peer and name some of the stereotypical features of pirates.
  - Some pirates may have worn eye patches, for example, to keep one eye prepared for darkness at all times, so if they needed to duck below deck, they could switch the patch to the other eye and see in the dark instantly.
  - Pirates are often described in books and movies as having exotic, or very unusual, pets, such as monkeys or parrots. Explain that we don't know for sure whether pirates actually kept these animals, but if they did, it is unlikely that they were pets. Instead, they were exotic souvenirs or loot from their travels to be sold upon return home.
  - Images of pirates often include a hook or peg leg. Piracy was a dangerous job. Injuries were frequent and could have included the loss of a limb. In those cases a hook or peg leg might have been used to replace the lost hand or leg and could have helped a wounded pirate.
- Have students turn to Activity Page 1.1. Working in small groups, have students draw what they think a pirate may have looked like during the 1700s based on the information you have given them.
- Once students have had time to draw, bring the whole group back together to discuss the drawings. Have students explain why they included certain characteristics and relate their drawings back to the information they've learned about pirates.

### Activity Page 1.1



### INTRODUCE NAUTICAL TERMS (10 MIN.)

- Tell students that *Treasure Island* focuses on a sailing adventure. Many of the book's characters have experience and knowledge dealing with ships. There are various nautical terms and references to areas of ships throughout the story. To help them prepare for reading the book, tell students you will define and explain some key terms.
- Explain that pirates traveled by ship. Ships were obtained in various ways, including through theft. A common type of vessel, or ship, used by pirates of the 1700s was the *schooner*.
- Refer to the displayed Core Connections Schooner Diagram and explain that this diagram shows the type of 1700s-era schooner that was commonly sailed by merchants and pirates of the time on the high seas, or ocean.



Reading  
for Information

Reading/Viewing Closely

**Entering/Emerging**

Provide *fore*, *aft*, *starboard*, and *port* labels for the ship on SR.1, for students to reference throughout the unit.

**Transitioning/Expanding**

Guide students in labeling the ship on SR.1 with the terms *fore*, *aft*, *starboard*, and *port*, for reference throughout the unit.

**Bridging**

Observe students label the ship on SR.1 with the terms *fore*, *aft*, *starboard*, and *port*. Encourage use of SR.1 as a reference throughout the unit.

Activity Pages  
SR.1, SR.2



- Tell students that you will explain some of the important aspects of the ship.
- First tell students that specific directional terms describe the different areas of a ship. Explain the following directional terms and point out the related areas on the Core Connections Schooner Diagram:
  - Fore: toward the bow, or front, of the ship
  - Aft: toward the stern, or back, of the ship
  - Starboard: toward the right-hand side of the ship (when one is facing the front of the ship)
  - Port: toward the left-hand side of the ship (when one is facing the front of the ship)
- Next, tell students that there are different levels of a ship.
- Tell students that the top level of a ship includes the *masts* and *sails*. Explain that masts are tall poles that hold the sails. Point out the two masts on the diagram. Explain that sails are pieces of fabric used to catch wind as a way to move a ship through the water. Point out the sails on the diagram.
- Tell students that the main level includes the main deck. This is the open-air area of a ship that is the surface, or floor, of the ship. This open-air area might have different levels. It's where the people on the ship usually work. Point out the main deck on the diagram.
- Tell students that the lower level often includes a storage area called a *hold*, a kitchen, called a *galley*, and living quarters for the people working on the ship. Point out the section that is below deck on the diagram.
- Note that, while students cannot see the different areas below deck on the diagram, they can get an idea of what they looked like by turning to pages 108 and 109 of *Treasure Island*.
- Have students turn to Activity Page SR.1. Point out that students can refer to this activity page throughout the unit as they read *Treasure Island*. Students can also find the same diagram in the back of the Reader.
- Have students turn to Activity Page SR.2 and explain that it includes the terms and definitions discussed in this lesson, as well as additional terms and definitions that students may encounter as they read *Treasure Island*. Tell students they can also refer to this chart throughout the unit.

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## Lesson 1: The Old Seadog

# Reading



**Primary Focus:** Students will identify the narrator and setting of the story and describe important characters introduced in the first chapter.

ELA.4.R.1.1; ELA.4.R.3.1; ELA.4.V.1.3; ELA.K12.EE.3.1

### INTRODUCE THE READER (5 MIN.)

- Ensure that each student has a copy of the Reader, *Treasure Island*.
- Read the title of the Reader with students and explain that this Reader is a literary adventure story. Students will learn more about what makes something an adventure story later in this unit.
- Remind students *Treasure Island* is a work of fiction by Robert Louis Stevenson. The word *fiction* describes a story about events that are not real but that instead come from the author's imagination.
- Tell students that the story was first published as a book in 1883. The author decided to write the story after creating a map of an imaginary island with his 12-year-old stepson.
- Explain that the version of the story students will read is *abridged*, meaning it has been shortened and edited without alterations to the theme, style, or plot of the original novel.
- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Ask students to describe the information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any questions or comments they have about the Reader. Encourage them to think about their questions as they read.

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students you will read aloud Chapter 1, "The Old Seadog and the Black Spot." They should follow along in their Reader as you read.

Student Reader:  
*Treasure Island*





## Activity Page 1.2



- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *squire*.
- Have them find the word on page 2 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that a squire is an English gentleman who owns a large estate or piece of land. Remind students that the glossary in the back of the Reader contains definitions for all vocabulary words.
- Have students reference Activity Page 1.2 while you read each word and its meaning.

### Vocabulary

**squire, n.** an English gentleman who owns a large estate or piece of land (2)

**bearings, n.** the location or position of something based on information from a compass (2)

**sabre, n.** a heavy sword with a sharp, curved edge (2)

**cove, n.** a small area along a coast sheltered by hills or mountains (2)

**company, n.** 1. visitors or guests; 2. companionship; 3. a ship's crew and officers (2)

**spyglass, n.** a small telescope used to see things in the distance (3)

**seafaring, adj.** working, traveling, or living on the sea (3)

**stroke, n.** a sudden loss of feeling or consciousness brought on by a lack of oxygen in the brain caused by a broken or blocked blood vessel (6)

**magistrate, n.** a local government official who has some of the powers of a judge (magistrates) (7)

**loot, n.** things that have been stolen (7)

**mutiny, n.** a rebellion or uprising against those in charge on a ship (7)

### Vocabulary Chart for Lesson 1: The Old Seadog

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	squire bearings sabre cove spyglass seafaring stroke magistrate loot mutiny	company
Multiple-Meaning Core Vocabulary Words	squire bearings stroke	company
Sayings and Phrases	worked through that keep my eyes peeled for/keep an eye out for talk square have [put] the black spot on me there's worse than him after me send all hands keep your wits about you share with you equals	



## Chapter 1 The Old Seadog and the Black Spot

**Squire** Trelawney, Dr. Livesey, and the other gentlemen have asked me to record the story of Treasure Island, keeping nothing back but the **bearings** because there is still treasure there. Therefore, I take up my pen and go back to the time when my family ran the Admiral Benbow Inn, and the old seaman with the **sabre** cut on his cheek came to stay with us.

I remember the old seaman plodding to the inn door, dragging an enormous sea chest behind him. He was a tall, nut-brown man with gnarled hands and black, broken nails. He rapped on the wooden door and called for a drink. He drank it slowly, savoring the taste as he looked out at the rugged clifftop.

“This is a handy **cove**,” he said. “Much **company**?”

“Not much,” I said.

“Well, then,” he said, “this is the perfect place for me. I’ll stay here for a while. I’m a plain and simple man,” he continued. “Bacon and eggs

2

### READ CHAPTER 1 (20 MIN.)

- Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.
- Read the title at the top of page 2, explaining that *seadog* is another word for someone who has a lot of experience sailing ships.
- Read page 2 and the top of page 3 aloud (ending with “‘Tell me when I’ve worked through that,’ he said, looking fierce”).

are all I need. You can call me Captain.” Then, as if by magic, he threw down four gold pieces. “Tell me when I’ve worked through that,” he said, looking fierce.

During the daytime, in sunshine or in driving rain, the old captain hung ’round the cove, keeping watch with a brass **spyglass**. In the evenings, he sat beside a roaring fire. We soon learned to let him be, lost as he was in his own private thoughts.

Every day he would ask if any **seafaring** men had gone by on the road. At first we thought he wanted company of his own kind, but we eventually realized he wanted to avoid them. It wasn’t long before I understood the reason for this odd behavior. He took me aside one day and promised me a penny on the first of every month if I would keep my eyes peeled for a seafaring man with one leg.

“Let me know the moment he appears!” he growled.

How the man with one leg haunted my dreams! On nights when the wind shook the house and the surf roared in the cove, I would see him in a thousand forms. Sometimes his leg would be cut off at the knee. Sometimes it would be cut off at the thigh. In my nightmares, the man with one leg chased me, calling out my name and hopping along on his good leg. He was always just a matter of inches behind me. I paid pretty dear for my monthly penny in the shape of those terrible dreams.

Often, in the evenings, the old captain would sing a wild sea song and force the inn guests to sing the chorus. On these occasions, it seemed as if the house was quaking as the words echoed within its walls. The old seaman’s stories about bloodthirsty pirates, ferocious storms at sea, and wild deeds on the Spanish Main terrified our guests. He must have lived among some of the most wicked men ever to sail the seas.

3

**Inferential.** Make an inference about why the captain says, “This is the perfect place for me” and justify your inference with evidence from the text.

- » Answers may vary, but should include evidence from the text. The captain might think the inn is perfect because he is looking for a quiet place to stay. It is possible he doesn’t want to be bothered by other people or he might be hiding from someone. One could draw these inferences because the captain declares the inn the perfect place for him after the narrator replies they don’t have much company there.

## Support

Remind students that they learned about setting in Unit 1, Personal Narratives. Remind them that the setting is where and when the story takes place.

## Support

Explain that the captain gives the narrator money as payment up front in exchange for food and lodging at the inn. When the captain says, “Tell me when I’ve worked through that,” he is saying that he wants the narrator to tell him once he has spent all of his money.

## Support

Remind students that Spanish Main is the name for the Spanish-claimed lands along the coast of South America and in the Caribbean. Refer to the world map on display from the Core Connections lesson as needed.

- Read the rest of page 3 aloud.

**Literal.** What details can you gather about the narrator so far?

- » Answers may vary, but should include that the story is told in first person by someone whose family ran the Admiral Benbow Inn; the story is being told by this person at the request of Squire Trelawney, Dr. Livesey, and other gentlemen, who have not been introduced yet; the narrator is interacting with a captain who has come to stay at the inn.

**Literal.** What details can you gather about the setting so far?

- » Answers may vary, but should include that the story is set sometime in the past; the story begins at the Admiral Benbow Inn.

He stayed for several months and never offered us any further payment. Whenever my father mentioned his bill, the captain would raise his voice and stare ominously at him until he retreated. I am sure the terror in which my father lived greatly hastened his death.

One morning, while the captain was out walking and taking in the salty sea air, another seafaring man arrived. I was setting the breakfast table when the door opened and the man stepped in. He was a pale, rascally looking creature, and I noticed he was missing two fingers.

“Is this here table for my mate Bill?” he asked, pointing to a table that had indeed been set for our secretive guest. It was not a straightforward question, and he uttered those words with more than a hint of sarcasm.

I told him the table was for a man who called himself the captain.

“Has he got a nasty scar on one cheek?” he inquired.

“Yes,” I replied.

“Well, that would be my mate Bill. Is he here?” he continued.

“He’s out taking a stroll,” I explained.

The stranger announced that he would wait for his mate to return. Then he stood inside the door, peering out like a hungry cat waiting for a mouse. After a while, the captain strode in.

“Bill!” shouted the stranger.

The captain spun around. He had the look of a man who had seen a ghost.

“Black Dog!” he gasped.

4

- Read pages 4 and 5 aloud.



### Check for Understanding

Ask students to provide a meaning for the word *ominously* based on how it is used in the text. If students cannot reach the correct definition, explain that *ominously* is an adverb meaning “giving a sign something bad will happen.” Then explain that this could be determined using evidence from the text, such as “the captain would raise his voice and stare,” “until he retreated,” “the terror in which my father lived greatly hastened his death.”

### Challenge

Ask students to identify the simile on page 4 (“like a hungry cat waiting for a mouse”) then explain what this simile suggests about how the stranger feels about the captain.

“And who else?” returned the other. “Black Dog’s come to see his old shipmate Billy Bones.”

“Now look here,” hissed the captain. “You’ve managed to run me down. What’s your business?”

“I’ll have a drink,” said Black Dog. “Then we’ll sit down and talk square, like old mates.”

They sat down, and for a long time I could hear nothing but low mumbling. Gradually their voices grew louder until the interaction became a cacophony of unpleasant exchanges. This was followed by an explosion of crashing sounds—the chair and table went over, a clash of steel followed, and then a cry of pain. The next instant I saw Black Dog in full flight, and the captain in hot pursuit, both men with sabres drawn. Blood streamed from Black Dog’s left shoulder. At the door, the captain aimed one last tremendous blow, which would certainly have struck Black Dog had it not been intercepted by the inn’s signboard.

Black Dog, in spite of his wound, disappeared over the hill in half a minute. The captain stood staring like a bewildered man. At last he turned, staggered, gasped for breath, and grabbed the door with one hand.

“Jim!” he croaked. “Water!”

I ran to fetch him water, but as I fumbled with the jug, I heard a loud crash. Running back, I saw the captain lying on the floor. Immediately I heard my mother’s footsteps on the stairs. Moments later she was standing beside me. Together, we gently raised the captain’s head. It was clear that he needed a doctor, so we sent for Dr. Livesey. Then, as carefully as we could, we moved the captain into the parlor.

5

## Support

The seafaring man comes looking for a man named Bill with a nasty scar on one cheek. The seafaring man also calls the man Billy Bones. The narrator notes that the man who came to stay at the inn has a sabre cut on his cheek and asked to be called Captain.

**Inferential.** Who is Billy Bones?

- » the captain



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### Check for Understanding

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Ask students to provide a meaning for the word *cacophony* based on how it is used in the text. If students cannot reach the correct definition, explain that *cacophony* is a noun meaning “a mixture of harsh, unpleasant sounds.” This could be determined from evidence in the text, such as “gradually their voices grew louder,” “unpleasant exchanges,” and the fact that the two men begin to fight.

---

**Evaluative.** What kind of relationship do you think the captain and Black Dog have? How do you know?

- » Answers may vary, but may include that they do not have a good relationship, even though they are old shipmates. The captain looks like he has seen a ghost when he hears Black Dog call out his name, likely because the captain is not expecting to hear Black Dog’s voice. Black Dog may have been the one the captain was on the lookout for and trying to avoid during his stay at the inn. The captain hisses at Black Dog when asking why he has come to find him (“run [him] down”). The fact that the two men sit down and talk for a long time, with their voices gradually getting louder, and then eventually fight with each other, indicates they do not have a good relationship.

**Inferential.** Who is narrating the story and how do you know?

- » Jim is narrating the story. We know because the captain says, “Jim! Water!” and then the narrator says, “I ran to fetch him water.”



Shortly after Dr. Livesey arrived, the captain opened his eyes and looked about.

“Where’s Black Dog?” he mumbled.

“There’s no Black Dog here,” the doctor said. “You’ve had a **stroke**. Now lie back and rest.”

Dr. Livesey drew some blood, and the old sailor fell asleep.

“He needs to rest for at least a week,” said the doctor emphatically. “Another stroke will surely kill him.”

Later, when the captain woke up, his first words were, “Black Dog!”

“Jim,” he moaned, “you know I’ve been good to you. I’m pretty low and deserted by all. You’ll help me, won’t you?”

“But the doctor—” I began.

“Doctors! What do they know?” he growled. “What does that doctor know about seafaring men like me?”

Somewhat reluctantly, I agreed to help him. When I offered him water, he greedily gulped it down.

“Aye,” said he, “that’s better. Now, then, did that doctor say how long I’m supposed to lie here wasting time?”

“A week, at least,” I said.

“Thunder!” he cried. “Out of the question! They’d have the black spot on me by then.”

He attempted to sit up but fell back, weak and helpless on the bed. Then, after further contemplation, he spoke to me again.

6

- Read pages 6 and 7 aloud.

**Inferential.** Casual language is often used to portray character. When the pirates speak to each other in *Treasure Island*, some of the dialogue includes shortened forms of words, slang, and incorrect grammar. An example of this is when Bill says, “He’s a bad ‘un, but there’s worse than him after me.” What does this casual language portray about the characters?

- » Answers may vary, but may include that this language shows that the pirates are not very well-educated, they are rough around the edges, or they say things quickly without thinking first.

“Jim,” he said, “you saw Black Dog? He’s a bad ’un, but there’s worse than him after me. I hope I may get away from them yet. If I can’t, and if they put the black spot on me, it’s my old sea chest they’re after. You go and see that doctor and tell him to send all hands—**magistrates** and such—to the Admiral Benbow. Tell him Captain Flint’s men are here—or all that’s left of the old crew. I was Flint’s first mate, and I’m the only one who knows the place where he hid his **loot**. But don’t tell the doctor unless they get me with the black spot, or you see Black Dog again—”

At that moment, he paused before continuing, “Or a seafaring man with one leg. Keep an eye out for him above all!” he concluded.

“But what is the black spot, Captain?” I asked.

“That’s a summons, mate. **Mutiny!** Keep your wits about you, Jim, and I’ll share with you equals, upon my honor,” he continued.

His voice grew weaker as he said this, and soon he fell into a heavy sleep. I should have told the story to the doctor, but my poor father died quite suddenly that evening, which naturally put all other matters aside.

The day after my father’s funeral, I was standing at the door full of sad thoughts when I saw a blind man slowly walking up the road. He wore a green mask over his eyes, and he tapped the ground with a stick. He was hunched, as if from age, and wore a hooded sea cloak.

As he drew near, he called out, “Will anyone inform a poor blind man who has lost his sight in the defense of England—God bless King George—where he may now be?”

“You are at the Admiral Benbow Inn,” I explained.

“I hear a young voice,” said he. “Will you lend me your hand and lead me in?”

7

**Inferential.** How might you rephrase the sentence to be proper English?

- » Answers may vary, but the sentence could say, “He’s a bad person, but there are worse people coming after me.”

**Inferential.** Why is the captain trying to get away from Black Dog and other seafaring men?

- » The captain is trying to get away because, besides wanting his sea chest, the men want to find Captain Flint’s treasure, and only he knows where it is hidden.

I held out my hand, and the blind man gripped it like a vise. I struggled to escape, but he pulled me close.

“Now, boy,” the blind man said through gritted teeth, “take me to the captain.”

“But—” I protested.

“Take me in NOW!” he commanded. He gave my arm a twist that made me cry out in agony.

I’ve never heard a voice so utterly cruel and cold as that man’s. I obeyed him without further hesitation. We walked together toward the room where the captain was resting.

“When I’m in view, cry out, ‘Here’s a friend for you, Bill!’” he instructed me. As I opened the door, I repeated his words in a trembling voice.

The captain attempted to rise, but he was too weak. Then I saw the blind man slip something into the captain’s palm.



8

## Support

A vise is a tool with flat parts that open and close to hold something very firmly. Here the blind man grips the narrator’s hand very firmly.

- Read page 8 aloud.

**Support.** Who is Bill?

- » The captain, or Billy Bones.

**Inferential.** What do you think the blind man gives to the captain?

- » Answers may vary, but students may deduce that it is the “black spot” (i.e., the note or piece of paper indicating a mutiny) the captain dreaded.

“Now that’s done,” said the blind man. With incredible nimbleness, he scurried out of the inn and back along the road. I could hear his stick tapping as he hurried away.

The captain gazed at the piece of paper the blind man had given him.

“Ten o’clock!” he cried. “That’s six hours from now. We’ll do them yet!” With that, he lurched forward and managed to get to his feet. Then, quite suddenly, he reeled about and put one hand to his throat. For a moment or two, I watched him as he swayed from side to side before crashing to the floor. I hurried to assist him, but it was too late.

My mother descended the stairs and saw the old seaman lying on the floor. I explained to her as best I could what had just happened. After much discussion, we decided we should open the captain’s sea chest and take the money he owed us. First, we had to retrieve the key from the captain.

The captain lay on his back with his eyes open and one arm outstretched. By his hand was the slip of paper, marked with the anticipated black spot. Scrawled on it was the message, “You have till ten tonight.”

I searched the dead man’s pockets, but could not discover the key to the chest.

“Perhaps it’s ’round his neck,” suggested my mother anxiously. I opened up his shirt, and there it was, hanging from a piece of string.

I cut the string with the old captain’s knife, and then my mother and I raced upstairs intent upon opening the captain’s sea chest.

9

- Read page 9 aloud.

**Inferential.** What is this note and what does it mean?

- » The note is the black spot and it means that the seafaring men are declaring a mutiny against the captain. Based on what Bill told the narrator about the black spot, the note is ordering Bill to appear somewhere or do something before ten that night. If he doesn’t, the rest of the crew plan to declare a mutiny against him. They want his sea chest and to find out where Flint’s treasure is.

**Evaluative.** Why are Jim and his mother in such a hurry to open the captain’s sea chest?

- » The captain told Jim that the other seafaring men are after his sea chest. Jim also knows that the men will be returning at ten that night. Jim and his mother likely want to get to the captain’s sea chest before the men return.

## Support

*Mutiny* means “a rebellion or uprising against those in charge on a ship.”

## Support

Jim and his mother want to open the sea chest to retrieve the money that he owes them.

## CHAPTER DISCUSSION (10 MIN.)

### Activity Page 1.3



#### ENGLISH LANGUAGE LEARNERS



Speaking  
and Listening  
Exchanging Information  
and Ideas

#### Entering/Emerging

Prompt students to contribute ideas to the chart by asking yes/no questions.

#### Transitioning/Expanding

Prompt students to contribute ideas to the chart by asking *wh*-questions.

#### Bridging

Prompt students to contribute ideas to the chart and encourage them to build on the ideas of other students.

- Have students turn to Activity Page 1.3 and refer to the Character Chart you prepared in advance.
- Explain that the names of important characters from *Treasure Island* are listed on the chart.
- Tell students that after reading each chapter in *Treasure Island*, they will record in the far-right column of the chart key details or information revealed in that chapter about significant characters.
- Tell students they will record the chapter number(s) in the far-left column of the chart to indicate which chapter(s) the information relates to.
- Explain that students will first record information about Billy Bones, Black Dog, and Jim Hawkins, characters introduced in Chapter 1.
- Use the information in the following chart to engage students in a discussion about each of the characters introduced in the chapter. Tell students to draw on specific details in their responses, such as descriptions of appearance, words, or actions from the text. You may wish to elaborate on points in the chart with the following information when discussing Jim Hawkins:
  - Jim Hawkins is the narrator of *Treasure Island*. He seems to be a young boy, as he is described as having a young voice by the blind man. He lives with his parents and helps them run the Admiral Benbow Inn. His father dies during the first chapter. Jim seems somewhat naïve, meaning he lacks experience or realistic judgment. He leads two seafaring men to the captain, even though he knows the captain is trying to hide out from other seafaring men.
- Then record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3. If necessary, tell students to leave space for additional entries in future lessons.

Chapter(s)	Character	Key Details
1	Billy Bones (Captain)	old seaman with a scar on his face; stays at Admiral Benbow Inn; has a sea chest and knows where other treasure is located; dies in Chapter 1
1	Black Dog	one of Captain Flint's men; missing two fingers; comes to the inn to find Billy Bones and get his treasure
1	Jim Hawkins	narrator; young boy; his father dies; helps run the inn; seems naïve

- Tell students that they may add more information about some characters in the chart as they read more of *Treasure Island*.
- Have students take home Activity Page 1.4 to read the excerpt from Chapter 1 and answer the questions that follow. Also have students take home Activity Page 1.5, a copy of the Reader glossary, to use as a reference during this unit.

### WORD WORK: *DRIVING* (5 MIN.)

1. In the chapter you read, “During the daytime, in sunshine or in driving rain, the old captain hung ’round the cove, keeping watch with a brass spyglass.”
2. Say the word *driving* with me.
3. *Driving* means “violent” or “having great force or speed.”
4. The strong winds and heavy rain of a driving storm made us retreat inside to the basement.
  - What else could be described as driving? Be sure to use the word *driving* in your response. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ could be described as driving because \_\_\_\_\_.”
5. What part of speech is the word *driving*?
  - » adjective

**Note:** Use a Multiple-Meaning Word activity for follow-up.

- Tell students the word *driving* can have multiple meanings. Share the following with students.
  - Meaning 1: **driving, adj.** violent or having great force or speed
  - Meaning 2: **driving, v.** operating a vehicle
  - Meaning 3: **driving, v.** causing a particular reaction or emotional response
- I am going to read several sentences. Listen to the context, or the text surrounding *driving* in the sentence, for clues as to which meaning is being used. When you think a sentence is an example of Meaning 1, hold up one finger. When you think a sentence is an example of Meaning 2, hold up two fingers. When you think a sentence is an example of Meaning 3, hold up three fingers.

1. My little brother was driving me crazy while I was trying to read.  
» 3
2. The man enjoys driving with his windows down in the springtime.  
» 2
3. The driving sleet and freezing rain made the roads too slippery for safe travel.  
» 1
4. The family made several side trips when they were driving across the country.  
» 2
5. The restaurant's dirty dining area and kitchen are driving customers away.  
» 3

## Lesson 1: The Old Seadog

# Take-Home Material

### READING

- Have students take home Activity Page 1.4 to read and complete for homework. Have students take home Activity Page 1.5 to use as a reference throughout the unit.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

### Activity Page 1.4



### Activity Page 1.5





## 2

# The Sea Chest

## PRIMARY FOCUS OF LESSON

### Reading

Students will identify the significant events of the chapter and summarize key details of the text. [ELA.4.R.1.1](#); [ELA.4.R.3.2a](#); [ELA.K12.EE.3.1](#)

### Grammar

Students will accurately use modal auxiliaries and the verb *to be*.

[ELA.4.C.3.1](#)

### Morphology

Students will identify the meaning of words with the root *bio* and use these words correctly in sentences. [ELA.4.V.1.2](#)

### Writing

Students will select a setting for their original adventure story.

[ELA.4.C.1.2](#); [ELA.4.C.1.5](#)

## FORMATIVE ASSESSMENT

### Activity Page 2.2

**to be Verbs and Modal Auxiliary Verbs** Students fill in the blank with the correct “to be” verb for agreement in the present tense. [ELA.4.C.3.1](#)

### Activity Page 2.3

**Root *bio*** Students write the correct word to complete each sentence. [ELA.4.V.1.2](#)

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Reading (45 min.)</b>			
Introduce the Chapter	Whole Group	10 min.	<input type="checkbox"/> Answer Key for Activity Page 1.4 <input type="checkbox"/> Activity Pages 1.4, 2.1
Read Chapter 2	Whole Group	20 min.	<input type="checkbox"/> <i>Treasure Island</i>
Chapter Discussion	Whole Group	10 min.	
Word Work: Ransack	Whole Group	5 min.	
<b>Language (30 min.)</b>			
Grammar: Modal Auxiliary Verbs	Whole Group	15 min.	<input type="checkbox"/> Subject- <i>to be</i> Verb Agreement Poster <input type="checkbox"/> Modal Auxiliary Verbs Poster <input type="checkbox"/> Activity Page 2.2
Morphology: Introduce Root <i>bio</i>	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.3
<b>Writing (15 min.)</b>			
Introduce an Adventure Story	Whole Group	15 min.	<input type="checkbox"/> Features of an Adventure Story Chart <input type="checkbox"/> <i>Treasure Island</i> <input type="checkbox"/> Writing Prompt
<b>Take-Home Materials</b>			
Grammar; Morphology			<input type="checkbox"/> Activity Pages 2.2, 2.3

## ADVANCE PREPARATION

### Reading

- Post the following question on the board/chart paper for chapter discussion.
  - When authors give details that refer to future events, it is called “foreshadowing.” In this chapter, details suggest there might be some trouble for the voyagers in the future. What clues in the text suggest this?

### Language

#### Grammar

- Prepare and display the following Subject-*to be* Verb Agreement and Modal Auxiliary Verbs Posters. Alternatively, you may access a digital version of each in the digital components for this unit.

Subject- <i>to be</i> Verb Agreement			
“ <i>To be</i> ” verbs are linking verbs that link, or connect, the subject to the predicate without showing action.			
	Subject	Agreement in the Present Tense	Example
Singular	I	am	I <b>am</b> hungry.
	you	are	You <b>are</b> excited.
	he, she, it, Jim Hawkins, the girl, treasure	is	She <b>is</b> tired. It is cute. The treasure <b>is</b> hidden.
Plural	we	are	We <b>are</b> helpful.
	you	are	You <b>are</b> noisy.
	they, coins, magistrates	are	The coins <b>are</b> gold.

### Modal Auxiliary Verbs


A modal auxiliary verb:

- is a helping verb and cannot stand alone
- never changes form—you do not need to add –s for the third-person singular subject
- is followed by a verb, which also does not change in form
  - She **can speak** French.
  - It **will rain** tomorrow.

### Modal Auxiliary Verbs Used to Express Ability

Present		Past	
can	I <b>can</b> read long chapter books.	could	I <b>could</b> read three years ago.
cannot/can't	I <b>can't</b> speak German.	could not/couldn't	Last summer, I <b>couldn't</b> swim.

### Modal Auxiliary Verbs Used to Express Possibility

<p><b>High Possibility</b></p>  <p><b>Impossibility</b></p>	will	It <b>will</b> rain tomorrow.
	may	It <b>may</b> rain tomorrow.
	might	It <b>might</b> rain tomorrow.
	will not/won't	It <b>won't</b> rain tomorrow.

## Writing

- Prepare and display the Features of an Adventure Story Chart. Alternatively, you may access a digital version in the digital components for this unit.

### Features of an Adventure Story

<b>Character(s)</b>	a memorable hero
<b>Setting(s)</b>	a faraway, often imagined place
<b>Plot</b>	fast-paced action dangerous elements mystery or quest
<b>Theme</b>	relates to characteristics demonstrated by characters in the story, such as bravery, trustworthiness, loyalty, etc.

- Prepare and display the Writing Prompt. Alternatively, you may access a digital version in the digital components for this unit.
  - Imagine a character gets lost in a remote, isolated area like the jungle, the desert, the mountains, the forest, the tundra, or an island. Choose a specific place for the setting of your story. Write a one- to two-page story in which you show how the character survives.
- Use the following questions to guide your thinking and writing:
  - What is the setting like?
- What challenges must the character overcome? What kinds of problems must the character solve?
- What traits and values, or characteristics, does the character display? What thoughts and feelings does the character have?
- What elements of danger are present?
- What people or animals does the character meet?
- Does the character return home?
- How does the story end?

~~~~~ Start Lesson ~~~~~

## Lesson 2: The Sea Chest

# Reading



**Primary Focus:** Students will identify the significant events of the chapter and summarize key details of the text. **ELA.4.R.1.1; ELA.4.R.3.2a; ELA.K12.EE.3.1**

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 1.4, which was assigned for homework in the previous lesson.

### INTRODUCE THE CHAPTER (10 MIN.)

- Tell students they will read Chapter 2, “The Sea Chest and the Blind Man.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.



- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *farthing*.
- Have them find the word on page 10 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Using context clues, have students try to figure out the meaning of the word *farthing*. Students should determine that a farthing is some amount of money. Explain to students that a farthing is a coin worth less than a penny, and was formerly part of Great Britain's currency.
- Have students reference Activity Page 2.1 while you read each word and its meaning.

## Vocabulary

**farthing, n.** a coin worth less than a penny formerly used in Great Britain (10)

**gargoyle, n.** a stone carving of a strange figure used as decoration on a building, usually a cathedral or Gothic structure (13)

**ensue, v.** to follow right after another event (ensued) (13)

**impending, adj.** about to occur (14)

**scarper, v.** to flee or run away (14)

**stun, v.** to shock or amaze (stunned) (16)

**buccaneer, n.** a pirate (16)

**bulk, n.** most; the larger part of something (18)

**cache, n.** a hiding place for supplies or treasures (18)

**hummock, n.** a rounded hill or mound (18)

**fathom, n.** a length of about six feet used to measure water depth (*fathoms*) (18)

**cabin boy, n.** someone hired to wait on the passengers and crew of a ship (18)

**ransack, v.** to search thoroughly, causing damage or disorder (*ransacked*) (20)

**schooner, n.** a sailing ship with two or more masts (21)

## Activity Page 2.1



| Vocabulary Chart for Chapter 2, “The Sea Chest and the Blind Man” |                                                                                                     |                                               |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Vocabulary Type                                                   | Tier 3 Domain-Specific Words                                                                        | Tier 2 General Academic Words                 |
| Core Vocabulary                                                   | farthing<br>gargoyle<br>scarper<br>buccaneer<br>cache<br>hummock<br>fathom<br>cabin boy<br>schooner | ensue<br>impending<br>stun<br>bulk<br>ransack |
| Multiple-Meaning Core Vocabulary Words                            | fathom                                                                                              | bulk                                          |
|                                                                   |                                                                                                     |                                               |
| Sayings and Phrases                                               | hold your tongue<br>as silent as the grave<br>fortune brought me [what] I required                  |                                               |

**READ CHAPTER 2 (20 MIN.)**

- Have students read page 10 silently.



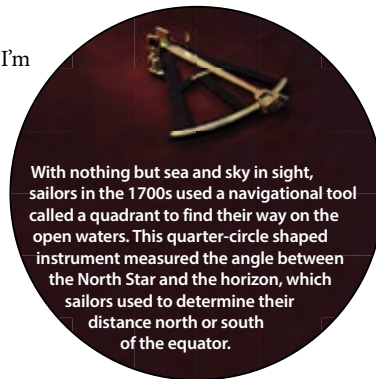
## Chapter 2 The Sea Chest and the Blind Man

A strong, pungent smell of tobacco and tar rose from the interior of the old sea chest as we opened it. On the top was an elegant suit of clothes, never worn. Under that was a tin, a quadrant, tobacco, a bar of silver, West Indian shells, a Spanish watch, several compasses, and two pistols. At the bottom of the chest lay a bundle wrapped in oilcloth and a canvas bag that gave forth the jingle of coins.

“I pride myself on being an honest woman,” my mother said. “I’ll take what I’m owed and not a **farthing** more or less.”

She began to count the money into a bag. As she counted, we heard a familiar sound. It was the tap-tapping of the blind man’s stick upon the frozen road. It drew nearer while we held our breath. Then we heard the blind man’s voice, along with several others’.

10



With nothing but sea and sky in sight, sailors in the 1700s used a navigational tool called a quadrant to find their way on the open waters. This quarter-circle shaped instrument measured the angle between the North Star and the horizon, which sailors used to determine their distance north or south of the equator.

**Literal.** Summarize the action on the first page.

- » Jim and his mother have opened the sea chest and are trying to recover the money they are owed.

**Evaluative.** What do we learn about Jim’s mother’s morals, or beliefs about what is right and wrong?

- » She is honest because she says she will only take the money she is owed, rather than all the contents of the sea chest.

### ReadWorks Articles

“One Way to Find a Planet”



### Support

Who owes Jim’s mother money and for what?

- » Captain Bill owes Jim’s mother money for staying at the inn.





She began to count the money into a bag. As she counted, we heard a familiar sound.

11

- Have students read page 12 silently.

**Literal.** As Jim and his mother leave the inn, what do they take with them from the captain's chest?

- » Jim takes a bundle wrapped in oilcloth, and his mother takes the money.

**Evaluative.** How does the description of the natural setting reflect the situation in which Jim and his mother find themselves?

- » Just as the storm clouds appear threatening in the sky, the appearance of the “shadowy figures”—the pirates—threaten the safety of Jim and his mother. Nature helps Jim and his mother. Just as they run from the house, the moon peeps out from behind the clouds, and the moonlight allows them to see the ditch, where they hide safely and listen.

“Mother!” I whispered nervously, “please hurry up!”

“I’ll hold onto what I have so far!” she exclaimed.

“I’ll take this to square the count,” I informed her as I picked up the bundle wrapped in oilcloth. Then we groped our way downstairs, threw open the back door, and ran out into the darkness of night—two desperate souls—unsure of what to do next.

A silvery moon peeped out from behind ominous storm clouds. The moonlight allowed us to glimpse the ditch that lay behind the inn. Without hesitating, we made our way toward it. There we waited, breathing in the cool night air, out of sight but within earshot of the inn.

Before long, a number of shadowy figures appeared.



“Inside!” a chilling voice commanded. It was the blind man.  
“Find him!”

The others scurried forward in the darkness.

A few seconds later we heard a gruff voice call out, “Bill’s dead!”

12

## Support

Describe the setting as Jim and his mother dash outside.

- » It is nighttime and dark, with threatening storm clouds, but there is light from the moon peeking out from the clouds.

“Search him!” shrieked the blind man. “Find the key—or you’ll answer to me!”

There was a lengthy pause, and then another cry. “Someone got here before us! The key’s gone!”

“Then find the sea chest and smash it to pieces!” screeched the blind man. The sound of his voice sent a cold shiver running down my spine.

I heard a commotion and the sound of footsteps coming from the upstairs area of the inn. Moments later the window to the captain’s room was flung open. Such force caused the glass to shatter and break. Then a man with a face resembling that of an angry **gargoyle** leaned out of the window into the moonlight.

“Pew!” he shouted. “It’s like I told ya already. Someone’s been here before us! They rifled through Bill’s chest!”

“Is it there?” Pew roared.

“There’s some money,” said the gargoyle-faced man.

“Forget the money!” Pew spat. “Flint’s map, I mean!”

“It’s nowhere to be found, I tell ya.”

“Blast it!” cried the blind man. “It’s that boy! I should have dealt with him earlier. He was here just a few minutes ago—I know it. Scatter, lads, and hunt the rascal down!”

A great to-do **ensued** in our old inn. Furniture was thrown about and beds were stripped. Doors were forcefully kicked in until finally the men came out and declared that I was nowhere to be found.

13

- Have students read page 13 silently.

**Literal.** Describe the scene inside and outside of the inn. What is happening?

- » The blind man, Pew, stays outside the inn, while the others rush inside. As the others search the inn, they call back and forth, talking to Pew. Those inside discover that Bill is dead and the key is missing. Pew orders them to find the sea chest and smash it to pieces. When they locate the sea chest, they find some money, but realize that, because the map is missing, someone else has been there before them.

**Inferential.** Does the blind man, Pew, seem satisfied with finding the money from the chest? Cite evidence from the text to support your answer.

- » No, Pew does not seem satisfied. When told that there is some money, Pew says, “Forget the money!” He is searching for something else: Flint’s map.

**Inferential.** Why does Pew tell the men to search for Jim?

- » He suspects Jim has taken Flint’s map.

## Challenge

Imagery is used on page 14 to describe the pirates.

Identify the image and explain its significance.

- » “Pew, however, attempted to convince the others to hold their ground and not flee like scalded rats” (paragraph 3). Comparing the men to rats suggests that the men are cowardly. Rats are also pests that scavenge and feed on trash, so this comparison is insulting. The simile *not flee like scalded rats* helps readers visualize the frenzied scene as men run in fear. It sounds like something Pew would yell in anger at his men. He often belittles them to make them follow his orders.

Just then we heard a whistle in the darkness. I guessed it was some sort of signal. The men had left a guard, and he was warning them of **impending** danger.

“There’s Dirk,” one of them pronounced. “We’ll have to **scarper**, and quick, mates!”

Pew, however, attempted to convince the others to hold their ground and not flee like scalded rats.

“The boy can’t have gone far,” he urged desperately. “That rascal was here no more than a few minutes ago. Scatter and look for him, you lily-livered cowards! Oh, if I had my eyes, what I wouldn’t do right now!”

Two of the men obeyed Pew and began to search around the exterior of the inn, but the others stood in the road, unsure of their next move. Pew sensed the men’s confusion.

“Get to it!” he yelled. “If we find what we came for, we’ll all be as rich as kings. Don’t stand there skulking! If you had the pluck of a weevil in a biscuit, you would catch him.”

“Hang it, Pew!” grumbled one of the men. “Don’t you think we should take the money and run?”

“He could be anywhere hereabouts,” moaned another. “Let’s call it a day and run before we get caught!”

Pew’s anger escalated and he began swinging his walking stick. He struck at the others right and left in his blindness. They, in turn, cursed the blind man, threatened him in horrid terms, and tried in vain to catch his stick and take it from him.

This quarrel saved us. For while it was raging, another sound came from the top of the nearby hill—galloping horses. A pistol shot came

14

- Have students read page 14 silently.
- Have students read page 15 silently.



from the hedge. That must have been the final signal warning the men of serious danger, for they scattered like rabbits in every direction. In half a minute, only Pew remained.

He tapped up and down the road in a frenzy, calling out to his comrades.

“Johnny!” he shouted. “Black Dog! Dirk! Don’t leave old Pew here without eyes to guide him!”

At that moment, five riders swept down the hill at full gallop. Pew sensed he was in their path and cried out, but it was too late. One of the horses knocked him to the ground, and another trampled over him. Pew made one last gasp and then lay silent on the ground. I saw that the horsemen were actually officers. One of them dismounted and checked on Pew, but there was nothing to be done.

I jumped up out of the ditch, and after conversing with the officers and calming my mother, I made my way to Dr. Livesey’s home.

15

**Evaluative.** What does Jim mean when he says, “This quarrel saved us”?

- » The quarrel delays and confuses the men, so they don’t search far beyond the exterior of the inn. If the men had not been delayed, they might have found Jim and his mother hiding. During the confusion of the quarrel, there is also the sound of galloping horses. A warning shot is fired to warn the men that they need to flee.

I found Dr. Livesey dining with Squire Trelawney. I told them everything that had happened and showed them the bundle I had retrieved from the sea chest. At first they were **stunned** and rather silent, but eventually they were able to think clearly, and we began to converse.

“Have you heard of this Captain Flint?” Dr. Livesey asked Squire Trelawney.

“Heard of him!” the squire cried. “Of course I have! Why, John Flint was the bloodthirstiest pirate that ever flew the Jolly Roger. In fact, Blackbeard was a child compared to Flint!”

“Well,” said the doctor, “suppose this packet tells us where the old **buccaneer** hid his treasure. What would you do then, may I ask?”

“I would fit out a sailing ship in Bristol,” the squire declared confidently. “I’d take you and Jim Hawkins along, and I would find that treasure, even if I had to search for an entire year!”

With that said, the doctor cut the bundle open. It contained two things: a book and a sealed paper. Printed on the first page of the book were the words: *Billy Bones, his account*. The next twenty pages were filled with dates, sums of money, and little crosses. One line read, “June 12th, 1745, seventy pounds, off Caracas.” Next to this entry were six tiny crosses.



When merchant ship sailors saw the Jolly Roger’s skull and crossbones flying over a pirate ship, they knew they faced a strong set of armed buccaneers. The symbol struck such fear that oftentimes merchant ships immediately surrendered their goods in exchange for their lives. Not all ships flew exactly the same variation, and powerful pirate captains became infamous, identified by their customized flags.

16

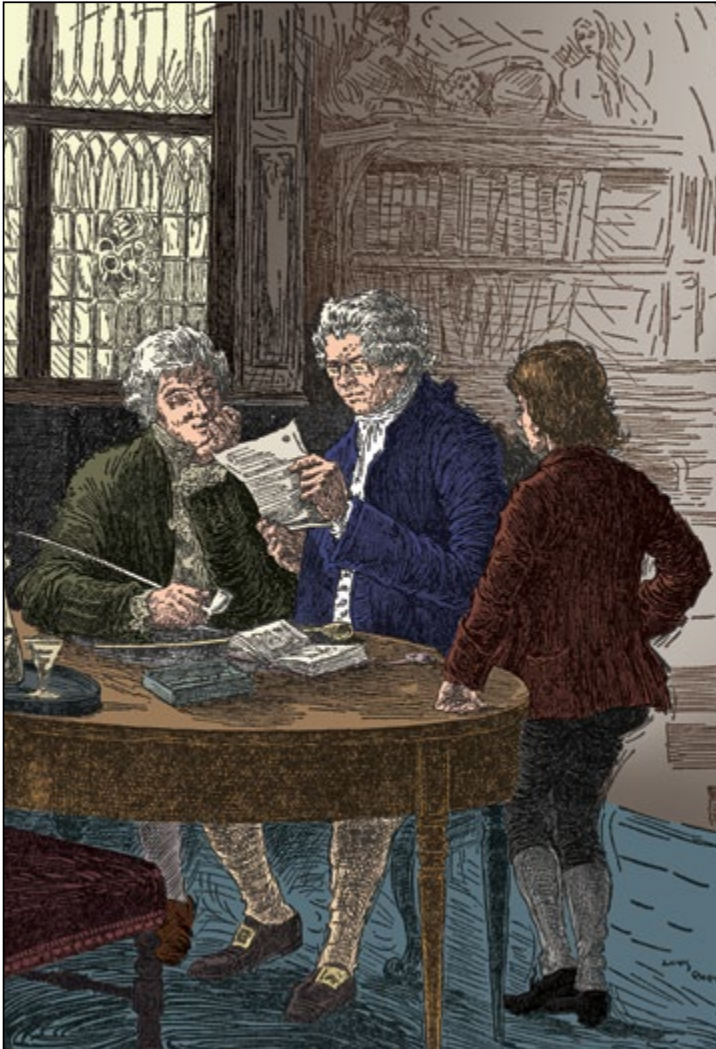
### Pronunciation Table

| Word    | CK Code     |
|---------|-------------|
| Caracas | /kə*rok*us/ |

- Have students read page 16 silently.

**Inferential.** How do Dr. Livesey and Squire Trelawney react when Jim describes the night’s events and shows them what he found in the chest?

- » Both are stunned at first, but the squire immediately declares he will find a ship and crew to search for the buried treasure.



With that said, the doctor cut the bundle open. It contained two things: a book and a sealed paper.

17



“What does it mean?” I asked.

“This is the old captain’s account book,” said the squire. “This entry tells us that the pirates got seventy pounds of loot after they attacked a ship off the coast of Caracas on the Spanish Main.”

Next, we inspected the sealed paper. The doctor opened it carefully, and a map fell to the floor. It was a map of an island, labeled with latitude and longitude, water depths, names of hills, bays, and inlets, and all the details needed to bring a ship safely to anchorage upon its shores.

It seemed to me that the island was shaped like a portly dragon. From the map, we could see that the island was about nine miles long and five wide. It had two harbors, and there was a large hill in the center marked ‘Spyglass’.

Several things had been added to the map in red ink. There were three crosses—two on the north part of the island and one in the southwest. Next to one of these, written in a small, neat hand, very different from the captain’s, were the words: **Bulk of treasure here.**

On the back of the map, in the same hand, we read:

*Tall tree, Spyglass shoulder, bearing a point to the N. of N.N.E. Skeleton Island E.S.E. and by E. Ten feet. The bar silver is in the north cache. Find it by the trend of the east hummock, ten fathoms south of the crag with the face on it. The arms are in the sand hill, N. point of north inlet cape, bearing E. and a quarter N. —J.F.*

It did not make much sense to me, but the squire was delighted.

“Tomorrow I’ll set off for Bristol,” he effused. “In ten days we’ll have the best ship and crew in England. Hawkins shall come with us as **cabin boy**. You, Livesey, will be the ship’s doctor, and I will be the admiral.

18

## Support

*The Spanish Main* refers to the Spanish-claimed lands along the coast of South America and in the Caribbean.

- Have students read page 18 silently, stopping before the final paragraph.

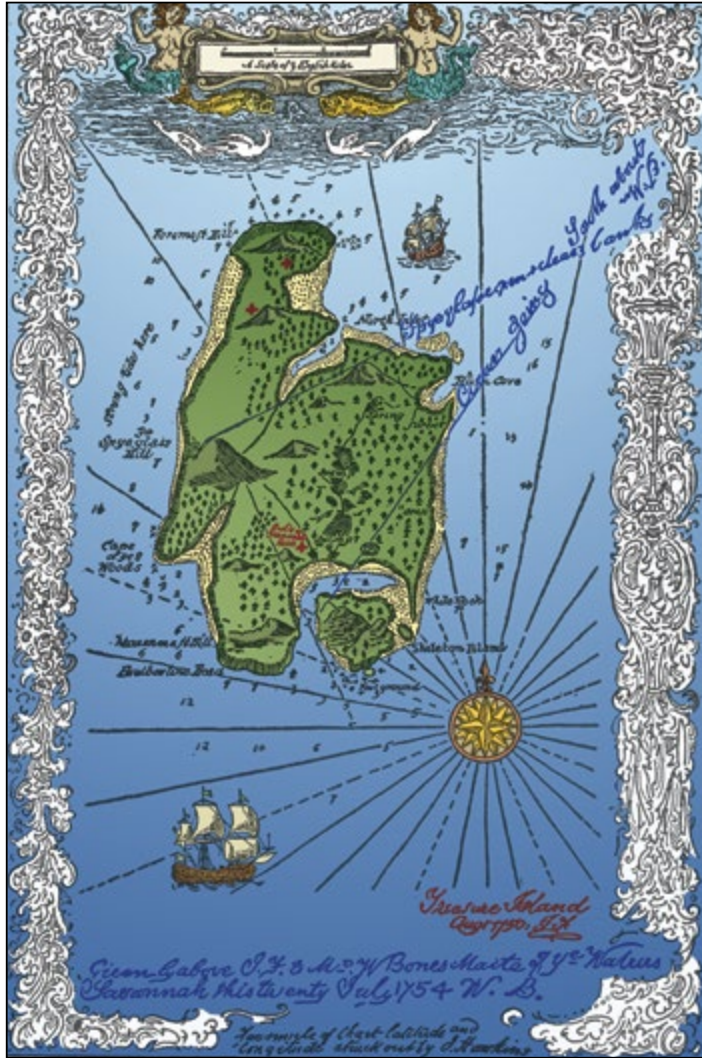
**Literal.** What do Dr. Livesey, Squire Trelawney, and Jim find in the sealed paper?

- » a treasure map

**Inferential.** How do Jim, the doctor, and the squire react to finding the treasure map?

- » Jim is confused because he doesn’t understand the directions on the map. The squire is excited and happy. The reader does not know the doctor’s reaction, as it is not described in the text.

- Have students read the rest of page 18.



19

- Have students read page 19 silently.

We'll have no difficulty in finding the spot, and we'll have money to roll in ever after!"

"I'll accompany you," said the doctor. "And I hope Jim will, too. There's only one man who concerns me."

"Name the dog, sir!" cried the squire.

"You!" replied the doctor. "You cannot hold your tongue. Those fellows who **ransacked** the inn tonight are looking for this map—and for Flint's treasure. We have to be extremely careful. You go to Bristol and take my two loyal servants, Joyce and Hunter, with you. Remember, do not breathe a word of what we've found."

"Quite right!" said the squire. "You can rely on me to be as silent as the grave!"

So the squire, along with Joyce and Hunter, set off for Bristol. I stayed on at the hall with the squire's gamekeeper, old Redruth. After a couple of weeks, Dr. Livesey received a letter from the squire.



20

- Have students read page 20 silently.

**Inferential.** What plan does the squire propose?

- » The squire proposes that he go to Bristol to get a ship and crew, and then they will all set off in search of the treasure. He would be the admiral, Livesey would be the ship's doctor, and Jim would be the cabin boy.

**Inferential.** What is the doctor worried about? How do you know?

- » He is worried that the squire will tell people about the treasure map.



### Check for Understanding

---

Ask students to signal their agreement with the provided answer with a thumbs-up/thumbs-down. If the group is unclear about this answer, redirect students back to the text and look for evidence to support the answer.

---

Dear Livesey,

The ship lies at anchor, ready for sea. You never saw a sweeter **schooner**. Her name is the Hispaniola. I acquired her through my old friend Blandly.

At first, finding a crew troubled me. I wanted twenty men, and I had difficulty finding half a dozen, but then fortune brought me the man I required. I fell into talk with him on the dock. He keeps a tavern, and I found he knew all the seafaring men in Bristol. It seems he lost his health ashore, and was hoping to secure a position as a cook at sea. He had hobbled down there that morning, he said, to enjoy the salty sea air. I was touched by his story and engaged him on the spot to be the ship's cook. Long John Silver he is called. He has lost a leg in his country's service.

Between Long John Silver and myself we got together a fine company of seamen. Silver even got rid of two men I had already engaged. He explained that they were just the type of men we needed to avoid for an adventure of this importance.

I am in magnificent health and spirits, eating like a bull, sleeping like a tree. Yet I am eager to lift anchor. So do come quickly.

John Trelawney

P.S. My old friend Blandly has agreed to send another ship after us if we don't turn up by the end of August. He found an admirable fellow for captain—a stiff man, but, in all other respects, a treasure. Long John Silver has unearthed a very competent mate.

21

### Pronunciation Table

| Word       | CK Code          |
|------------|------------------|
| Hispaniola | /his*pan*yoe*lə/ |

**Inferential.** Why does the squire hire Long John Silver?

- » He says he was touched by Silver's story. The squire also has trouble finding enough men to join the crew, so he hires Silver because Silver knows a lot of people who are willing to come on the trip.

**Inferential.** Why does Trelawney ask his friend, Blandly, to send another ship?

- » Trelawney is afraid something may go wrong, so he asks Blandly to search for them if they don't return from their voyage in a reasonable amount of time.



**Entering/Emerging**

Pair student with a strong partner for Think-Pair-Share discussion. Ask yes/no questions of student during whole group discussion.

**Transitioning/Expanding**

Pair student with a capable partner for Think-Pair-Share discussion. Ask *wh*-questions of student during whole group discussion.

**Bridging**

Provide student with a verbal/nonverbal cue before asking him or her to contribute to the whole group discussion.

**CHAPTER DISCUSSION (10 MIN.)**

- Think-Pair-Share. Use the question below to discuss the chapter. Have students discuss their ideas with a partner and then share as a whole group.
- 1. **Inferential.** When authors give details that refer to future events, it is called “foreshadowing.” In this chapter, details suggest there might be some trouble for the voyagers in the future. What clues in the text suggest this?
  - » Answers may vary, but should include that the doctor worries the squire will reveal too much about the map; that Long John Silver gets rid of two men Dr. Livesey had hired; that Dr. Livesey asks Blandly to prepare a ship to rescue them if necessary.

**WORD WORK: RANSACK (5 MIN.)**

1. In the chapter you read, “Those fellows who ransacked the inn tonight are looking for this map—and for Flint’s treasure.”
2. Say the word *ransack* with me.
3. To *ransack* means “to search thoroughly, causing damage or disorder.”
4. The robbers ransacked the apartment looking for jewelry.
  - What are some other examples of things being ransacked? Be sure to use the word *ransack* in your response. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “They ransacked . . . looking for . . .”
5. What part of speech is the word *ransack*?
  - » verb

**Note:** Use a Synonyms activity for follow-up.

What does the word *ransack* mean?

What are some words that are synonyms of, or words that have a similar meaning to, *ransack*? Prompt students to provide words like *search*, *plunder*, *hunt*, *scour*, *rummage*, and *loot*.

Pair students up, and with a partner, have them create a sentence for each of the synonyms of *ransack*.

## Lesson 2: The Sea Chest

# Language



### GRAMMAR: MODAL AUXILIARY VERBS (15 MIN.)

**Primary Focus:** Students will accurately use modal auxiliaries and the verb to be.

ELA.4.C.3.1

- Tell students that today they will review *to be* verbs and modal auxiliary verbs. Remind students that they learned these during the American Revolution unit.
- Refer to the Subject–*to be* Verb Agreement Poster and Modal Auxiliary Verbs Poster you prepared in advance. Present the Subject–*to be* Verb Agreement Poster in the following manner:
  - Remind students that *to be* verbs are linking verbs that link, or connect, the subject to the predicate without showing action.

**Note:** The copula *be*—the *to be* verb—and the third-person singular inflection pose problems for English-learners at all levels. Thus, detailed treatment is given to the present-tense forms of the *to be* verb.

- Have a student read each singular subject, its *to be* verb agreement in the present tense, and the corresponding example sentence.
- Have a student read each plural subject, its *to be* verb agreement in the present tense, and the corresponding example sentence.
- Have a student create one sentence orally that correctly uses a *to be* verb either in the singular or plural form.
- Present the Modal Auxiliary Verbs Poster in the following manner:
  - Remind students that modal auxiliary verbs are helping verbs. A modal auxiliary verb cannot stand alone and does not change form. A modal auxiliary verb is followed by a verb that does not change form either.
  - Have a student read the modal auxiliary verbs used to express ability in present tense and the corresponding example sentences.
  - Have another student read the modal auxiliary verbs used to express ability in past tense and the corresponding example sentences.
  - Have a student create one sentence orally that correctly uses a modal auxiliary verb to express ability either in present or past tense.



## Activity Page 2.2



### ENGLISH LANGUAGE LEARNERS



#### Language Using Verbs and Verb Phrases

##### Entering/Emerging

Provide direct teacher support to student when completing Activity Page 2.2. Provide a word bank of *to be* verbs.

##### Transitioning/Expanding

Provide small-group teacher support to student when completing Activity Page 2.2. Provide a word bank of *to be* verbs.

##### Bridging

Provide teacher support as needed to student when completing Activity Page 2.2.

- Have a student read the modal auxiliary verbs used to express possibility.
- Have a student create one sentence orally that correctly uses a modal auxiliary verb to express possibility.

- As time allows, have students turn to Activity Page 2.2. Tell students they will practice using *to be* verbs and modal auxiliary verbs.
- Direct students to the first section of the activity page and read the directions aloud. Do the same for the remaining sections.
- Have students complete Activity Page 2.2 for homework, or, if you feel they need more assistance, complete the activity page as a teacher-guided or partner activity.

## MORPHOLOGY: INTRODUCE ROOT *BIO* (15 MIN.)

**Primary Focus:** Students will identify the meaning of words with the root *bio* and use these words correctly in sentences. **ELA.4.V.1.2**

- Tell students today they will learn about the Greek root *bio*.
- Remind students that a root is a main element of a word that forms the base of its meaning.
- Write the Greek root *bio* on the Roots Poster displayed in the classroom and explain that it is pronounced /bie\*oe/.
- Explain that *bio* means “life.” Add the meaning to the poster as well.
- Tell students that words with the root *bio* can be nouns, verbs, or adjectives.
- Write *biology* on the board/chart paper. Briefly discuss the part of speech and the meaning of the word. Then use it in a sentence. (*Biology* is a noun. It means “the study of life.” *When we learn about biology, we learn about how plants and animals live.*)



### Check for Understanding

Have students provide sentences using the word *biology* on index cards or stick notes. (Answers may vary.) Identify students in need of additional support and re-teach in a small group.

- Write *biography* on the board/chart paper. Briefly discuss the part of speech and the meaning of the word. Then use it in a sentence. (*Biography* is a noun. It means “a history of a person’s life.” *I enjoyed reading Robert Louis Stevenson’s biography.*)



### Check for Understanding

Have students provide sentences using the word *biography* on index cards or stick notes. (Answers may vary.) Identify students in need of additional support and re-teach in a small group.

- Continue in this manner for the remaining *bio* words, using the following chart as a guide.

| Affixed Word  | Meaning                                                                                                                                                   | Example Sentence                                                                                                                                                              |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| biodegradable | (adjective) able to be broken down naturally                                                                                                              | Instead of putting them in the trash, I put <u>biodegradable</u> things like apple cores and banana peels in my compost pile to create mulch.                                 |
| autobiography | (noun) a history of a person’s own life                                                                                                                   | The soccer player wrote an <u>autobiography</u> about his life.                                                                                                               |
| symbiotic     | (adjective) having a dependent relationship that usually has positive benefits to both involved; sometimes only one of those in the relationship benefits | Honey bees and flowers have a <u>symbiotic</u> relationship; the bees get pollen from flowers to feed their young, and the flowers get pollinated so more flowers will bloom. |
| biosphere     | (noun) the part of the world where life can be sustained                                                                                                  | Earth’s <u>biosphere</u> includes the sky where birds fly, the ocean where sea animals swim, and the land where people and other animals live.                                |

- Have students turn to Activity Page 2.3. Briefly review the directions. Complete the first two sentences together as a class. Have students complete the rest of Activity Page 2.3 for homework, or if you feel they need more assistance, complete the entire activity page as a teacher-guided activity.



### ENGLISH LANGUAGE LEARNERS

Language  
Reading/Viewing Closely

#### Entering/Emerging

Provide direct teacher support to student when completing Activity Page 2.3. Review definitions of all word bank words.

#### Transitioning/Expanding

Provide small group teacher support to student when completing Activity Page 2.3. Clarify meaning of unknown words and phrases.

#### Bridging

Provide teacher support as needed to student when completing Activity Page 2.3. Clarify meaning of unknown words and phrases.

### Activity Page 2.3



## Lesson 2: The Sea Chest

# Writing



**Primary Focus:** Students will select a setting for their original adventure story.

ELA.4.C.1.2; ELA.4.C.1.5

### INTRODUCE AN ADVENTURE STORY (15 MIN.)

- Explain that there are many types of stories, including fairy tales, personal narratives, science fiction stories, biographies, mysteries, and adventure stories.
- Explain that *Treasure Island* is an adventure story.
- Direct students' attention to the Features of an Adventure Story Chart you prepared in advance. Review the features with students by having different students read the features aloud.

| Features of an Adventure Story |                                                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Character(s)</b>            | a memorable hero                                                                                                    |
| <b>Setting(s)</b>              | faraway, often imagined place                                                                                       |
| <b>Plot</b>                    | fast-paced action<br>dangerous elements<br>mystery or quest                                                         |
| <b>Theme</b>                   | relates to characteristics demonstrated by characters in the story, such as bravery, trustworthiness, loyalty, etc. |

- Explain that adventure stories have a memorable hero, who may go on a quest or solve a mystery.
- Explain that adventure stories usually have a unique setting. Remind students that the setting is where and when the story takes place.
- Have students identify the setting of *Treasure Island* as it is described in the first chapter. (Admiral Benbow Inn.)

- Explain that adventure stories often describe a particular setting, like an inn, but they rarely give a date or a specific place. In *Treasure Island*, the inn could be anywhere in England, and Treasure Island could be anywhere in the Atlantic Ocean. Adventure stories' settings are both specific (an inn) and general (lack a date or the general geographic location).
- Explain that adventure stories often take place in a faraway place and time. They require readers to use their imaginations.



### Check for Understanding

Ask students to think of other Adventure Stories they have read in the past and identify the setting of these stories. If students have a difficult time generating ideas, they may turn and talk with a peer, or you may provide students with some examples (e.g. *Hatchet*, by Gary Paulsen, takes place in the Canadian mountains).

- Ask students to think about the first two chapters of *Treasure Island*. Ask whether there seems to be more focus and attention paid to the plot or the personal feelings of the characters. (the plot)
- Ask students to provide evidence from the text that shows the action-based plot is more important than the characters' feelings. (The narrator focuses on the events or action in the story. He rarely tells us how he feels, although sometimes we can guess how he feels from his actions. For example, Jim describes how the old captain receives the black spot and how he and his mother hide in the ditch as the pirates ransack the inn; but, he does not detail his feelings about the events.)
- Have students name some of the dangerous elements in *Treasure Island*. (threatening visitors at the inn, violent fights, treasure-seeking pirates)
- Explain that adventure stories usually involve a quest, mystery, or task that must be accomplished by the hero of the story.
- Have students identify the mystery that must be solved in *Treasure Island*, based on the first two chapters. (searching for and finding the buried treasure)
- Tell students that adventure stories often share common themes, which include bravery, duty, trustworthiness, loyalty, and curiosity. Ask students if they have noticed any of these themes so far in *Treasure Island*. (For example, curiosity could be a theme in *Treasure Island*, as many of the characters seem very curious about the buried treasure and its location.)



### Entering/Emerging

Provide student with a bank of settings that could be used for an adventure story. Clarify the meaning of unknown words and phrases and support student in selecting and describing a setting.

### Transitioning/Expanding

Provide student access to a graphic organizer for brainstorming settings and details for his or her adventure story.

### Bridging

Discuss with student his or her ideas about settings for the adventure story. Provide additional support as needed.

Activity Pages  
2.2, 2.3



- Tell students they will write their own original adventure story over the course of this unit.
- Explain that, while students will use *Treasure Island* as a model, they will not write a pirate story, but will instead write another type of adventure story.
- Display the Writing Prompt you prepared in advance and read it aloud.
- As time permits, have students brainstorm the setting for their adventure story using the prompt. Encourage students to continue thinking about a setting for their adventure story on their own.

End Lesson

## Lesson 2: The Sea Chest

# Take-Home Material

### GRAMMAR; MORPHOLOGY

- Have students complete Activity Pages 2.2 and 2.3 for homework.



## 3

# Characters in Adventure Stories

## PRIMARY FOCUS OF LESSON

### Reading

Students will identify key details in the chapter and demonstrate understanding of figurative language in the story.

ELA.4.R.1.1; ELA.4.R.3.1; ELA.K12.EE.1.1

### Writing

Students will use descriptive details to create a character for their adventure stories. ELA.4.C.1.2; ELA.4.C.1.5

## FORMATIVE ASSESSMENT

### Activity Page 3.1

**“The Sea Chest and the Blind Man”** As partners read Chapter 2, “The Sea Chest and the Blind Man,” students answer comprehension questions.

ELA.4.R.1.1; ELA.4.R.3.1; ELA.K12.EE.1.1

### Activity Page 3.2

**Plan a Character Sketch** Complete a character sketch using descriptive language. ELA.4.C.1.2; ELA.4.C.1.5

## LESSON AT A GLANCE

|                          | Grouping    | Time    | Materials                                                                                                                                                                                                  |
|--------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b> |             |         |                                                                                                                                                                                                            |
| Review the Chapter       | Whole Group | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 1.3, 3.1                                                                                                        |
| Read Chapter 2           | Partner     | 25 min. |                                                                                                                                                                                                            |
| Chapter Discussion       | Whole Group | 10 min. |                                                                                                                                                                                                            |
| Word Work: <i>Stun</i>   | Whole Group | 5 min.  |                                                                                                                                                                                                            |
| <b>Writing (45 min.)</b> |             |         |                                                                                                                                                                                                            |
| Choose a Setting         | Whole Group | 15 min. | <input type="checkbox"/> Features of an Adventure Story Chart<br><input type="checkbox"/> Writing Prompt<br><input type="checkbox"/> Activity Page 3.2<br><input type="checkbox"/> Character Sketch Poster |
| Plan a Character Sketch  | Whole Group | 30 min. |                                                                                                                                                                                                            |



## ADVANCE PREPARATION

### Reading

- Display Character Chart featured on Activity Page 1.3.

### Writing

- Display the Features of an Adventure Story Chart from Lesson 2.
- Display the Writing Prompt from Lesson 2.
- Prepare and display the following Character Sketch Poster. Alternatively, you may access a digital version in the digital components for this unit.

| Quotations from Text                                                                                                                                | Inferences                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| "the old seaman with the sabre cut on his cheek" (2)                                                                                                | Billy is easily recognizable and has lived a dangerous life.                             |
| "I remember the old seaman plodding to the inn door, dragging an enormous sea chest behind him." (2)                                                | Billy is a mysterious old sailor.                                                        |
| "tall, nut-brown man with gnarled hands and black, broken nails" (2)                                                                                | Billy seems frightening and rough.                                                       |
| "Tell me when I've worked through that,' he said, looking fierce." (3)                                                                              | Billy frightens and intimidates Jim and his father.                                      |
| "He took me aside one day and promised me a penny on the first of every month if I would keep my eyes peeled for a seafaring man with one leg." (3) | This suggests Billy is in danger and is hiding out.                                      |
| "The old seaman's stories about blood-thirsty pirates, ferocious storms at sea, and wild deeds on the Spanish Main terrified our guests." (3)       | Billy's stories scare his listeners and suggest he has led a dangerous, mysterious life. |

### Grammar; Morphology

- Collect Activity Pages 2.2 and 2.3 to review and grade as there are no grammar or morphology lessons today.

## Lesson 3: Characters in Adventure Stories

# Reading



**Primary Focus:** Students will identify key details in the chapter and demonstrate understanding of figurative language in the story.

ELA.4.R.1.1; ELA.4.R.3.1; ELA.K12.EE.1.1

### REVIEW THE CHAPTER (5 MIN.)

- Tell students they will reread Chapter 2, “The Sea Chest and the Blind Man.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- You may wish to review the following vocabulary words before you reread the chapter:

### Vocabulary

**farthing, n.** a coin worth less than a penny formerly used in Great Britain (10)

**gargoyle, n.** a stone carving of a strange figure used as decoration on a building, usually a cathedral or Gothic structure (13)

**ensue, v.** to follow right after another event (ensued) (13)

**impending, adj.** about to occur (14)

**scarper, v.** to flee or run away (14)

**stun, v.** to shock or amaze (stunned) (16)

**buccaneer, n.** a pirate (16)

**bulk, n.** most; the larger part of something (18)

**cache, n.** a hiding place for supplies or treasures (18)

**hummock, n.** a rounded hill or mound (18)

**fathom, n.** a length of about six feet used to measure water depth (fathoms) (18)

**cabin boy, n.** someone hired to wait on the passengers and crew of a ship (18)

**ransack, v.** to search thoroughly, causing damage or disorder (ransacked) (20)

**schooner, n.** a sailing ship with two or more masts (21)

- Remind students they can look up a word in the glossary if they forget its meaning.



Reading Literature  
Reading/Viewing Closely

**Entering/Emerging**

Pair each student with a strong partner for partner reading and completion of Activity Page 3.1.

**Transitioning/Expanding**

Pair each student with a capable partner for partner reading and completion of Activity Page 3.1.

**Bridging**

Offer each student the choice of reading the chapter and completing Activity Page 3.1 independently or with a partner.

Activity Page 3.1



Activity Page 1.3



**READ CHAPTER 2 (25 MIN.)**

**Note:** At this point in the school year, some or all of your students are likely ready for the challenge of reading the entire chapter independently to themselves, especially since this lesson is a reread of the chapter read as a whole group during the previous lesson. We encourage you to differentiate, assigning students either to read independently or with partners, based on their needs.

- Pair students to read and discuss the chapter. Alternatively, some or all students may work independently.
- Have students complete Activity Page 3.1 with their partners while they read. Likewise, you may want to ask some or all students to complete Activity Page 3.1 independently, which can then be used as a formative assessment to determine how well each student understood what was read.



**Check for Understanding**

Circulate through the classroom as students read and complete Activity Page 3.1. Offer guidance and support to students as needed.

**CHAPTER DISCUSSION (10 MIN.)**

- Collect Activity Page 3.1 to review and grade at a later time.
- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
- Remind students that this chart is being used throughout the unit to record key details and information revealed in each chapter about significant characters.
- Explain that students will record information about Dr. Livesey, Squire Trelawney, Pew, and Long John Silver, characters first introduced in Chapter 2. Students will also take additional notes on Jim Hawkins.
- Use the information in the following chart to engage students in a discussion about each of the characters introduced in the chapter. Tell students to draw on specific details in their responses, such as descriptions of appearance, words, or actions in the text.
- Then record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3. If necessary, tell students to leave space for additional entries in future lessons.

| Chapter(s) | Character                   | Key Details                                                                                                                                                |
|------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1, 2       | Jim Hawkins                 | narrator; young boy; helps family run the inn; his father dies; seems naïve; <i>cabin boy</i> on the <i>Hispaniola</i>                                     |
| 2          | Pew                         | <i>blind man</i> ; gives Billy Bones the black spot; leads the men to ransack the inn to search for the treasure; part of Captain Flint's crew with Silver |
| 2          | Dr. Livesey                 | doctor; cares for Billy Bones when he has a stroke; helps plan trip to find treasure; will be the ship's doctor                                            |
| 2          | Squire Trelawney            | friend of Dr. Livesey; helps plan trip to find treasure; goes to Bristol to find ship and crew; appoints himself as admiral of the <i>Hispaniola</i>       |
| 2          | Long John Silver (Barbecue) | hired as a cook on the <i>Hispaniola</i> ; helps recruit crew for the voyage; missing a leg                                                                |

### WORD WORK: STUN (5 MIN.)

- In the chapter you read, "At first they were stunned and rather silent, but eventually they were able to think clearly, and we began to converse."
- Say the word *stun* with me.
- Stun* means to shock or amaze.
- The scientist was stunned to learn he had won a research award.
- What are some other examples of someone being stunned? Be sure to use the word *stunned* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "\_\_\_\_\_ was stunned when \_\_\_\_\_."
- What part of speech is the word *stun*?
  - » verb

**Note:** Use a Discussion activity for follow-up.

- Have students speak with their partners about a time when they, or someone they know, was stunned. Remind students to use the word *stun* in complete sentences as they discuss this with their partners.

### Lesson 3: Characters in Adventure Stories

# Writing



**Primary Focus:** Students will use descriptive details to create a character for their adventure stories. **ELA.4.C.1.2; ELA.4.C.1.5**

#### CHOOSE A SETTING (15 MIN.)

- Remind students that they will write an original adventure story. Tell them that today they will choose a setting and write a character sketch.
- Review the features of an adventure story using the displayed Features of an Adventure Story Chart.



#### Check for Understanding

Have students explain how the setting in an adventure story is both specific and general. Revisit the meaning of both specific and general settings for the whole group if needed. (Adventure stories take place in a particular place like an inn or on an island, but the location of that particular inn or island is usually unknown.)

- Tell students that to prepare to write their adventure story, they will first choose a setting. Choosing a setting first will help them in creating a plan for their main character using a character sketch.
- Refer to the displayed Writing Prompt. Have one student read it aloud.
- Have students turn to Activity Page 3.2. Have another student read the first question on the “Setting” chart aloud.
- If there was not sufficient time in the previous lesson for students to brainstorm settings, have them do so quickly now. Write possible settings on the board/chart paper (jungle, deserted island, a mountaintop, under the ocean, the Arctic, another planet, a space station, an underground civilization, a different period in history, etc.).

#### Activity Page 3.2



- Choose one setting from the list and ask students what types of characters might populate a story about that location. (For example, if the jungle is the setting, students might list animals, such as a snake, monkey, or tiger, as possible characters.)
- Tell students to select a setting that they would like to use for their adventure story, keeping in mind that the setting will help determine the kind of characters they will create. Remind them that their character will be stranded in this location.
- Have students write the setting they will use for their adventure story in the first row on Activity Page 3.2. Tell students to use descriptive language and be as specific as possible in describing the setting.
- Then, have students read the second question on the “Setting” chart and write the kinds of characters that might appear in the setting they selected for their adventure story.

### PLAN A CHARACTER SKETCH (30 MIN.)

- Display the Character Sketch Poster you prepared in advance.
- Have students take turns reading the quotations and inferences on the poster. Engage students in a brief discussion about some of the inferences, discussing how the quotation led to that inference, paying particular attention to the examples of descriptive language.
- Have students identify important details about Billy Bones that are listed in the Character Sketch Poster (he is unique and mysterious; he is an old man with a sabre cut scar on his cheek; his demeanor, appearance, and behavior are frightening to those around him).
- Explain that the information in the chart is a character sketch about Billy Bones. It explains the kind of character he is.
- Direct students’ attention back to Activity Page 3.2. Tell them to complete the “My Character” chart on the activity page to create a character sketch about the main character for their adventure story.
- Tell students to be as specific as possible when they describe their character.
- Remind students to use descriptive language to show rather than tell, as they did in Unit 1, Personal Narratives. Remind students that to show rather than tell means using descriptive language to make writing more interesting and detailed.



**ENGLISH  
LANGUAGE  
LEARNERS**

Writing  
Writing

#### Entering/Emerging

Provide each student with direct teacher support, asking yes/no questions to complete character sketch.

#### Transitioning/Expanding

Provide each student with small group teacher support, asking wh-questions to complete character sketch.

#### Bridging

Discuss with each student his/her ideas about a character for the adventure story. Provide additional support as needed.

## Support

Have students answer fewer questions in the “My Character” chart on the activity page.

## Challenge

Ask students to come up with their own questions and answer them to provide more detailed information about the character.



## Check for Understanding

Circulate and check in with students, ensuring they are planning appropriately for the character sketch. Provide support as needed.

- As time permits, have students share some of their answers from Activity Page 3.2. Also, have them discuss the Writing Prompt, asking how their answers about setting and character relate to it.
- Collect Activity Page 3.2 to review and monitor student progress. Students will refer to Activity Page 3.2 in Lessons 4 and 5 to add descriptive details about characters and again in Lesson 8 to plan and draft their introduction.

End Lesson





## 4

# A Real Adventure

## PRIMARY FOCUS OF LESSON

### Reading

Students will summarize the upcoming voyage and describe the character of Long John Silver in depth. **ELA.4.R.1.1; ELA.4.V.1.3; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### Grammar

Students will use the relative pronouns *who*, *whom*, and *whose* correctly in sentences. **ELA.4.C.3.1**

Students will correctly use the frequently confused words *there*, *their*, and *they're*. **ELA.4.V.1.3**

### Morphology

Students will use words with the root *bio* in sentences. **ELA.4.V.1.2**

### Writing

Students will use descriptive details to write about a character.

**ELA.4.C.1.2; ELA.4.C.1.5**

## FORMATIVE ASSESSMENT

- Activity Page 4.2**     **The Real Adventure Begins** Students read the chapter and answer comprehension questions. **ELA.4.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**
- Activity Page 4.3**     **Relative Pronouns** Students combine each pair of sentences into one sentence, using the appropriate relative pronoun. **ELA.4.C.3.1**
- Activity Page 4.4**     **Root *bio*** Students select the correct word to complete sentences. **ELA.4.V.1.2**

## LESSON AT A GLANCE

|                                                                     | Grouping    | Time    | Materials                                                                                                            |
|---------------------------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------|
| <b>Reading (40 min.)</b>                                            |             |         |                                                                                                                      |
| Introduce the Chapter                                               | Whole Group | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 1.3, 4.1, 4.2, SR.1, SR.2 |
| Read Chapter 3                                                      | Small Group | 20 min. |                                                                                                                      |
| Chapter Discussion                                                  | Whole Group | 10 min. |                                                                                                                      |
| Word Work: <i>Brim</i>                                              | Whole Group | 5 min.  |                                                                                                                      |
| <b>Language (35 min.)</b>                                           |             |         |                                                                                                                      |
| Grammar: Relative Pronouns for People and Frequently Confused Words | Whole Group | 25 min. | <input type="checkbox"/> Relative Pronouns Poster<br><input type="checkbox"/> Activity Page 4.3                      |
| Morphology: Practice Root <i>bio</i>                                | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 4.4<br><input type="checkbox"/> index cards                                   |
| <b>Writing (15 min.)</b>                                            |             |         |                                                                                                                      |
| Write Descriptive Details                                           | Small Group | 15 min. | <input type="checkbox"/> Activity Page 3.2                                                                           |
| <b>Take-Home Materials</b>                                          |             |         |                                                                                                                      |
| Grammar                                                             |             |         | <input type="checkbox"/> Activity Page 4.3                                                                           |

## ADVANCE PREPARATION

### Reading

- Post the following questions for the Lesson Wrap-Up discussion:
  - Why do you think the chapter is titled “The Real Adventure Begins”?
  - How does Jim’s view of Long John Silver vary from the beginning to the end of the chapter?

### Grammar

- Prepare and display the following Relative Pronouns Poster. Alternatively, you may access a digital version in the digital components for this unit. Cover or omit the Things/Ideas column for this lesson. This portion will be introduced in Lesson 6.

| Relative Pronouns                                                                                              |              |
|----------------------------------------------------------------------------------------------------------------|--------------|
| A <b>relative pronoun</b> refers to or replaces a noun or a pronoun and joins sections of a sentence together. |              |
| People                                                                                                         | Things/Ideas |
| who                                                                                                            | that         |
| whom                                                                                                           | which        |
| whose                                                                                                          | whose        |

- Write the following examples on the board/chart paper:
  - I met my new neighbor.
  - My new neighbor just moved here from France.
  - I like my piano teacher.
  - I have known my piano teacher for years.
  - My friend’s dog ran away.
  - My friend was really upset.

### Morphology

- Plan to put students in pairs to complete Activity Page 4.4.

### Writing

- Write the following sentence on the board/chart paper:
  - The girl had brown hair.

- Plan to divide students into small groups to practice using descriptive details. Balance groups so students of different abilities are together. This will help all students generate ideas for their characters.
- Plan to hand back Activity Page 3.2 for use in this lesson.

Start Lesson

## Lesson 4: A Real Adventure

# Reading



**Primary Focus:** Students will summarize the upcoming voyage and describe the character of Long John Silver in depth.

ELA.4.R.1.1; ELA.4.V.1.3; ELA.K12.EE.1.1; ELA.K12.EE.3.1

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 3, “The Real Adventure Begins.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have a student read the chapter title aloud.
- Tell students they may want to refer to pages 108 and 109 of the Reader, as well as Activity Pages SR.1 and SR.2, if they have questions about particular ship references or words related to parts of a ship while reading the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *coach*.
- Have them find the word on page 22 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain to students that the word *coach* has multiple meanings. Have students read paragraph 1 on page 22 to determine the meaning of the word *coach* (a horse-drawn carriage). Clarify definition as needed.
- Remind students that definitions for all bolded vocabulary words can be found in the Glossary at the back of the Reader.
- Have students reference Activity Page 4.1 while you read each word and its meaning.

### Vocabulary

**coach, n.** a horse-drawn carriage with four wheels (22)

Activity Pages  
SR.1, SR.2



Activity Page 4.1



**quay, n.** a dock; an area at the edge of a waterway where ships land, load, and unload (22)

**shroud, v.** to cover or conceal (shrouded) (22)

**captivate, v.** to fascinate or capture one’s attention (captivated) (22)

**deduce, v.** to figure out or draw a conclusion (deduced) (24)

**brim, v.** to become full or overflowing (brimming) (24)

**scoundrel, n.** a wicked or disreputable person (26)

**nautical, adj.** relating to the sea or sailors (26)

**berth, n.** an area below deck where crew members would sleep (berths) (29)

| Vocabulary Chart for Chapter 3, “The Real Adventure Begins” |                                                                                                                                              |                                                    |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Vocabulary Type                                             | Tier 3 Domain-Specific Words                                                                                                                 | Tier 2 General Academic Words                      |
| Core Vocabulary                                             | coach<br>quay<br>nautical<br>berth                                                                                                           | shroud<br>captivate<br>deduce<br>brim<br>scoundrel |
| Multiple-Meaning Core Vocabulary Words                      | coach                                                                                                                                        | brim                                               |
| Sayings and Phrases                                         | smart as paint<br>paid me a compliment<br>all hands on deck<br>paid us a visit<br>do my duty<br>pieces of eight<br>a man to be reckoned with |                                                    |

### Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: Students will complete Activity Page 4.2 with your support while they read.
  - Small Group 2: You may want to ask some or all students to complete Activity Page 4.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 4.2 correctly.

### Activity Page 4.2





### Chapter 3 The Real Adventure Begins

I said farewell to my beloved mother and the dear Admiral Benbow, and then joined up with Redruth, the squire's gamekeeper. We purchased our seats for the **coach** to Bristol. It picked us up around dusk and we arrived in Bristol as the sun was rising like a shimmering peach above the city.

Squire Trelawney was residing at an inn near the water. Along the **quay** lay ships of all sizes and nations. In one, sailors were singing as they worked in the morning fog that **shrouded** the quay. In another, men, high up in the rigging, were hanging by threads that seemed no sturdier than those of a spider's web. An overwhelming smell of tar and salt filled the air. I spotted old sailors with pigtails, and rings in their ears. It was all new to me, and I was **captivated**.

We went to see the squire. He was dressed like a naval officer, in a new suit.

"There you are!" he cried. "The doctor arrived last night. Now our ship's company is complete. We'll set sail early in the morning, at first light!"

22

#### READ CHAPTER 3 (20 MIN.)

- The following guided reading supports are intended for use with Small Group 1.

| Pronunciation Table |         |
|---------------------|---------|
| Word                | CK Code |
| quay                | /kee/   |

- Have students preview question 1 on Activity Page 4.2 and then select one student to read page 22 aloud.

**Literal.** What new things does Jim see at the quay?

- » He sees ships from all over the world and sailors working on the ships, including some men high up in the rigging. He also sees sailors with their hair in pigtails and rings in their ears.

**Inferential.** How does Jim feel about the sights at the quay?

- » Jim is excited.

**Literal.** What words or phrases help you make that inference?

- » Jim says, “I was captivated.” The word *captivated* means “fascinated.”

- Have students record the answer(s) to question 1 on Activity Page 4.2.



I said farewell to my beloved mother and the dear Admiral Benbow.

23

## Support

Why does Jim go to Bristol?

- » Jim travels to Bristol to join the crew and ship waiting to take them on their search for the buried treasure.



The squire handed me a note to carry to Long John Silver. I made my way along the crowded quay, full of people and loaded carts, until I found the tavern.

It was brighter and cleaner than I expected. The windows glistened and the floor was cleanly sanded. The customers were seafaring men talking loudly and enthusiastically among one another.



As I was waiting, a man emerged from a side room. I **deduced** he must be Long John Silver. His left leg was missing, and he walked with the aid of a crutch. He managed the crutch with wonderful skill, hopping about on it like a sprightly bird. Silver was tall and strong, with a face as big as a ham, yet **brimming** with intelligence. He whistled as he moved among the tables and had a merry word or a slap on the shoulder for each of his guests.

From the first mention of John Silver in the squire's letter, I had feared that he might be the very one-legged sailor I had watched out for at the Admiral Benbow. But one look at the man was enough to convince me I had nothing to fear. I had seen the captain, I had seen Black Dog, and I had seen Pew. I thought I knew what a buccaneer looked like, and they were quite different from this clean and likeable landlord.

24

- Have students preview question 2A on Activity Page 4.2 and then read pages 24 and 25 silently.

“Mr. Silver, sir?” I asked hesitantly.

“Yes, lad,” said he. When Silver saw I had a letter from the squire, he seemed startled. “Oh!” he said, quite loudly. “You must be our new cabin boy!”

Just then, one of the customers rose suddenly and ducked out the door. Although the man made a hurried exit, I had time enough to catch a glimpse of his face. It was the man who had visited the captain at the Admiral Benbow—the man with the two missing fingers.

“Someone stop him!” I cried out. “He’s Black Dog!”

Two of the men sitting near the door leaped up and chased after the eight-fingered man.



“Someone stop him!” I cried out. “He’s Black Dog!”

25

**Inferential.** What is Jim’s first impression of Long John Silver?

- » Jim seems relieved. He says that Long John Silver doesn’t look like a buccaneer, but rather a likeable, clean landlord. He seems to have a positive first impression of Long John Silver.

**Support.** How does Jim describe Long John Silver?

- » Jim describes him as tall and strong, able to move around easily in spite of having only one leg. He says that Long John Silver is intelligent, also noting that he talked in a friendly way to each of the tavern guests.
- Have students record the answer(s) to Part A of question 2 on Activity Page 4.2.

“What was that you said, boy?” John Silver asked. “Black what?”

“Black Dog,” I replied. “Didn’t Mr. Trelawney tell you about the buccaneers? Black Dog was one of them.”

“Was he indeed?” cried Silver. “Black Dog, did ya say? The name’s not familiar, yet I think I’ve seen him. He used to come here with a blind beggar.”

“Yes!” I said. “That would be old Pew!”

“Yes!” cried Silver, his voice rising as all kinds of thoughts clearly flooded his mind. “Pew! That were his name alright. Well, never fear, my men will run him down.”

However, the moment I saw Black Dog in Silver’s tavern, I sensed something was wrong. Why was he there, and was Silver telling the truth when he said he did not know him? I watched Silver closely, but he continued to create the impression that he was an honest man.

The two men came back, out of breath, and confessed that they had lost Black Dog in a crowd by the quay. Silver scolded them and shook his head in a display of disappointment.

“Well, Hawkins,” said Silver, “we had better go and tell the squire about this, eh? Here this **scoundrel** is sitting in my house, right in front of me. We wouldn’t want the squire to get the wrong idea now, would we?”

As we walked along the quay, Silver proved himself a most interesting companion. We even stopped beside a large sailing ship, as he pointed out its different parts and the proper terms for each one. He taught me **nautical** terms such as *fore* and *aft*, *starboard* and *port*. He showed me the fore-castle at the front of the ship and the quarterdeck toward the back. He pointed out the mainmast in the middle and the

26

- Have students preview question 2B and 3 on Activity Page 4.2 and then read pages 26 and 27 silently.

crow's nest on top. The crow's nest was the spot where sailors went to keep a lookout. He explained that the cables sailors use to raise a sail are called halyards. He had me repeat these phrases till I could recite them perfectly. I knew he was the best possible shipmate for a novice sailor like me.

When we got to the inn, Silver gave Mr. Trelawney and Dr. Livesey an account of all that had happened.

"I won't stand for scoundrels of that sort in my tavern," he said. "But there was not much chance of me catching him myself, with this old timber I hobble on. So I sent two of my mates after him. Thought they might catch him, but in the end he slipped away. And that's what happened, isn't it Hawkins?"

"It is," I said.

The doctor and the squire were sorry that Black Dog had escaped, but they agreed there was nothing else to be done.

Then Silver paid me a compliment: "This is a fine lad you've signed up," he said. "A good fellow—and smart as paint!"

I was pleased by this compliment, and I smiled as Silver hobbled away.

"All hands on deck by four this afternoon!" the squire shouted after him.

"Aye, aye, sir!" cried Silver.

"Well," said Dr. Livesey to the squire. "As a rule, I don't put much faith in your discoveries, but this John Silver suits me."

"Yes," said the squire. "He's quite a remarkable man."

27

**Evaluative.** What might suggest that Jim's positive first impression of Long John Silver may be wrong?

- » Jim sees Black Dog in Long John Silver's tavern. This suggests that Long John Silver might be connected to the pirates that ransacked the Admiral Benbow Inn in Chapter 1. This could mean that Long John Silver isn't as honest and good as Jim first thinks.
- Have students record the answer(s) to Part B of question 2 on Activity Page 4.2.

**Evaluative.** What does Jim think of Long John Silver after seeing Black Dog in Silver's tavern?

- » Answers may vary, but should include that Jim seems to have mixed feelings, sensing that something isn't quite right because Black Dog was in Silver's tavern. On the other hand, he concludes Silver is an honest man when he sees Silver scold the men for not catching Black Dog; Silver also tells Squire Trelawney what happened rather than keeping it a secret. Jim also mentions that Long John Silver takes the time during their walk to stop and teach Jim the proper terms for parts of a sailing ship. He says later that he is pleased by Silver paying him a compliment in front of the doctor and squire.
- Have students record the answer(s) to question 3 on Activity Page 4.2.

Later, we boarded the ship while the supplies were being loaded. As soon as we were on board, the captain paid us a visit.

“Well, Captain Smollett,” said the squire. “How are you? All’s well with you, I hope?”



“I am well, sir,” said the captain. “But I must tell you I have a bad feeling about this voyage, and I don’t care for some of the seamen you’ve hired.”

The squire was extremely offended by this remark.

“Perhaps you do not like your employer, either?” replied the squire, but here Dr. Livesey cut in.

“Hold on, Trelawney,” said Dr. Livesey. “Let’s hear what Captain Smollett has to say.”

Captain Smollett addressed the doctor: “I was engaged, sir, to sail this ship where that gentleman should bid me. Now I find that every seaman on board knows more than I do. I hear that we are going after treasure. I don’t like to involve myself in secret treasure voyages,

**28**

- Have students preview question 4 on Activity Page 4.2 and then read pages 28 and 29 silently.

especially when the secret is no longer secret. Why, even a parrot seems to know our business.”

“Do you mean Silver’s parrot?” asked the squire.

“Gentlemen, do you understand what you’re getting into?” came the captain’s reply.

“We most certainly do!” said the squire.

“Please explain,” said Dr. Livesey, “what is it that you don’t like about the crew?”

“I should have been able to pick them myself,” explained Captain Smollett. “I do not approve of your officer. He’s a good seaman, but he’s too friendly, familiar if you like, with the crew. And another thing—the men are putting the guns and powder in the forehold. I don’t like that. Why not put them under the cabin and give your own people the **berths?**”

“Is there anything else?” asked the squire.

“Yes,” said the captain. “I’ve heard the exact latitude and longitude of our island location. I’ve heard you have a map of the island. I’ve even heard this map shows the exact location of treasure—as all good treasure maps should do!”

“Egad!” cried the squire. “I did not tell a soul about any of this!”

“Gentlemen,” continued the captain, “I don’t know who has this map, but I ask that it be kept somewhere secret—even from me. If you won’t do that much, I would ask you to let me resign.”

“I see,” said the doctor. “You are afraid the men may mutiny.”

29

## Support

The captain threatens to resign, or quit, unless Squire Trelawney does one thing.

What is that one thing?

- » keep the location of the treasure map a secret

## Evaluative. Why is Captain Smollett upset?

- » Answers may vary, but may include that Captain Smollett is upset because he thinks treasure voyages are dangerous, especially when everyone seems to know about the map and the location of the treasure; he doesn’t trust the crew and is worried about the location of the guns and powder; he is concerned because he was not able to select the crew himself and is afraid the men may mutiny.
- Have students record the answer(s) to question 4 on Activity Page 4.2.

“Sir,” said Captain Smollett. “They may be honest men, for all I know, but I am responsible for the ship’s safety and the life of every man aboard. I’m concerned, and I ask you to be cautious or let me resign. That’s all.”

Trelawney grumbled, but eventually he agreed.

“I will do as you wish,” he said, sighing deeply. “But it grieves me that you do not trust me.”

“As you please, sir,” said Captain Smollett. “You’ll find I do my duty.” And with that, he left.

“Trelawney,” said the doctor, “I believe you have at least two good men on board—that man and John Silver.”

“Silver, perhaps,” cried the squire, still in a huff, “but I believe Captain Smollett to be difficult and downright rude.”

“Well,” said the doctor, “we shall see.”

Early the next morning we lifted anchor and set sail. The *Hispaniola* began her voyage to Treasure Island.

The *Hispaniola* proved to be a good ship. The captain and crew were very capable. I was especially fond of Long John Silver, or Barbecue, as some of the men called him. He was always glad to see me in the ship’s galley, which he kept as clean as a pin. The old sea cook even introduced me to his pet parrot.

“This is Cap’n Flint,” he told me. “Named for the famous buccaneer. And she predicts success for our voyage. Don’t you, Cap’n?”

I wondered at this choice of name.

30

- Have students preview question 5 on Activity Page 4.2 and then read page 30 silently.

**Inferential.** What is the doctor’s opinion of Captain Smollett? What is the squire’s opinion of the captain?

- » The doctor thinks highly of Captain Smollett and says that he thinks the captain is a good man. The squire thinks that the captain is difficult and rude.





Early the next morning we lifted anchor and set sail. The *Hispaniola* began her voyage to Treasure Island.

31

**Evaluative.** What do you think Jim means when he says he wonders about Silver's choice of name for his parrot, Captain Flint?

- » Answers may vary, but may include that Jim might think it is odd that Long John Silver's parrot is named after the pirate Captain Flint. Billy Bones was Captain Flint's first mate, and the journey to Treasure Island is to find Captain Flint's buried treasure. Earlier in the story, Squire Trelawney describes Flint as "the bloodthirstiest pirate that ever flew the Jolly Roger." Naming a parrot after a known pirate is not necessarily something that an average person would do. The choice of name may also suggest Long John Silver has a connection to Captain Flint and the treasure.
- Have students record the answer(s) to question 5 on Activity Page 4.2.

Then the parrot squawked, “Pieces of eight! Pieces of eight!”

“That bird is maybe two hundred years old,” said Silver. “If anybody’s seen more wickedness, it must be the devil himself. She sailed with Cap’n England, the pirate. I reckon that’s how she learned about pieces of eight.”

Silver gave the bird a lump of sugar and smiled in a way that made me think he was either the best of men—or the worst of men.



32

- Have students preview question 6 on Activity Page 4.2 and then read pages 32 and 33 silently.

All the crewmen respected and obeyed Silver. He had a way of talking to everybody and doing each one some particular service.

“He’s no common man, Barbecue,” Israel Hands, one of the crew, told me. “He can speak like a book when he wants, and he’s brave—a lion’s nothing alongside him. I’ve seen him, unarmed, grapple four men and knock their heads together!”

I had no doubt that Silver was a man to be reckoned with.



33

## Support

Pieces of eight are silver coins common in the 1600s and 1700s.

**Inferential.** What does Jim mean when he says that Silver “smiled in a way that made me think he was either the best of men—or the worst of men”?

» Jim still doesn’t know whether or not to trust Silver.

- Have students record the answer(s) to question 6 on Activity Page 4.2.

**Challenge.** What effect is created by making Long John Silver such a mysterious character and not revealing whether he is truly good or bad?

» In doing so, the reader—and Jim—keeps guessing. It creates suspense in the story and makes Long John Silver interesting.

## CHAPTER DISCUSSION (10 MIN.)

- Bring the class back together as a group and use the following questions to discuss the chapter:

1. **Evaluative.** Why do you think the chapter is titled “The Real Adventure Begins”?
    - » Answers may vary, but should include that Jim leaves home, experiences a new city, and meets Long John Silver. The crew and the plans for the voyage are finalized in this chapter as well, and they set sail on their adventure.
  2. **Evaluative.** Think-Pair-Share. How does Jim’s view of Long John Silver vary from the beginning to the end of the chapter?
    - » Although Jim is a little skeptical in the beginning, he likes and trusts Long John Silver because he tries to catch Black Dog and he tells the squire about Black Dog’s escape. Long John Silver also compliments Jim and spends time teaching him nautical terms. By the end of the chapter, Jim is skeptical again, wondering whether Long John Silver is really a good or bad person.
- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
  - Remind students that this chart is being used throughout the unit to record key details and information revealed in each chapter about significant characters.
  - Explain that students will record information about Captain Smollett, a character first introduced in Chapter 3. Students will also take additional notes on Long John Silver.
  - Use the information in the following chart to engage students in a discussion about each of the characters introduced in the chapter and additional information about Long John Silver. Tell students to draw on specific details in their responses, such as descriptions of appearance, words, or actions in the text.
  - Then record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3.



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading Literature  
Reading/Viewing Closely

### Entering/Emerging

Pair each student with a strong partner for Think-Pair-Share. Ask yes/no questions of each student during share out.

### Transitioning/Expanding

Pair each student with a capable partner for Think-Pair-Share. Ask wh-questions of each student during share out.

### Bridging

Allow students the opportunity to share out an idea at the beginning of the whole group discussion.

## Activity Page 1.3



| Chapter(s) | Character                   | Key Details                                                                                                                                                                                            |
|------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3          | Captain Smollett            | <i>captain of the Hispaniola; doesn't like or trust Silver; doesn't like the doctor's choice of crew or voyage; has a bad feeling about the trip and tells the men to keep the treasure map hidden</i> |
| 2, 3       | Long John Silver (Barbecue) | <i>hired as a cook on the Hispaniola; helps recruit crew for the voyage; missing a leg; owns Spyglass Tavern; teaches Jim nautical terms; has a pet parrot named Captain Flint</i>                     |

### WORD WORK: BRIM (5 MIN.)

- In the chapter you read, "Silver was tall and strong, with a face as big as a ham, yet brimming with intelligence."
- Say the word *brim* with me.
- Brim* means to become full or overflowing.
- After winning her tennis match, Caroline was brimming with confidence.
- What are some other examples of someone or something brimming?
  - Be sure to use the word *brimming* in your response. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "\_\_\_\_\_ was brimming with \_\_\_\_\_ because \_\_\_\_\_."
- What part of speech is the word *brim*?
  - » verb

**Note:** Use a Multiple-Meaning Word activity for follow-up.

- Tell students the word *brim* is a word with multiple meanings. Share the following with students:
  - Meaning 1: brim (verb)—to become full or overflowing
  - Meaning 2: brim (noun)—the top edge of something
  - Meaning 3: brim (noun)—an edge that sticks out

- Tell students: I am going to read several sentences. Listen to the context in the sentence for clues as to which meaning is being used. When you think a sentence is an example of Meaning 1, hold up one finger. When you think a sentence is an example of Meaning 2, hold up two fingers. When you think a sentence is an example of Meaning 3, hold up three fingers.

1. He pulled down the brim of his hat to keep the sun off his face.  
» 3
2. She seemed to be brimming with courage.  
» 1
3. He filled the cup to the brim.  
» 2
4. When her father received an award, he was brimming with pride.  
» 1
5. My baseball cap has a red brim.  
» 3
6. The water spilled over the brim of the bucket.  
» 2

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## Lesson 4: A Real Adventure

# Language



### GRAMMAR: RELATIVE PRONOUNS FOR PEOPLE AND FREQUENTLY CONFUSED WORDS (25 MIN.)

**Primary Focus:** Students will use the relative pronouns *who*, *whom*, and *whose* correctly in sentences. **ELA.4.C.3.1**

Students will correctly use the frequently confused words *there*, *their*, and *they're*.

**ELA.4.V.1.3**

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### Relative Pronouns

- Tell students that today they will begin learning about relative pronouns.
- Remind students that a pronoun is a part of speech that replaces a noun. Every pronoun always refers to a specific noun.

- Briefly review pronouns that students are already familiar with by asking what pronouns they would use to replace the following nouns. As students volunteer answers for each example, ask the remaining students to signal their agreement with a thumbs-up or thumbs-down. Re-teach to the whole group as necessary based upon student response.
  - The ball bounced down the sidewalk. (it)
  - The men took the train. (they)
  - My family and I went to the movies. (we)
  - Rachel is in my class. (she)
  - Juan likes video games. (he)
- Refer to the Relative Pronouns Poster you prepared in advance, telling students that they will learn about a new type of pronoun today.
- Explain that relative pronouns refer to or replace nouns or pronouns. What is special about relative pronouns is that they join clauses, or sections of a sentence, together.
- Explain that there are two main categories of relative pronouns. The first main category is People. The relative pronouns in this category refer to or replace nouns like *she*, *he*, *teacher*, *friend*, *aunt*, and so on. The relative pronouns that refer to or replace people nouns are *who*, *whom*, and *whose*.
- Refer to the first pair of sentences you prepared in advance. Have a student read the sentences. Ask students what these two sentences have in common. (Both have the phrase “my new neighbor.”)
  - I met my new neighbor.
  - My new neighbor just moved here from France.
- Model combining the two sentences into one sentence by writing the following on the board/chart paper:
  - I met my new neighbor who just moved here from France.
- Explain that the relative pronoun in this sentence is *who*. Underline *who* in the sentence. Ask students which noun *who* refers to in the sentence. (neighbor) *Who* is used in this sentence because the relative pronoun refers to or replaces the subject of the sentence. *Neighbor* is the subject, so the relative pronoun is *who*.
- Refer to the second pair of sentences you prepared in advance. Have a student read the sentences. Ask students what these two sentences have in common. (Both have the phrase “my piano teacher.”)
  - I like my piano teacher.
  - I have known my piano teacher for years.

- Combine the two sentences into one sentence by writing the following on the board/chart paper:
  - I like my piano teacher, whom I have known for years.
- Have students analyze the sentence by identifying the subject of the sentence (I) and the object of the sentence (teacher). Because *teacher* is the object of the sentence, the relative pronoun is *whom*.

**Support.** A helpful way to decide whether to use *who* or *whom* in a sentence is to think of the sentence in the form of a question. If the answer to the question is *she*, *he*, *we*, or *they* (all of which are subjects), use the relative pronoun *who*. If the answer to the question is *her*, *him*, *us*, or *them* (all of which are objects), use the relative pronoun *whom*. For example, who/whom always likes to be on time? The answer would be “she does” (or he does, we do, etc.). Because the answer is *she*, *who* is the correct relative pronoun. Who/whom should I call to answer my question? You should call him (or her, them, etc.). Because the answer is *him*, *whom* is the correct relative pronoun.

- Ask students which relative pronoun appears in this sentence. (*whom*) Underline *whom* in the sentence. Ask students which noun *whom* refers to in the sentence. (*teacher*) *Whom* is used in this sentence because the relative pronoun refers to or replaces the object of the sentence. Instead of it doing something (subject), something is being done to it (object).
- Explain that when talking, people use the relative pronoun *who* much more than *whom*. When talking to a friend instead of writing, someone might say, “I like my piano teacher, who I have known for years.” Using *who* instead of *whom* when talking is acceptable; it’s okay when talking to be more relaxed and informal about whether to follow every grammar rule. It is different when writing. Writing is more formal or official, so it is important to follow grammar rules. When writing, be careful to use *whom* when referring to the object of a sentence and *who* when referring to the subject of a sentence.
- Refer to the third pair of sentences you prepared in advance. Have a student read the sentences. Ask students what these two sentences have in common. (Both have the phrase “my friend.”)
  - My friend’s dog ran away.
  - My friend was really upset.
- Combine the two sentences into one sentence by writing the following on the board/chart paper:
  - My friend whose dog ran away was really upset.

### Challenge

Point out the comma in this sentence. Explain that “whom I have known for years” is not needed to understand the meaning of the sentence, so it is set off by a comma.



## Challenge

Point out that there are no commas setting apart “whose dog ran away.” Explain that this phrase is needed to understand the sentence and should not be set apart from the rest of the sentence.

## Activity Page 4.3



### ENGLISH LANGUAGE LEARNERS



### Language Condensing Ideas

#### Entering/Emerging

Provide direct teacher support, asking yes/no questions to complete Activity Page 4.3.

#### Transitioning/Expanding

Provide small group support, asking *wh*-questions to complete Activity Page 4.3.

#### Bridging

Preview instructions for Activity Page 4.3 and ensure student understanding of the task. Review the meaning of *who*, *whom*, and *whose*.

- Ask students which relative pronoun appears in this sentence. (whose) Underline *whose* in the sentence. Ask students what *whose* refers to in the sentence. (friend) *Whose* is used in this sentence because it indicates possession—the dog belongs to the friend.
- Have students turn to Activity Page 4.3. Read the directions aloud and go over the chart with students.
- Have students complete Activity Page 4.3 for homework, or if you feel they need more assistance, complete the activity page as a teacher-guided activity.

## There, Their, and They're

- Remind students that earlier in the unit they discussed three numbers that were homophones for other words that sounded the same but had different meanings and spellings. Ask students what those numbers and words were.
  - » *two, to, too; four, for; eight; ate.*
- Write the following sentence on the board:
  - They're storing their camping gear over there.
- Have a student read the sentence aloud and ask the class to identify the homophones in the sentence.
  - » *they're, their, and there*
- Circle *they're* in the sentence. Tell students that it is a contraction and write a few more contractions on the board (e.g., *I'm, she's*).
- Ask students what two words each of the contractions combine and have them use the contractions in sentences.
- Ask students what two words are combined in the contraction *they're*.
  - » *They and are.*
- Tell students that *they're* is only used as a contraction of *they* and *are*. To figure out if *they're* is the correct homophone to use in a sentence, they should substitute *they are* and see if the sentence makes sense.
- Circle the word *their* and tell them it is a pronoun that shows ownership or possession, just like the words *my* and *your*.
- Ask students for sentences using the pronouns *my, your, and their*.
- Tell students that in order to figure out if *their* is the correct homophone to use in a sentence, they should ask themselves if they want to show ownership or possession. If so, they should use the word *their*.
- Circle the word *there*. Tell students that the word is often used to designate that someone or something is in or at a certain place.
- Ask students for sentences using the word *there*.

- Write the following on the board:
  1. they're
  2. their
  3. there
- Tell students that you are going to read them sentences that are missing a word. After each sentence, they should raise one finger if the missing word is *they're*, two fingers if the missing word is *their*, and three fingers if the missing word is *there*.
- Read the following sentences aloud slowly. After each one, have a student explain why he or she raised one, two, or three fingers.
  - I'm only going to clean out the garage if [fill-in-the-blank] helping.
  - Twice a week, Pedro and Gus brought [fill-in-the-blank] lunch to school.
  - Wait for me over [fill-in-the-blank].
  - Matt and Amber searched for [fill-in-the-blank] runaway goat.
  - I left my book bag over [fill-in-the-blank].
  - [fill-in-the-blank] staying after school for rehearsal.
- As an exit slip, have student write a sentence using at least two of the three homophones *there*, *their*, and *they're*.

## MORPHOLOGY: PRACTICE ROOT *BIO* (10 MIN.)

**Primary Focus:** Students will use words with the root *bio* in sentences.

ELA.4.V.1.2

- Have students label two index cards—one with the letter “A” and one with the letter “B.” Explain that you will give students two word choices, each of which features the root *bio*. Then, you will read a statement and students must decide which word the statement demonstrates.
  - (A) Biology or (B) biography? We learned about the similarities and differences between how house cats and lions live and develop. (biology)
  - (A) Biodegradable or (B) symbiotic? We try to get as many all-natural items as we can so they break down when we have to throw them away. (biodegradable)
  - (A) Autobiography or (B) biosphere? Some animals live in the ocean whereas others live on land. (biosphere)

## Challenge

Ask students to think of two colors that are homophones and to write a sentence that uses one of the colors and its homophone.

» blue, blew; red, read



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Reading/Viewing Closely

## Entering/Emerging

Pair each student with a strong partner for completion of Activity Page 4.4. Provide students with two familiar words with the root *bio* for Challenge activity.

## Transitioning/Expanding

Pair each student with a capable partner for completion of Activity Page 4.4. Clarify the meaning of any unknown words with the root *bio*.

## Bridging

Clarify the meaning of any unknown words with the root *bio* on Activity Page 4.4.



- Depending on how students answer the above questions, you may decide to re-teach in whole group or to a small group as necessary.
- Have students turn to Activity Page 4.4. Read the directions and have students work in pairs to complete it.
- As time allows, have a few partner pairs share their sentences aloud.
- Collect Activity Page 4.4 to review and grade at a later time.

## Lesson 4: A Real Adventure

# Writing



**Primary Focus:** Students will use descriptive details to write about a character.

ELA.4.C.1.2; ELA.4.C.1.5

### WRITE DESCRIPTIVE DETAILS (15 MIN.)

- Tell students that characters come alive to readers through descriptive language and specific details. Remind students they have used descriptive writing in earlier units.
- Explain that the more specific and descriptive their writing is, the more interesting their character will be.
- Tell them to use all five senses in their writing to write about how their character looks and sounds, as well as what the character sees, hears, smells, and touches.
- Have one student read the sentence you prepared in advance aloud.
  - The girl had brown hair.
- Ask students to revise the sentence using descriptive language, especially the five senses, to add more details. Share their descriptions first with a partner, then with the whole group. As students answer aloud, write their words or phrases on the board/chart paper. Alternatively, you may have a student record the answers. If necessary, guide students by asking some of the following questions. Sample answers are provided as a guide.
  - How long is her hair? (Her hair is short.)
  - How does her hair feel? (It feels coarse and rough, as if she went swimming and didn't wash the chlorine out.)
  - What kind of brown is her hair? Is it light brown, dark brown, blondish brown? (Her hair is blondish brown, as if she has been out in the sun all summer.)

- What does her hair color remind you of? (Her hair is dark brown like the mane of a racehorse.)
- Divide students into small groups.
- Have students turn to Activity Page 3.2 and share their answers to the question “What does your character look like?” with the group.
- Encourage students to help each other use descriptive language and specific details to make each character come alive. Have students revise their answers to the question “What does your character look like?” using descriptive language discussed in the group.



### Check for Understanding

Circulate and check in with students, ensuring they are sharing and revising appropriately. Provide support as needed.

- As time permits, have each group choose one descriptive detail about someone’s character to share with the class.
- Have students keep Activity Page 3.2 for use in future lessons.

End Lesson

## Lesson 4: A Real Adventure

# Take-Home Materials

### GRAMMAR

- Have students complete Activity Page 4.3 for homework.

### Activity Page 3.2



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Writing

#### **Entering/Emerging**

Prompt students to elaborate on descriptive details of character using yes/no questions.

#### **Transitioning/Expanding**

Prompt students to elaborate on descriptive details of character using *wh-* questions.

#### **Bridging**

Prompt students to elaborate on descriptive details of character asking questions that touch upon each of the five senses.

### Challenge

Ask students to share and revise their answers to additional questions on Activity Page 3.2.

### Activity Page 4.3



## 5

# Interpreting Figurative Language

## PRIMARY FOCUS OF LESSON

### Reading

Students will determine or clarify the meaning of descriptive words and phrases and identify figurative language that helps create a memorable plot and interesting characters. **ELA.4.R.3.1; ELA.4.V.1.3; ELA.K12.EE.3.1**

### Writing

Students will compose one to two paragraphs about a character using descriptive details. **ELA.4.C.1.2**

## FORMATIVE ASSESSMENT

**Activity Page 5.1**     **“The Real Adventure Begins”** Students define content vocabulary and identify synonyms and antonyms as well as develop sentences for vocabulary words.

**ELA.4.V.1.3**

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                                                                                     |
|-----------------------------|-------------|---------|-----------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>    |             |         |                                                                                               |
| Review the Chapter          | Whole Group | 5 min.  | <input type="checkbox"/> Board/chart paper<br><input type="checkbox"/> <i>Treasure island</i> |
| Close Reading Chapter 3     | Whole Group | 25 min. | <input type="checkbox"/> Activity page 5.1                                                    |
| Chapter Discussion          | Whole Group | 10 min. |                                                                                               |
| Word Work: <i>Captivate</i> | Whole Group | 5 min.  |                                                                                               |
| <b>Writing (45 min.)</b>    |             |         |                                                                                               |
| Draft a Character Sketch    | Whole Group | 35 min. | <input type="checkbox"/> Activity Page 3.2<br><input type="checkbox"/> Writing journals       |
| Lesson Wrap-Up              | Whole Group | 10 min. |                                                                                               |
| <b>Take-Home Material</b>   |             |         |                                                                                               |
| Reading                     |             |         | <input type="checkbox"/> Activity Page 5.1                                                    |

## ADVANCE PREPARATION

### Reading

- Write the following discussion questions on the board/chart paper:
  - A simile is a comparison of two things, usually using like or as. Identify a simile on this page.
  - Hyperbole is figurative language that describes something in a highly exaggerated way, or as better or worse than it really is. Identify an example of hyperbole on this page.
  - The idiom *a man to be reckoned with* means someone is influential, strong, or powerful and difficult to deal with. What does it mean when Jim thinks Silver is a man to be reckoned with?

### Writing

- Ensure that students have a writing journal or paper to write on for their character writing.
- Plan to divide students into pairs. You may also wish to partner students ready for an additional challenge with students who require extra support.

### Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

### Grammar

- Collect Activity Page 4.3 to review and grade as there is no grammar lesson today.

## Lesson 5: Interpreting Figurative Language

# Reading



**Primary Focus:** Students will determine or clarify the meaning of descriptive words and phrases and identify figurative language that helps create a memorable plot and interesting characters. **ELA.4.R.3.1; ELA.4.V.1.3; ELA.K12.EE.3.1**

### REVIEW THE CHAPTER (5 MIN.)

- Tell students they will reread Chapter 3, “The Real Adventure Begins.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Encourage students to think of questions they have from their first read of Chapter 3. Discuss a few of those questions as a group.





### Chapter 3 The Real Adventure Begins

I said farewell to my beloved mother and the dear Admiral Benbow, and then joined up with Redruth, the squire's gamekeeper. We purchased our seats for the **coach** to Bristol. It picked us up around dusk and we arrived in Bristol as the sun was rising like a shimmering peach above the city.

Squire Trelawney was residing at an inn near the water. Along the **quay** lay ships of all sizes and nations. In one, sailors were singing as they worked in the morning fog that **shrouded** the quay. In another, men, high up in the rigging, were hanging by threads that seemed no sturdier than those of a spider's web. An overwhelming smell of tar and salt filled the air. I spotted old sailors with pigtails, and rings in their ears. It was all new to me, and I was **captivated**.

We went to see the squire. He was dressed like a naval officer, in a new suit.

"There you are!" he cried. "The doctor arrived last night. Now our ship's company is complete. We'll set sail early in the morning, at first light!"

22

#### CLOSE READING CHAPTER 3 (25 MIN.)

- Read the title of the chapter as a class, "The Real Adventure Begins." As you read portions of the chapter, pause to explain or clarify the text at each point indicated.
- Have one student read the second paragraph aloud.

**Inferential.** A *simile* is a literary device that compares two different things, usually using like or as. In the last sentence of the first paragraph, a simile is used to describe the sunrise Jim sees as he arrives in Bristol. What is the simile and what does it mean?

- » The simile is *as the sun was rising like a shimmering peach above the city*. It means as the sun rose, it looked like a peach lit up and shining in a way that the light appears to be moving a little bit.

**Inferential.** What effect does this simile have?

- » It creates vivid imagery in the reader's mind about what Jim saw as he arrived in Bristol and what seeing the sunrise might have been like.

**Inferential.** What effect does the comparison of the rigging to a spider's web have?

- » It shows that the ropes look weak and thin, as though they cannot support the weight of the men climbing on them. The image also suggests that the rigging looks beautiful, making intricate patterns like spider webs above the ships. Such language paints a picture for the reader and illustrates how captivated Jim is by the quay.

## Support

Rigging is the series of ropes used on a ship to hold up the masts and control the sails.

The squire handed me a note to carry to Long John Silver. I made my way along the crowded quay, full of people and loaded carts, until I found the tavern.

It was brighter and cleaner than I expected. The windows glistened and the floor was cleanly sanded. The customers were seafaring men talking loudly and enthusiastically among one another.



As I was waiting, a man emerged from a side room. I **deduced** he must be Long John Silver. His left leg was missing, and he walked with the aid of a crutch. He managed the crutch with wonderful skill, hopping about on it like a sprightly bird. Silver was tall and strong, with a face as big as a ham, yet **brimming** with intelligence. He whistled as he moved among the tables and had a merry word or a slap on the shoulder for each of his guests.

From the first mention of John Silver in the squire's letter, I had feared that he might be the very one-legged sailor I had watched out for at the Admiral Benbow. But one look at the man was enough to convince me I had nothing to fear. I had seen the captain, I had seen Black Dog, and I had seen Pew. I thought I knew what a buccaneer looked like, and they were quite different from this clean and likeable landlord.

24

- Have students read the third paragraph silently.

**Inferential.** What does the word *emerged* mean in the first sentence of the paragraph?

» came out or appeared

“Hooray for Hummingbirds!”



**Inferential.** A simile is a literary device that compares two different things, usually using like or as. A simile in this paragraph is, *He managed the crutch with wonderful skill, hopping about on it like a sprightly bird.* What is compared in the simile in this paragraph and why?

- » The simile compares Long John Silver to a sprightly bird. This could be because Long John Silver only has one leg and uses a crutch to walk, which makes his movements jerky, like hopping. Birds also make a series of quick, small movements when they move that look like hopping. The simile also suggests Long John Silver uses the crutch surprisingly well. Although his movements are different, they look natural for him.

“Mr. Silver, sir?” I asked hesitantly.

“Yes, lad,” said he. When Silver saw I had a letter from the squire, he seemed startled. “Oh!” he said, quite loudly. “You must be our new cabin boy!”

Just then, one of the customers rose suddenly and ducked out the door. Although the man made a hurried exit, I had time enough to catch a glimpse of his face. It was the man who had visited the captain at the Admiral Benbow—the man with the two missing fingers.

“Someone stop him!” I cried out. “He’s Black Dog!”

Two of the men sitting near the door leaped up and chased after the eight-fingered man.



“Someone stop him!” I cried out. “He’s Black Dog!”

25

- Have students read page 25 silently.

**Evaluative.** When Long John Silver notices Jim has a letter from the squire, why do you think he talks to Jim “quite loudly”?

- » Answers may vary, but may include that Silver wants the people in the tavern to hear him announce that Jim is the new cabin boy for the ship. This may be a signal to Black Dog to flee, suggesting Silver and Black Dog are actually acquaintances or friends, even though Silver later says he doesn’t know him. Even though Jim doesn’t seem to suspect anything yet, the reader might be suspicious of Silver’s motives and honesty.

- Have students read page 27 silently, beginning with “When we got to the inn . . .”

**Inferential.** When Long John Silver calls Jim “smart as paint,” what do you think he means?

- » Answers may vary, but may include that Long John Silver means that Jim is smart or clever. Explain that this is also a play on the fact that smart has two meanings that are commonly accepted in Great Britain. Not only does smart mean intelligent in Great Britain, it also means fashionable or well-groomed. “Smart as paint” could mean as clean and fresh-looking as a new coat of paint. This is a playful use of words, saying that Jim is as clever as a new coat of paint is fresh.

**Evaluative.** Why might Jim be so pleased with Long John Silver’s compliment? What does it portray about each character’s personality?

- » Answers may vary, but may include that Jim wants Long John Silver’s approval and, therefore, responds well to his flattery. Jim is young and wants to be successful in his new job as cabin boy. He may also miss his father and be looking for attention from an adult. Long John Silver likes to flatter those around him (he gives everyone a merry word or a slap on the shoulder in the tavern). It is possible that Silver compliments Jim to gain Jim’s trust and loyalty.

Later, we boarded the ship while the supplies were being loaded. As soon as we were on board, the captain paid us a visit.

“Well, Captain Smollett,” said the squire. “How are you? All’s well with you, I hope?”



“I am well, sir,” said the captain. “But I must tell you I have a bad feeling about this voyage, and I don’t care for some of the seamen you’ve hired.”

The squire was extremely offended by this remark.

“Perhaps you do not like your employer, either?” replied the squire, but here Dr. Livesey cut in.

“Hold on, Trelawney,” said Dr. Livesey. “Let’s hear what Captain Smollett has to say.”

Captain Smollett addressed the doctor: “I was engaged, sir, to sail this ship where that gentleman should bid me. Now I find that every seaman on board knows more than I do. I hear that we are going after treasure. I don’t like to involve myself in secret treasure voyages,

28

- Have students read page 28 silently.

**Inferential.** Why does the squire ask Captain Smollett, “Perhaps you do not like your employer, either?”

- » Answers may vary, but may include that the squire feels insulted and defensive. The captain has criticized the crew the squire hired for the ship. Squire Trelawney is Captain Smollett’s employer, so the squire is implying that the captain does not like him either. This remark shows the squire’s anger toward the captain. The squire could be telling the captain to remember his place, reminding the captain that he was hired by the squire, not the other way around. The squire could also be threatening the captain, implying that he could just as easily get rid of him.
- » Have students think of any questions they have about the story after reading. Encourage a few students to share their thinking.

## CHAPTER DISCUSSION (10 MIN.)

- Have a student read page 33 aloud.
- Use the following questions to understand the language and Long John Silver's character in more depth.

1. **Literal.** A *simile* is a comparison of two things, usually using like or as. Identify a simile on this page.

- » He can speak like a book when he wants.

**Inferential.** What does this *simile* mean?

- » It means Silver is well-spoken and intelligent.

2. **Literal.** *Hyperbole* is figurative language that describes something in a highly exaggerated way, or as better or worse than it really is.

- Identify an example of hyperbole on this page.
  - » "... he's brave—a lion's nothing alongside him."

**Inferential.** What does the hyperbole portray about Silver's character?

- » It emphasizes points about Silver's character. Hands compares Silver to a lion, saying he is braver than a beast and able to win fights against four men at a time, a feat even more amazing considering Silver only has one leg.

3. **Inferential.** The idiom *a man to be reckoned with* means someone is influential, strong, or powerful and difficult to deal with. What does it mean when Jim thinks Silver is a man to be reckoned with?

- » Jim suspects Silver is not the honest man he appears to be. Even though he is hired as the ship's cook, Jim thinks he has the potential to be difficult to deal with and to have a powerful influence on events.

- Tell students they will take home Activity Page 5.1 to read and complete for homework. Explain that the Activity Page provides activities related to the vocabulary in the text. Remind students that they can use the context of the sentences to help them understand vocabulary. They can also make use of print and digital resources to help them find the meanings of words.

## Challenge

Ask students to compose another simile that could describe Silver's intelligence.

## Activity Page 5.1







Reading Literature  
Reading/Viewing Closely

**Entering/Emerging**

Ensure student understands the meaning of all five vocabulary words on Activity Page 5.1 and guide students to select among activities 1-4 for homework.

**Transitioning/Expanding**

Ensure student understands the meaning of all five vocabulary words on Activity Page 5.1 and guide students to select among activities 1-4 and 6 for homework.

**Bridging**

Ensure student understands the meaning of all five vocabulary words and the six possible activities on Activity Page 5.1.

Vocabulary Lesson



**WORD WORK: CAPTIVATE (5 MIN.)**

1. In the chapter you read, "It was all new to me, and I was captivated."
2. Say the word *captivate* with me.
3. *Captivate* means to fascinate or capture one's attention.
4. My 6-year-old brother was captivated by the talking parrot.
5. What are some other examples of things that captivate you? Be sure to use the word *captivate* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "\_\_\_\_\_ captivated me."
6. What part of speech is the word *captivate*?

» verb

**Note:** Use a Synonyms activity for follow-up.

What are some words that are synonyms, or words that have a similar meaning, of *captivate*?

- Prompt students to provide words like *charm*, *fascinate*, *mesmerize*, *attract*, *enthral*, *spellbind*, or *intrigue*. With a partner, create a sentence for each of the synonyms of *captivate* he or she provides.

## Lesson 5: Interpreting Figurative Language

# Writing



**Primary Focus:** Students will compose one to two paragraphs about a character using descriptive details. **ELA.4.C.1.2**

### DRAFT A CHARACTER SKETCH (35 MIN.)

- Direct students' attention to Activity Page 3.2.
- Have students name some of the features that make a character memorable, drawing information from the questions in the "My Character" chart on the activity page. (Features may include physical attributes, such as hair color, eye color, scars, and height, catch phrases, an interesting name, special talent, job, hobby, or mannerisms.)
- Tell students they will write one or two paragraphs about their character to use in their adventure story.
- Remind students they should describe the features that make their character unique and memorable. They should use descriptive language and specific details to make the character come alive.
- Encourage students to use their answers in the "My Character" chart and any feedback provided on Activity Page 3.2 to guide their writing.
- Explain that their paragraph(s) should have a topic sentence, at least six detail sentences, and a concluding sentence. Explain that if students choose to write two paragraphs, they need to consider how to group information about the character in each paragraph so the information is presented logically.



### Check for Understanding

Circulate and check in with students to support them as they write.

### Activity Page 3.2



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Writing

#### **Entering/Emerging**

Provide student with direct teacher support and a graphic organizer (e.g. paragraph template) to draft paragraphs.

#### **Transitioning/Expanding**

Provide student with small group teacher support and access to a graphic organizer (e.g. paragraph template) to draft paragraphs.

#### **Bridging**

Provide student with access to a graphic organizer (e.g. paragraph template) to draft paragraphs.

## Support

Have students focus on only a few specific questions in the “My Character” chart when drafting the paragraph.

## LESSON WRAP-UP (10 MIN.)

- Divide students into pairs and have them exchange writing.
- Explain that students should read their partner’s paragraph(s). As they read, students should underline examples of descriptive language. In addition, students should tell their partner at least one thing he or she did well, and offer one or two suggestions for revision.
- Tell students they may also suggest a metaphor, analogy, or other literary device their partner could include, or they could suggest their partner include the answer to one of the questions on Activity Page 3.2 that was not present in the writing.
- Tell students to write down the suggested revisions they receive for use in future lessons.

## Lesson 5: Interpreting Figurative Language

# Take-Home Material

### READING

- Have students take home Activity Page 5.1 to read and complete for homework.

Activity Page 5.1



## 6

# The Apple Barrel

## PRIMARY FOCUS OF LESSON

### Reading

Students will cite details from the text when explaining what Jim learns about Long John Silver and when making inferences about Silver's intentions for the voyage. **ELA.4.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### Grammar

Students will use the relative pronouns *that*, *which*, and *whose* correctly in sentences. **ELA.4.C.3.1**

### Morphology

Students will use the prefixes *im-* and *in-* and the roots *port* and *bio* to understand the meaning of words. **ELA.4.V.1.2**

### Spelling

Students will apply grade-level phonics and word-analysis skills to spell targeted words. **ELA.4.C.3.1; ELA.4.F.1.3**

## FORMATIVE ASSESSMENT

- Activity Page 6.2** **“What I Heard in the Apple Barrel”** Students read Chapter 4 and use evidence from the text to answer comprehension questions. **ELA.4.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**
- Activity Page 6.3** **Relative Pronouns** Students combine sentences using the appropriate relative pronoun. **ELA.4.C.3.1**
- Activity Page 6.4** **Prefixes *im-* and *in-* and Roots *port* and *bio*** Students select the correct word to complete the sentence; student compose sentences using target words. **ELA.4.V.1.2**
- Activity Page 6.5** **Spelling Words** Students select from a variety of activities to practice target words. **ELA.4.C.3.1**
- Activity Page 6.6** **Practice Spelling Words** Students write targeted words in alphabetical order. **ELA.4.F.1.3**

## LESSON AT A GLANCE

|                                    | Grouping     | Time    | Materials                                                                                                            |
|------------------------------------|--------------|---------|----------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>           |              |         |                                                                                                                      |
| Introduce the Chapter              | Whole Group  | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 1.3, 6.1, 6.2, SR.1, SR.2 |
| Read Chapter 4                     | Small Groups | 25 min. |                                                                                                                      |
| Chapter Discussion                 | Whole Group  | 10 min. |                                                                                                                      |
| Word Work: <i>Predicament</i>      | Whole Group  | 5 min.  |                                                                                                                      |
| <b>Language (45 min.)</b>          |              |         |                                                                                                                      |
| Grammar: Relative Pronouns         | Whole Group  | 15 min. | <input type="checkbox"/> Relative Pronouns Poster<br><input type="checkbox"/> Activity Page 6.3                      |
| Morphology: Prefixes and Roots     | Whole Group  | 15 min. | <input type="checkbox"/> Activity Page 6.4                                                                           |
| Spelling: Introduce Spelling Words | Whole Group  | 15 min. | <input type="checkbox"/> Activity Pages 6.5, 6.6, SR.3                                                               |
| <b>Take-Home Materials</b>         |              |         |                                                                                                                      |
| Grammar; Morphology; Spelling      |              |         | <input type="checkbox"/> Activity Pages 6.3–6.6<br><input type="checkbox"/> Fluency Supplement Selection (optional)  |

## ADVANCE PREPARATION

### Reading

- Collect Activity Page 5.1 to review and grade at a later time.

### Grammar

- Display the Relative Pronouns Poster you created for Lesson 4. Uncover or add the “Things/Ideas” column. Alternatively, you may access a digital version in the digital components for this unit.

| Relative Pronouns                                                                                       |              |
|---------------------------------------------------------------------------------------------------------|--------------|
| A relative pronoun refers to or replaces a noun or a pronoun and joins sections of a sentence together. |              |
| People                                                                                                  | Things/Ideas |
| who                                                                                                     | that         |
| whom                                                                                                    | which        |
| whose                                                                                                   | whose        |

- Write the following sentences on the board/chart paper:
  - My sister sent me a postcard.
- My sister is visiting Germany.
- Write the following examples on the board/chart paper:
  - She finally found the sweater.
    - The sweater had been lost.
    - The grocery store was open today.
    - The grocery store sells apples.
    - I just started reading the book.
    - The book’s cover has an elaborate design.

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement, available on the CKLA Florida Teacher Resource site, to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 10.

## Lesson 6: The Apple Barrel

# Reading



**Primary Focus:** Students will cite details from the text when explaining what Jim learns about Long John Silver and when making inferences about Silver’s intentions for the voyage. **ELA.4.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 4, “What I Heard in the Apple Barrel.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students that, while reading the chapter, they may want to refer to pages 108 and 109 of the Reader, as well as Activity Pages SR.1 and SR.2, if they have questions about ship references.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *leagues*.
- Have them find the word on page 34 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the word *league* has multiple meanings. In this context, the word *league* is a unit of length about 3 miles long.
- Have students reference Activity Page 6.1 while you read each word and its meaning.

### Vocabulary

**league, n.** a unit of length about 3 miles long (*leagues*) (34)

**squall, n.** a sudden, powerful wind with rain, snow, or sleet (*squalls*) (34)

**maroon, v.** to abandon someone on an island (*marooned*) (37)

**duplicitous, n.** dishonest behavior meant to trick someone (40)

**predicament, n.** a difficult or dangerous situation (40)

### ReadWorks Articles

“Reefs at Risk”



Activity Pages  
SR.1, SR.2, 6.1



Essential Questions  
and Writing Prompts





### Vocabulary Chart for Chapter 4, “What I Heard in the Apple Barrel”

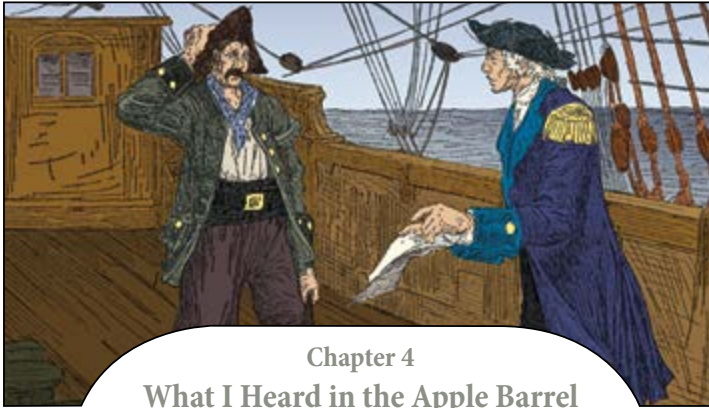
| Vocabulary Type                        | Tier 3 Domain-Specific Words                                                                                                                                                                                                                            | Tier 2 General Academic Words |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Core Vocabulary                        | league<br>squall<br>maroon                                                                                                                                                                                                                              | duplicity<br>predicament      |
| Multiple-Meaning Core Vocabulary Words | league<br>squall<br>maroon                                                                                                                                                                                                                              |                               |
| Sayings and Phrases                    | heavy weather<br>as smart as paint<br>things are startin' [g] to look up<br>here's my hand on it<br>[to be] square [as in “Dick's square”]<br>let her rip<br>wet my pipe<br>come to blows<br>he knew [it] like the palm of his hand<br>in a real pickle |                               |

### Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: Students will complete Activity Page 6.2 with your support while they read.
  - Small Group 2: You may want to ask some or all students to complete Activity Page 6.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 6.2 correctly.

#### Activity Page 6.2





## Chapter 4 What I Heard in the Apple Barrel

A few **leagues** out from Bristol we ran into some **squalls** and heavy weather, but this only confirmed the seaworthiness of the *Hispaniola*.

As we continued our voyage, every man on board the ship appeared to be cheerful. The old sea cook, John Silver, cooked up delicious grub, and the men were given generous portions. Squire Trelawney had even purchased a large barrel of apples, and it was left open so any of us could help ourselves whenever we felt the urge.

Captain Smollett disapproved of the apple barrel. “No good ever came of that sort of thing,” he said to Dr. Livesey.

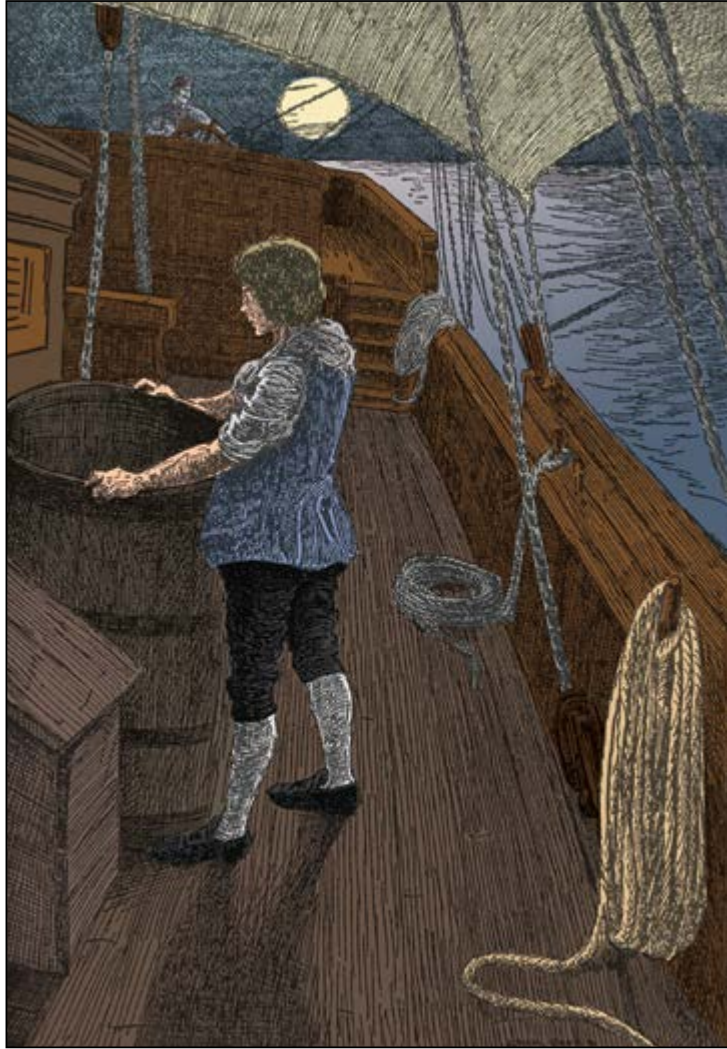
Some good did come of the apple barrel though, and I will tell you how it came about.

It was the last day of our outward voyage. After sundown, when my work was done and I was on my way back to my berth, it occurred to me that I would like an apple. I went to the barrel and found there were only a few left, so I had to climb into the barrel to get one.

34

### READ CHAPTER 4 (25 MIN.)

- Have students preview questions 1–3 on Activity Page 6.2 and then read pages 34–38 silently.



After sundown, when my work was done and I was on my way back to my berth, it occurred to me that I would like an apple.

**35**

While I was sitting in the barrel, comparing the quality of two apples, several members of the crew arrived. They were talking, and before I had heard a dozen words, my mood changed to one of fear and anxiety. You see, their conversation revealed that the lives of all the honest men aboard the *Hispaniola* depended upon me.

“No, not I,” said Silver. “Flint was cap’n and I was part of the crew. I lost my leg on that voyage, and old Pew lost his eyes. But I got my hands on some money, and it’s all safe in the bank. You see, boys, it’s not earning that does it—it’s saving.”

Another seaman mumbled something I could not hear.

“Look here, mate,” Silver said in reply, “you’re young, but you’re as smart as paint, and I’ll talk to you like a man.”

You can imagine how I felt when I heard those words “smart as paint,” as that was what Silver had said about *me* that day in Bristol! In fact, those were his exact words! I wanted to pounce on him, but he was unaware that I was listening, and he continued to speak.

“Gentlemen of fortune live rough, and they risk death every day,” Silver explained. “But when a cruise is done, they’ve got money in their pockets. Most spend it carelessly, but that’s not the course for me. I put it all away. I’m fifty years old now. Once I get back from this cruise, I’ll set myself up as a gentleman. My missus has gathered up all my money. She’s sold the Spyglass by now, and I’ll meet up with her when I return.”

“Well,” said one of the men named Dick, “I didn’t like this job till I had this talk with you, but now things are startin’ to look up! Here’s my hand on it, John!”

“A brave lad you are!” Silver answered. “And smart, too!”

By this time I understood what was happening. By “gentlemen of fortune,” Silver meant pirates, and he had just convinced another one of the honest men to join the mutiny he was planning.

Silver gave a little whistle and a third man joined them.

“Dick’s square,” said Silver to the newcomer.

“I knew he was no fool!” said the other. “But here’s what I want to know, Barbecue: When will we strike? I’ve had more than enough of Captain Smollett.”

“Listen, Israel,” said Silver. “Keep your eyes peeled till I give the order.”

I concluded that the new arrival must be Israel Hands.

“I don’t say *no*,” Hands growled, “but I say *when*?”

“At the last possible moment, that’s *when*,” replied Silver. “We’ve got a first-rate captain sailing the ship for us, and the squire and the doctor have Flint’s map. We’ll let them find the treasure and haul it onboard. Then we’ll strike.”

“And what will we do with them?” asked Dick.

“Well,” said Silver, “we could leave them on the island, **marooned**—or we could cut ’em down. That’s what Flint would have done—and Billy Bones, too.”

“Billy was the man for that,” added Hands. “Dead men don’t bite; he used to say. If ever a rough man came to port, it was Billy Bones!”

“Rough and ready,” said Silver, “and on this point, I agree with him. When I’m a rich man, back in England and riding in my coach, I don’t

want these men coming home. We'll wait, but when the time comes, let her rip! I claim Trelawney. Dick—" he added, breaking off suddenly, "jump up like a sweet lad, and get me an apple to wet my pipe."

An apple! From the barrel! You can imagine how terrified I was.

I heard Dick getting up. I figured I was as good as dead, but then Hands said, "Nah, let's have something to drink instead."

Dick went to fetch the drinks, and Hands and Silver continued talking.

"That's the last of them," Hands said. "None of the others will join us."

This lifted my spirits, for it meant there were at least a few faithful men onboard.

When Dick returned, he and the others drank a series of toasts.

"Here's to luck!" said Dick.

"Here's to old Flint!" said Hands.

Just then, the lookout up in the crow's nest shouted, "Land ahoy!"

This was followed by a great rush of



38

- The following guided reading supports are intended for use with Small Group 1.

**Inferential.** What new information is revealed by Long John Silver's statement, "Flint was cap'n and I was part of the crew. I lost my leg on that voyage, and old Pew lost his eyes. But I got my hands on some money, and it's all safe in the bank"? (page 36)

- » Long John Silver knows all of the pirates who tried to steal the treasure map from the Admiral Benbow Inn, as described in earlier chapters. He was actually a member of the crew on the original voyage, when the treasure was hidden and buried.

## Support

Remind students that “as smart as paint” is a simile.

- Have students record the answer(s) to question 1 on Activity Page 6.2.

**Evaluative.** Why do you think Jim says he wants to pounce on Silver when he hears Silver say, “you’re as smart as paint” to another crew member? (page 36)

- » Jim wants to pounce on Silver because he is angry when he realizes that Silver is not the honest man Jim believed him to be. Silver had complimented Jim by calling him “smart as paint” when they were in Bristol. This made Jim feel special, which made him like Silver. Now it is obvious to Jim that Silver says things like that just to get people on his side, and he really does not mean what he says. Jim feels tricked and deceived.

- Have students record the answer(s) to question 2 on Activity Page 6.2.

**Inferential.** Why does Jim’s mood turn to fear and anxiety after he overhears the conversation among the crew? (page 36)

- » He discovers that Long John Silver is a dishonest man, and that he is organizing a mutiny. He has convinced other members of the crew to join him. Silver plans to steal the treasure once the captain, the doctor, the squire, and the honest members of the crew bring it on board the ship.

**Evaluative.** Why do you think Silver suddenly breaks off when he is talking about what he will do to other members of the crew once the treasure is found? (page 38)

Have a few students share their thinking with the whole group. Ask students to signal their agreement with the answers given with a thumbs-up/thumbs-down. Redirect students back into the text and clarify as needed.

- » Answers may vary, but may include that perhaps Silver thinks he has already said too much about his plans to steal the treasure and get rid of the other members of the crew. Perhaps he wants to change the topic or distract the others so he doesn’t reveal anything else he is thinking of doing, in case the men he is speaking with tell others about his plans.

- Have students record the answer(s) to question 3 on Activity Page 6.2.

shuffling feet as the mutineers sprinted away. I waited a few seconds, then slipped out of the apple barrel and followed them.

As we drew near the island, Captain Smollett called out, “Men, have any of you ever seen the island ahead?”

“I have, sir,” said Silver. “Once, when I was a ship’s cook, we stopped there for fresh water. Skeleton Island, they calls it. It were a main hideout for pirates once. There are three hills on it, and the big one—the one in the middle there, with its top in the clouds—that’s called the Spyglass, because it’s the perfect place to post a lookout.”

“I have a map here,” said the captain. “Have a look and see if this is the place.”



John Silver’s eyes burned with intensity as he took the map, but I could tell it was not the map I had found in Billy Bones’s chest. It was a copy that did not show the location of Flint’s treasure. Silver carefully concealed his disappointment.

39

- Have students preview question 4 on Activity Page 6.2 and then read the rest of page 38 and page 39 aloud.

**Inferential.** Why does Captain Smollett have a copy of the map that does not show where the treasure is buried?

- » Answers may vary, but should include that Captain Smollett asks early on that the treasure map be hidden from the crew, including himself. The captain suspects some of the crew may be dishonest, so he likely made a copy of the map to protect the actual location of the treasure from people who likely can’t be trusted, including Silver.

- Have students record the answer(s) to question 4 on Activity Page 6.2.



“Yes, sir,” he said. “This is the spot—and I believe the best anchorage is right over here in this little cove.”

I was surprised at the coolness with which Silver declared his knowledge of the island. I had, by this time, such a fear of his cruelty and **duplicit**y that I could scarcely conceal a shudder when he called out, “Ahoy there, Jim!” and laid his hand on my shoulder.

“This island is a sweet spot for a lad,” Silver said. “When you want to do a bit of exploring, just ask old John, and I’ll fix up a snack for you to take along.”

After Silver hobbled off, I met with the captain, the doctor, and the squire. I proceeded to tell them everything I had heard. Everyone sat quietly for a few moments until, at last, the squire broke the silence.

“Captain,” he said, “I believe I owe you an apology. You were right, and I was wrong. I await your orders.”

“Well,” said the captain, “I accept your apology, but now I must present to you my opinion of our current **predicament**. I see three or four important points for our consideration. First, we can’t turn back. If I gave orders to go back, Silver and the others would mutiny at once. Second, we have some time—at least until the treasure’s found. Third, we will come to blows sooner or later. What I propose is that we choose a time to fight when they least expect it. I take it we can count on your servants—Hunter, Joyce, and Redruth—Mr. Trelawney?”

“As upon myself,” declared the squire.

“That’s three honest men,” said the captain. “Ourselves make seven, counting Hawkins here. Now, what about the others?”

“I fancy we can also count on the men Trelawney hired,” said the

40

- Have students preview question 5 on Activity Page 6.2 and then read pages 40 and 41 aloud.

**Inferential.** Why does Captain Smollett want Silver to get the dishonest members of the crew under his control?

- » The captain is concerned the men may begin to fight among themselves, overthrow Silver, and mutiny on their own. If Silver can talk them out of beginning the mutiny now, it will give the captain more time and more control.
- Have students record the answer(s) to question 5 on Activity Page 6.2.

doctor. “I mean the men he found by himself before Silver intervened.”

“Nay,” replied the squire. “Hands was mine.”

“Well, gentlemen,” said the captain, “we must determine who can be trusted.”

I felt helpless. There were only seven out of twenty-six who were known to be good—and one of those was me, a young boy.

Silver helped the captain guide the *Hispaniola* to the best anchorage. He knew the passage like the palm of his hand and never hesitated once. Still, there were problems afoot. Discipline had begun to break down. The men were now unfriendly and unwilling to take orders. They seemed to be on the verge of mutiny. Only Silver showed a willingness to obey. When an order was given, he was on his crutch in an instant with a cheery, “Aye, aye, sir!” and, when there was nothing else to do, he sang old sea songs.

The captain called a meeting with our group in his cabin.

“Gentlemen,” he said, “we are in a real pickle here. I believe that if I continue to command this ship, the men will mutiny. If I don’t, Silver will know that something is up. I believe there’s only one thing to do.”

“What’s that?” inquired the squire.

“Leave things to Silver,” the captain replied. “He’s as anxious as we are to cover things up. He doesn’t want the men to mutiny—at least not yet—and I say we give him a chance to talk them out of it. Let’s allow the men to go ashore if they like. Then Silver can talk with them and get them under his control. If they go, you mark my words, Silver will get them back in line. He’ll bring ’em on board again, mild as lambs.”



We all agreed this was the best plan. Loaded pistols were served out to all the sure men. The squire's men—Hunter, Joyce, and Redruth—were taken into our confidence, and received the news with less surprise and better spirits than we anticipated. After the meeting, the captain went on deck and addressed the crew.

“Lads,” said he, “it’s hot, and we’re all tired. As many of you as would like may go ashore for the afternoon. Take the landing boats. I’ll fire a gun to call you back just before sundown.”

The men must have thought they would trip over treasure as soon as they landed, for their spirits seemed to lift in a moment, and they all gave a cheer. The captain whipped out of sight, leaving Silver to arrange the landing party. In a few minutes, the party was assembled. Six of the seamen were to stay on board. The remaining thirteen, including Silver, were to go ashore.

42

- Have students read pages 42 and 43 silently.

**Support.** How does the captain allow Silver to gain control of his men?

- » The captain allows Silver and the men to go ashore for the afternoon. While they are alone on the island, Silver will have time to convince them all to wait to mutiny.

I thought about the numbers: If Silver was leaving six of his men on the *Hispaniola*, it was plain that our party could not take over the ship. At the same time, if he was leaving only six men, those men would not pose too much of a danger to the loyal hands. The captain and the others would be safe—and they would not need my help. I thought it might be more useful for me to go ashore. So, without debating the question any more, I slipped over the side and curled up in the front of the nearest boat.

No one in the boat took any notice of me. When we reached the shore, and the men had wandered off, I came out of my hiding place and began to explore the island.





Speaking and  
Listening  
Offering Opinions

**Entering/Emerging**

Ask yes/no and *wh*-questions during whole group discussion. Prompt student to begin answers with the sentence frame "I think . . ."

**Transitioning/Expanding**

Ask student to agree or disagree with a peer and explain why.

**Bridging**

Prompt student to elaborate on or argue against an idea shared by a peer, using evidence from the text to support his or her claim.

Activity Page 1.3



**CHAPTER DISCUSSION (10 MIN.)**

- Bring the class back together as a group and use the following questions to discuss the chapter:
1. **Evaluative.** Conflict is a literary device often used by authors, in which something stands in the way of the main character achieving his or her goal. Why might this chapter be an example of conflict?
    - » Jim, the narrator and main character, finds out that many members of the crew are disloyal. They are planning a mutiny. Jim, the squire, the doctor, and the captain now must face the dangerous possibility of a mutiny. They will no longer be able to easily and safely get the treasure and go back home. They have to deal with enemies who are planning to fight them for the treasure.
  2. **Inferential.** At the end of Chapter 3, Jim is unsure about Long John Silver's character, or morals. Is Jim still unsure about Silver at the end of this chapter? How do you know?
    - » No, after he overhears Silver's plan to overthrow the crew and steal the treasure, Jim knows Silver is not honest.
- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
  - Remind students that this chart is being used throughout the unit to record key details and information revealed in each chapter about significant characters.
  - Explain that students will take additional notes about Jim Hawkins and Long John Silver.
  - Use the information in the following chart to engage students in a discussion about additional information for each of the characters. Tell students to draw on specific details in their responses, such as words, descriptions of appearances, or actions in the text.
  - Record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3. If necessary, tell students to leave space for additional entries in future lessons.

| Chapter(s) | Character                   | Key Details                                                                                                                                                                                                                                                                  |
|------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1, 2, 4    | Jim Hawkins                 | narrator; young boy; helps family run the inn; his father dies; seems naïve; cabin boy on the <i>Hispaniola</i> ; overhears pirates planning mutiny and exposes their plan to the doctor and the squire                                                                      |
| 2, 3, 4    | Long John Silver (Barbecue) | hired as a cook on the <i>Hispaniola</i> ; helps recruit crew for the voyage; missing a leg; owns Spyglass Tavern; teaches Jim nautical terms; has a pet parrot named Captain Flint; was a crew member for Captain Flint; is a pirate and plans a mutiny to get the treasure |

### WORD WORK: PREDICAMENT (5 MIN.)

- In the chapter you read, “‘Well,’ said the captain, ‘I accept your apology, but now I must present to you my opinion of our current predicament.’”
- Say the word *predicament* with me.
- Predicament* means “a difficult or dangerous situation.”
- We were in a predicament when we got a flat tire late at night on a dark road.
- What are some other examples of a predicament? Be sure to use the word *predicament* in your response.
  - Ask students to turn to a peer and use the target word in a sentence. Have two or three students share their sentences aloud. Ask all other students if they believe the word was used properly by signaling with a thumbs-up/thumbs-down. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ is a predicament.”
- What part of speech is the word *predicament*?
  - » noun

**Note:** Use a Making Choices activity for follow-up.

  - I will read several sentences. If the sentence is an example of a predicament, say, “That is a predicament.” If the sentence is not an example of a predicament, say, “That is not a predicament.”

1. The dishonest men want to overthrow the crew.
  - » That is a predicament.
2. The captain can count on the doctor and the squire.
  - » That is not a predicament.
3. Silver plans to leave the honest men on the island, marooned.
  - » That is a predicament.
4. Silver says if they don't leave the men on the island, they could cut 'em down.
  - » That is a predicament.
5. Jim hears the seaman come for an apple from the barrel in which he is hiding.
  - » That is a predicament.

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## Lesson 6: The Apple Barrel

# Language



### GRAMMAR: RELATIVE PRONOUNS (15 MIN.)

**Primary Focus:** Students will use the relative pronouns *that*, *which*, and *whose* correctly in sentences. **ELA.4.C.3.1**

- Refer to the Relative Pronouns Poster on display. Remind students that a relative pronoun refers to or replaces a noun or a pronoun. Remind students that a relative pronoun also joins clauses, or sections of a sentence, together.
- Remind students that there are two main categories of relative pronouns.



#### Check for Understanding

Ask students which category they learned about in the previous lesson. (*people*) Ask students to identify the relative pronouns that refer to or replace “people” nouns (*who*, *whom*, and *whose*). Review these categories as needed in a small group or all together.

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- Refer to the first pair of sentences you prepared in advance. Have a student read the sentences aloud.
  - My sister sent me a postcard.
    - My sister is visiting Germany.
- Combine the two sentences into one by asking students what the two sentences have in common (*my sister*). Then ask students for ideas on how to combine the sentences. (Answers may vary.)
- Ask which relative pronoun should be used (*who*). Then ask students what the relative pronoun refers to in the sentence (*my sister*). Once complete, the sentence should read: *My sister, who is visiting Germany, sent me a postcard.*
- Explain that the second main category of relative pronouns is “Things/Ideas.” The relative pronouns in this category refer to or replace nouns or pronouns like *dog, park, hat, book, it*, and so on. The relative pronouns that refer to or replace things/ideas nouns are *that, which, and whose*.
- Point out that *whose* refers to both “people” nouns and “things/ideas” nouns.
- Refer to the first pair of example sentences you prepared on the board/chart paper. Have a student read the sentences. Ask students what these two sentences have in common. (*Both have the phrase the sweater.*)
  - She finally found the sweater.
    - The sweater had been lost.
- Model combining the two sentences into one sentence by writing the following on the board/chart paper:
  - She finally found the sweater that had been lost.
- Ask students which relative pronoun appears in this sentence (*that*). Underline *that* in the sentence. Ask students what *that* refers to in the sentence (*sweater*). *That* is used in this sentence because it introduces a section of the sentence that is needed to understand the meaning of the sentence.
- Refer to the second pair of example sentences you prepared on the board/chart paper. Have a student read the sentences. Ask students what these two sentences have in common. (*Both have the phrase the grocery store.*)
  - The grocery store was open today.
    - The grocery store sells apples.



## Challenge

Point out the commas in this sentence. Explain that *which sells apples* is not needed to understand the meaning of the sentence, so it is set off from the rest of the sentence by commas.

## Challenge

Point out that there are no commas setting apart whose cover has an elaborate design. Explain that this phrase is needed to understand the meaning of the sentence and should not be set apart from the rest of the sentence with commas.

## Activity Page 6.3



- Combine the two sentences into one sentence by writing the following on the board/chart paper:
  - The grocery store, which sells apples, was open today.
- Explain that the relative pronoun in this sentence is *which*. Underline *which* in the sentence. Ask students what *which* refers to in the sentence. (*store*) *Which* is used in this sentence because it introduces a section of the sentence that is not needed to understand the meaning of the sentence. (*sells apples*)
- Explain that when talking, people often use the relative pronoun *that* interchangeably with *which*. When talking to a friend instead of writing, someone might say, “The grocery store that sells apples was open today.” Using *that* instead of *which* when talking is acceptable; it’s okay when talking to be more relaxed and informal about grammar rules. It is different when writing; writing is more formal or official, so it is important to follow grammar rules. When writing, be careful to use these relative pronouns correctly: *that* is required when introducing a section of a sentence that is needed to understand the meaning; *which* is required when introducing a section of a sentence that is not needed to understand the meaning.
- Refer to the third pair of example sentences you prepared on the board/chart paper. Have a student read the sentences. Ask students what these two sentences have in common. (*Both have the phrase the book.*)
  - I just started reading the book.
  - The book’s cover has an elaborate design.
- Combine the two sentences into one sentence by writing the following on the board/chart paper:
  - I just started reading the book whose cover has an elaborate design.
- Ask students which relative pronoun appears in this sentence (*whose*). Underline *whose* in the sentence. Ask students what *whose* refers to in the sentence (*book*). *Whose* is used in this sentence because it indicates possession—the cover belongs to the book.
- Have students turn to Activity Page 6.3. Read the directions aloud and go over the chart with students.
- Have students complete Activity Page 6.3 for homework, or, if you feel they need more assistance, complete the activity page as a teacher-guided activity.

## MORPHOLOGY: PREFIXES AND ROOTS (15 MIN.)

**Primary Focus:** Students will use the prefixes *im-* and *in-* and the roots *port* and *bio* to understand the meaning of words. **ELA.4.V.1.2**

- Tell students that today they will review prefixes and roots covered in previous lessons and units.
- Refer to the Prefixes Poster on display in the classroom and read it. Focus on the prefixes *im-* and *in-*, reminding students that they are of Latin origin. Both mean “not.” Point out that *im-* is pronounced /im/ and *in-* is pronounced /in/.
- Remind students that adding *im-* or *in-* does not change the part of speech of the root word, but it does change the meaning of the root word.
- Write *mature* on the board/chart paper. Briefly discuss the part of speech and meaning of the word. Then use it in a sentence. (*Mature* is an adjective meaning “fully grown, developed, or thought out.” Once the seeds grew into mature plants, we took them out of pots and planted them in the ground.)
- Add the prefix *im-* to *mature*. Have students read the new word; then, discuss the part of speech and the meaning of the word, and use it in a sentence. (*Immature* is an adjective meaning “not fully grown, developed, or thought out.” The fruit they picked was immature and not ripe yet, so it didn’t taste very good.)
- Write *dependent* on the board/chart paper. Briefly discuss the part of speech and meaning of the word. Then use it in a sentence. (*Dependent* is an adjective meaning “relying on someone or something else.” We couldn’t drive, so we were dependent on them for a ride around town.)
- Add the prefix *in-* to *dependent*. Have students read the new word; then, discuss the part of speech and the meaning of the word. Then use it in a sentence. (*Independent* is an adjective meaning “not relying on someone or something else.” When he went on a trip to Germany by himself, he felt very independent.)
- Refer to the Roots Poster on display in the classroom and read it. Focus on the root *port*, reminding students that it is of Latin origin. It means “to carry” and is pronounced /port/.
- Write *important* on the board/chart paper. Briefly discuss the part of speech and meaning of the word. Then use it in a sentence. (*Important* is an adjective meaning “carrying great power, influence, or significance.” Getting an education is important to your future success.)



ENGLISH  
LANGUAGE  
LEARNERS

Language  
Condensing Ideas

### Entering/Emerging

Provide direct teacher support, asking yes/no questions to complete Activity Page 6.3.

### Transitioning/Expanding

Provide small group support, asking *wh-* questions to complete Activity Page 6.3.

### Bridging

Preview instructions for Activity Page 6.3 and ensure student understanding of task. Review the meaning of *that*, *which*, and *whose*.

- Remind students that *bio* is of Greek origin. It means “life” and is pronounced /bie\*oe/.
- Write *biodiversity* on the board. Briefly discuss the part of speech and the meaning of the word. Then use it in a sentence. (*Biodiversity* is a noun meaning “a variety of plant and animal life in a particular place.” A rainforest is an ecosystem with biodiversity because so many different plants and animals live there.)
- Have students engage in a choral response to the questions below. Review meanings of prefixes and roots as needed.

1. What does the prefix *-im* mean?

» not

2. What does the prefix *-in* mean?

» not

3. What does the root *port* mean?

» to carry

4. What does the root *bio* mean?

» life

- Continue in this manner for the remaining words, using the following chart as a guide:

**Note:** You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. Complete as many examples as time permits.

| Root                   | Meaning                         | Affixed Word | Meaning                                       | Sentence                                                                      |
|------------------------|---------------------------------|--------------|-----------------------------------------------|-------------------------------------------------------------------------------|
| measurable             | (adjective) able to be measured | immeasurable | (adjective) not able to be measured           | When the tornado struck the town, the damage was <u>immeasurable</u> .        |
| audible                | (adjective) able to be heard    | inaudible    | (adjective) not able to be heard              | He whispered so quietly that what he said was <u>inaudible</u> to his friend. |
| Latin root <i>port</i> | to carry                        | porter       | (noun) a person who carries baggage           | The <u>porter</u> helped me carry my bags up to my hotel room.                |
| Greek root <i>bio</i>  | life                            | amphibious   | (adjective) able to live on land and in water | Frogs are <u>amphibious</u> creatures.                                        |

- Have students turn to Activity Page 6.4. Briefly review the directions. Complete the first two sentences together as a class. Have students complete the rest of Activity Page 6.4 for homework, or, if you feel they need more assistance, complete the entire activity page as a teacher-guided activity.

## Activity Page 6.4



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Reading/Viewing Closely

### SPELLING: INTRODUCE SPELLING WORDS (15 MIN.)

**Primary Focus:** Students will apply grade-level phonics and word-analysis skills to spell targeted words. **ELA.4.C.3.1; ELA.4.F.1.3**

- Explain that students will practice 10 words related to the content of the Reader, *Treasure Island*. These words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

**Note:** Remember to point out specific spelling patterns in each word and the relationship of these patterns to the sounds and spellings on the Individual Code Chart.

#### Entering/Emerging

Review the meaning of all words in the word bank on Activity Page 6.4, highlighting the prefix or root in each word.

#### Transitioning/Expanding

Review the meaning of all words in the word bank on Activity Page 6.4.

#### Bridging

Clarify meaning of any unknown words in the word bank on Activity Page 6.4.

### Spelling Words

- |              |              |
|--------------|--------------|
| 1. captain   | 6. commotion |
| 2. ferocious | 7. buccaneer |
| 3. treasure  | 8. mutiny    |
| 4. voyage    | 9. nautical  |
| 5. fortune   | 10. league   |



### Entering/Emerging

Provide student with a copy of the table, including word definitions for reference throughout the unit. Review words and definitions 1:1 to ensure understanding of all words.

### Transitioning/Expanding

Provide student with a copy of table, including word definitions for reference throughout the unit. Check in with student to ensure understanding of all words.

### Bridging

Check in with student to ensure understanding of all words.

## Pronunciation/Syllabication Chart

- As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word nautical includes a schwa sound (/ə/) in the third syllable of the word (that, the third syllable is pronounced /kəl/, but spelled “cal”) and then point out the “al” spelling for /əl/ that is included on the Individual Code Chart.

| Word      | CK Code       | Syllable Type        |
|-----------|---------------|----------------------|
| captain   | /kəp*tən/     | closed*ə             |
| ferocious | /fə*roe*shəs/ | ə*open*ə             |
| treasure  | /trezsh*er/   | digraph*r-controlled |
| voyage    | /voi*ij/      | digraph*closed       |
| fortune   | /for*chən/    | r-controlled*ə       |
| commotion | /kə*moe*shən/ | ə*open*ə             |
| buccaneer | /buk*ə*neer/  | closed*ə*digraph     |
| mutiny    | /mue*tə*nee/  | open*ə*open          |
| nautical  | /naw*ti*kəl/  | digraph*open*ə       |
| league    | /leeg/        | digraph              |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence:

**Note:** You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction.

| Spelling Word | Definition                                                                       | Example Sentence                                                                                                        |
|---------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| captain       | (noun) a commander or leader of a ship                                           | The <u>captain</u> gave orders to the crew.                                                                             |
| ferocious     | (adjective) fierce, very dangerous, and violent                                  | Bears can be <u>ferocious</u> , so it is good to keep your distance if you encounter one.                               |
| treasure      | (noun) valuable things, such as money or jewels, that have been stored or hidden | My grandfather said he had <u>treasure</u> buried in the backyard but we haven't been able to find it.                  |
| voyage        | (noun) a trip or journey, especially by sea                                      | We went on a long <u>voyage</u> across the ocean from Japan to America.                                                 |
| fortune       | (noun) wealth; good luck                                                         | It was good <u>fortune</u> that he got a winning lottery ticket.                                                        |
| commotion     | (noun) noisy disorder or confusion                                               | A siren went off in a shopping mall, causing quite a <u>commotion</u> because no one knew what was wrong or what to do. |

- Tell students the word list will remain on display until the assessment, so they can refer to it until then.
- Have students turn to Activity Pages 6.5 and 6.6. Explain that they will take home Activity Page 6.5 to practice spelling the words for homework and complete Activity Page 6.6 for homework.

End Lesson

## Lesson 6: The Apple Barrel

# Take-Home Materials

### GRAMMAR; MORPHOLOGY; SPELLING

- Have students take home Activity Pages 6.3 and 6.4 to complete for homework.
- Have students take home Activity Pages 6.5 and 6.6 to practice their spelling words.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Activity Pages  
6.5, 6.6



Activity Pages  
6.3–6.6



## 7

# Planning an Adventure Story

## PRIMARY FOCUS OF LESSON

### Reading

Students will demonstrate understanding of descriptive language and literary devices in the text. **ELA.4.R.3.1; ELA.K12.EE.3.1**

### Writing

Students will plan their own adventure story. **ELA.4.R.1.1; ELA.4.C.1.2; ELA.4.C.1.5**

## FORMATIVE ASSESSMENT

### Activity Page 7.1

**Brainstorming** Students complete a chart to frame the outline of their adventure stories.

**ELA.4.R.1.1; ELA.4.C.1.2; ELA.4.C.1.5**

### Activity Page 7.2

**Shape of a Story** Students complete a chart to plot the action of their adventure stories.

**ELA.4.R.1.1; ELA.4.C.1.2; ELA.4.C.1.5**

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                                                                                                                                                                                         |
|-----------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>    |             |         |                                                                                                                                                                                                   |
| Review the Chapter          | Whole Group | 10 min. | <input type="checkbox"/> <i>Treasure Island</i>                                                                                                                                                   |
| Close Reading Chapter 4     | Whole Group | 25 min. |                                                                                                                                                                                                   |
| Chapter Discussion          | Whole Group | 5 min.  |                                                                                                                                                                                                   |
| Word Work: <i>Duplicity</i> | Whole Group | 5 min.  |                                                                                                                                                                                                   |
| <b>Writing (45 min.)</b>    |             |         |                                                                                                                                                                                                   |
| Introduce Shape of a Story  | Whole Group | 15 min. | <input type="checkbox"/> Shape of a Story Chart<br><input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Writing Prompt<br><input type="checkbox"/> Activity Pages 7.1, 7.2 |
| Plan an Adventure Story     | Individual  | 25 min. |                                                                                                                                                                                                   |
| Lesson Wrap-Up              | Whole Group | 5 min.  |                                                                                                                                                                                                   |
| <b>Take-Home Materials</b>  |             |         |                                                                                                                                                                                                   |
| Writing                     |             |         | <input type="checkbox"/> Activity Page 7.2                                                                                                                                                        |



## ADVANCE PREPARATION

### Reading

- Write the following question on the board/chart paper for end-of-chapter discussion:
  - Think-Pair-Share. Why does Jim think it would be more useful for him to go ashore than to stay aboard the ship?

### Writing

- Display the Writing Prompt from Lesson 2. Alternatively, you may access a digital version in the digital components for this unit.
- Prepare and display the Shape of a Story Chart. Alternatively, you may access a digital version in the components for this unit. This chart will remain on display for the remainder of the unit.

### Grammar; Morphology; Spelling

- Collect Activity Pages 6.3, 6.4, and 6.6 to review and grade as there are no grammar, morphology, or spelling lessons today.

## Lesson 7: Planning an Adventure Story

# Reading



**Primary Focus:** Students will demonstrate understanding of descriptive language and literary devices in the text. **ELA.4.R.3.1; ELA.K12.EE.3.1**

### REVIEW THE CHAPTER (10 MIN.)

- Have students recall the significant events that happen during Chapter 4, “What I Heard in the Apple Barrel.”
  - » Answers may vary, but should include: As the *Hispaniola* nears the island, Jim overhears a conversation between Silver and some of the other men aboard that proves they cannot be trusted; Silver plans to lead a mutiny and take the treasure once the honest men find it and bring it on board the ship; Jim meets with the captain, the doctor, and the squire to tell them what he heard; they decide to let the dishonest men go ashore upon reaching the island in hopes that this will give Silver an opportunity to convince the men not to mutiny yet; Jim decides to sneak ashore in one of the boats.
- Tell students they will reread and discuss excerpts from Chapter 4, “What I Heard in the Apple Barrel.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

shuffling feet as the mutineers sprinted away. I waited a few seconds, then slipped out of the apple barrel and followed them.

As we drew near the island, Captain Smollett called out, “Men, have any of you ever seen the island ahead?”

“I have, sir,” said Silver. “Once, when I was a ship’s cook, we stopped there for fresh water. Skeleton Island, they calls it. It were a main hideout for pirates once. There are three hills on it, and the big one—the one in the middle there, with its top in the clouds—that’s called the Spyglass, because it’s the perfect place to post a lookout.”

“I have a map here,” said the captain. “Have a look and see if this is the place.”



John Silver’s eyes burned with intensity as he took the map, but I could tell it was not the map I had found in Billy Bones’s chest. It was a copy that did not show the location of Flint’s treasure. Silver carefully concealed his disappointment.

39

#### CLOSE READING CHAPTER 4 (25 MIN.)

- Read the title of the chapter as a class, “What I Heard in the Apple Barrel.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.
- Have one student read the third paragraph on page 39 aloud.

**Inferential.** Remind students that often, casual language is used to portray characters. When the pirates speak to each other in *Treasure Island*, some of the dialogue includes shortened forms of words, slang, and incorrect grammar. Which sentences use casual language or slang in this paragraph? How can you rephrase these examples using proper English?

- » Answers may vary, but students may select the sentence, “Skeleton Island, they calls it. It were a main hideout for pirates once.” A possible rephrasing could be, “They call it Skeleton Island. It was a main hideout for pirates once.” Or, “It is called Skeleton Island. It was once a main hideout for pirates.”

**Inferential.** What effect does the use of this casual language have here?

- » Answers may vary, but may include that casual language shows the difference between Long John Silver and Captain Smollett in terms of how they speak. It may suggest that the captain is well-educated and a proper gentleman, while Silver is less educated and is rougher around the edges.

“Yes, sir,” he said. “This is the spot—and I believe the best anchorage is right over here in this little cove.”

I was surprised at the coolness with which Silver declared his knowledge of the island. I had, by this time, such a fear of his cruelty and **duplicity** that I could scarcely conceal a shudder when he called out, “Ahoy there, Jim!” and laid his hand on my shoulder.

“This island is a sweet spot for a lad,” Silver said. “When you want to do a bit of exploring, just ask old John, and I’ll fix up a snack for you to take along.”

After Silver hobbled off, I met with the captain, the doctor, and the squire. I proceeded to tell them everything I had heard. Everyone sat quietly for a few moments until, at last, the squire broke the silence.

“Captain,” he said, “I believe I owe you an apology. You were right, and I was wrong. I await your orders.”

“Well,” said the captain, “I accept your apology, but now I must present to you my opinion of our current **predicament**. I see three or four important points for our consideration. First, we can’t turn back. If I gave orders to go back, Silver and the others would mutiny at once. Second, we have some time—at least until the treasure’s found. Third, we will come to blows sooner or later. What I propose is that we choose a time to fight when they least expect it. I take it we can count on your servants—Hunter, Joyce, and Redruth—Mr. Trelawney?”

“As upon myself,” declared the squire.

“That’s three honest men,” said the captain. “Ourselves make seven, counting Hawkins here. Now, what about the others?”

“I fancy we can also count on the men Trelawney hired,” said the

40

## Support

*Cool* is a multiple-meaning word. It is often used to describe the temperature of something as being a little cold. Here, it means to act in a calm way. Why is Silver acting cool, or in a calm way?

» He doesn’t want the captain to know he is up to something.

- Have one student read the second paragraph on page 40 aloud.

**Inferential.** Why is Jim surprised by the coolness with which Silver declares his knowledge of the island?

- » Jim knows Silver is lying now. He can’t believe Silver could be so calm while lying to the captain.



## Check for Understanding

There is a lot of information in the second sentence of the second paragraph. Let's unpack this sentence so we can understand it all. Ask each question and have students share ideas with a peer. Ask a few students to share their thinking aloud with the whole group. Bring students back into the text to help them answer difficult questions.

**Inferential.** When Jim says, "I had, by this time, such a fear of his cruelty and duplicity . . .," what does he mean?

- » Jim means now that he knows Silver is dangerous and not trustworthy, he is afraid of Silver.

**Inferential.** What does it mean when Jim says, "I could scarcely conceal a shudder"?

- » It means he could barely hide that he shakes with fear when Silver says his name.

**Inferential.** The last part of the sentence says ". . . laid his hand on my shoulder." *Laid* is the past tense of the verb *lay*, which is used here to mean "place" or "put." Why would Jim be afraid when Silver places his hand on Jim's shoulder?

- » Jim knows Silver is a dishonest man and that he is planning to mutiny. Jim is afraid of what Silver might do to him because Jim doesn't trust Silver.

## Support

*Ahoy* is an interjection sailors use to call out to other ships. "Ahoy there!" is a phrase pirates use to say, "Hi there!"

doctor. “I mean the men he found by himself before Silver intervened.”

“Nay,” replied the squire. “Hands was mine.”

“Well, gentlemen,” said the captain, “we must determine who can be trusted.”

I felt helpless. There were only seven out of twenty-six who were known to be good—and one of those was me, a young boy.

Silver helped the captain guide the *Hispaniola* to the best anchorage. He knew the passage like the palm of his hand and never hesitated once. Still, there were problems afoot. Discipline had begun to break down. The men were now unfriendly and unwilling to take orders. They seemed to be on the verge of mutiny. Only Silver showed a willingness to obey. When an order was given, he was on his crutch in an instant with a cheery, “Aye, aye, sir!” and, when there was nothing else to do, he sang old sea songs.

The captain called a meeting with our group in his cabin.

“Gentlemen,” he said, “we are in a real pickle here. I believe that if I continue to command this ship, the men will mutiny. If I don’t, Silver will know that something is up. I believe there’s only one thing to do.”

“What’s that?” inquired the squire.

“Leave things to Silver,” the captain replied. “He’s as anxious as we are to cover things up. He doesn’t want the men to mutiny—at least not yet—and I say we give him a chance to talk them out of it. Let’s allow the men to go ashore if they like. Then Silver can talk with them and get them under his control. If they go, you mark my words, Silver will get them back in line. He’ll bring ‘em on board again, mild as lambs.”

41

- Read aloud the paragraph that begins, “Silver helped the captain . . . .”

**Inferential.** Why does Silver help the captain anchor the *Hispaniola*?

- » He is still acting helpful in hopes that the captain won’t notice he is planning a mutiny.

**Inferential.** What effect does use of the idiom *like the palm of his hand* have, as opposed to the use of *He knew the passage well*?

- » The figurative language is more descriptive and helps convey how well Silver knows the passage; he knows it very well, just like he knows his own hand very well.

- Have students read the rest of page 41 silently.

**Inferential.** *We are in a real pickle* is an idiom that means, “We are in a difficult situation.” How does the vocabulary word *predicament* relate to the meaning of this idiom?

- » *Predicament* means “in a dangerous or difficult situation,” which is very similar to the idiom *we are in a real pickle*.

**Inferential.** In the final paragraph, the simile, “He’ll bring ’em on board again, mild as lambs,” is used. How does this simile help the reader understand the expected behavior of the men after Silver talks to them?

- » Lambs are very mild animals; if Silver can get the men to be mild as lambs, it means he will calm them down and they will no longer be ready to rebel.

## Support

The idiom *mark my words* means someone is positive that what they just said will happen.





We all agreed this was the best plan. Loaded pistols were served out to all the sure men. The squire's men—Hunter, Joyce, and Redruth—were taken into our confidence, and received the news with less surprise and better spirits than we anticipated. After the meeting, the captain went on deck and addressed the crew.

“Lads,” said he, “it’s hot, and we’re all tired. As many of you as would like may go ashore for the afternoon. Take the landing boats. I’ll fire a gun to call you back just before sundown.”

The men must have thought they would trip over treasure as soon as they landed, for their spirits seemed to lift in a moment, and they all gave a cheer. The captain whipped out of sight, leaving Silver to arrange the landing party. In a few minutes, the party was assembled. Six of the seamen were to stay on board. The remaining thirteen, including Silver, were to go ashore.

42

- Have students read page 42 silently.

**Inferential.** What do you think the phrase *taken into our confidence* means?

- » It means Jim, the squire, captain, and doctor trust the other honest crew members enough to tell them what is going on and trust that they will still be loyal after they learn about what is being planned.

**Inferential.** What does the narrator mean when he says, “the men must have thought they would trip over treasure as soon as they landed”?

- » The narrator means that the men think the treasure will be easy to find and plentiful.

## CHAPTER DISCUSSION (5 MIN.)

- Use the following question to discuss the chapter:
1. **Inferential. Think-Pair-Share.** Why does Jim think it would be more useful for him to go ashore than to stay aboard the ship?
    - » He thinks it would be more useful to explore the island and perhaps keep an eye on what Silver and his men are doing. Also, because Silver does not leave very many men behind, Jim is confident that the men left behind on the ship will not try to do anything to the ship or the others on it.

## WORD WORK: *DUPLICITY* (5 MIN.)

1. In the chapter, you read, “I had, by this time, such a fear of his cruelty and duplicity that I could scarcely conceal a shudder when he called out, ‘Ahoy there, Jim!’ and laid his hand on my shoulder.”
2. Say the word *duplicity* with me.
3. *Duplicity* means “dishonest behavior meant to trick someone.”
4. The spy used his duplicity to learn secrets from the enemies.
5. What are some other examples of duplicity?
  - Be sure to use the word *duplicity* in your response. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “An example of duplicity is \_\_\_\_\_.”
6. What part of speech is the word *duplicity*?
  - » noun

**Note:** Use a Making Choices activity for follow-up.

- Tell the students: “I will read several sentences. If the sentence I read is an example of duplicity, say, ‘That is duplicity.’ If the sentence I read is not an example of duplicity, say, ‘That is not duplicity.’”
1. The spy sneaked behind enemy lines to get information that helped the army win the war.
    - » That is duplicity.
  2. The children told their parents the truth about what happened when the window broke.
    - » That is not duplicity.



### Entering/Emerging

Partner with each student for Think-Pair-Share discussion. Ask students yes/no and *wh-* questions to prompt contributions to whole group discussion.

### Transitioning/Expanding

Pair each student with a strong partner for Think-Pair-Share discussion. Invite students to contribute an idea to the whole group discussion.

### Bridging

Pair each student with a capable partner for Think-Pair-Share discussion. Ask students to build upon a peer’s ideas during whole group discussion.

3. Long John Silver lied to the captain about knowing where the island was located.
  - » That is duplicity.
4. My friend always waits for me before walking to the bus.
  - » That is not duplicity.
5. I know I can always count on my brother to help with my homework.
  - » That is not duplicity.

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## Lesson 7: Planning an Adventure Story

# Writing



**Primary Focus:** Students will plan their own adventure story.

ELA.4.R.1.1; ELA.4.C.1.2; ELA.4.C.1.5

### INTRODUCE SHAPE OF A STORY (15 MIN.)

- Tell students that today they will begin planning their adventure story.
- Explain that all stories have a shape or structure. Explain that you will use *Treasure Island* to model how a story is organized.
- Direct students' attention to the Shape of a Story Chart you prepared in advance. Ask students what the chart resembles.
  - » a mountain
- Tell students the shape illustrates how suspense increases and decreases in a story. Explain that suspense is a feeling of excitement or nervousness caused by wondering what will happen. Explain that a story starts off flat, with minimal suspense, and gradually increases in suspense until the end, when the problem in the story is resolved.
- Point to the "Introduction" line. Explain that the "Introduction" line is flat because it does not increase suspense. An introduction establishes the setting, introduces the main characters, and captures the reader's attention.
- Explain that, in most stories, the introduction is part of the beginning of the story.



## Check for Understanding

Have students recall what happens in the introduction to *Treasure Island*.

- » Several characters are introduced, including Jim Hawkins (the narrator), Billy Bones, and Black Dog. The setting is established—The Admiral Benbow Inn. The reader’s attention is captured by interesting characters and elements of danger, such as the sea chest and the sudden death of Billy Bones.

- Explain that the second part of a story is the problem or conflict.
- Have students identify the problem or conflict at the beginning of *Treasure Island*.
  - The pirates and the honest men are searching for the same buried treasure. Students may also say the first problem is that Billy Bones is a hunted man.
- Explain that the third part of a story is called Rising Action. Tell students that Rising Action occurs as the story becomes more exciting or the problem worsens.
- Explain that *Treasure Island* is a relatively long story, so there are many points of Rising Action. Shorter stories, like the one they will write, will have fewer points of Rising Action.
- Have students brainstorm some of the events in *Treasure Island* that might be Rising Action. Because students have read only through Chapter 4 at this point, be sure not to give away any plot twists.
  - Events so far: Trelawney goes to Bristol to find a ship and crew; Jim gets to know Long John Silver and wonders if he is trustworthy; Captain Smollett doesn’t trust the crew; the *Hispaniola* sets sail; Jim overhears Long John Silver convincing some members of the crew to mutiny; Jim tells Trelawney and Livesey what he overheard, and they form a plan.
- Explain that because they have not yet read the entire story, students are not yet able to identify parts of the story that align with the rest of the chart.
- Tell students that all stories have a turning point or climax. This occurs when the problem is addressed. It is the most exciting point in the story.

## Support

If students need to brainstorm before working on the shape of the story, have them complete Activity Page 7.1 first. The questions correspond to the different stages of a story, displayed on Activity Page 7.2.

### Activity Pages 7.1, 7.2



**ENGLISH  
LANGUAGE  
LEARNERS**



Writing  
Writing

### Entering/Emerging

Provide each student with direct teacher support, asking yes/no and *wh*-questions, to complete the Brainstorming chart on Activity Page 7.1 and the Shape of a Story graphic on Activity Page 7.2.

### Transitioning/Expanding

Provide each student with small group teacher support to complete the Brainstorming chart on Activity Page 7.1.

### Bridging

Discuss with each student his or her ideas about the plot and shape of his or her adventure story. Provide additional support as needed.

- Point out that students have not read far enough to reach the turning point or climax in *Treasure Island*, but they should look for the story's climax in future lessons.
- Explain that the resolution or end is the last part of a story and comes after the turning point or climax; in the end, the problem is resolved and the action calms.

## PLAN AN ADVENTURE STORY (25 MIN.)

- Remind students that they created a character and selected a setting in previous lessons and explain that now they will focus on the action or main events in the story.
- Have students turn to Activity Page 7.2 and begin creating the shape of their adventure story.
- Have students refer to the displayed Writing Prompt and Shape of a Story Chart as needed.



### Check for Understanding

Check in with students, ensuring that they understand how to shape a story. Provide feedback for Rising Action examples, such as:

- I like how the Rising Action moments you have chosen are logically sequenced.
- It looks like you have identified a Rising Action moment for your climax. How could you place the moment you have identified at a turning point in the story?

## LESSON WRAP-UP (5 MIN.)

- Ask for student volunteers to share their examples of Rising Action.
- Have students keep Activity Pages 7.1 and 7.2 for use in future lessons.

## Lesson 7: Planning an Adventure Story

# Take-Home Materials

### WRITING

- If students do not finish Activity Page 7.2 during class, have them complete it for homework. They may need to take home Activity Page 7.1 to use as a reference.

### Challenge

As students finish Activity Page 7.2, they can begin drafting the introduction to their story in their writing journals.

### Activity Pages 7.1, 7.2



## 8

# The Man on the Island

## PRIMARY FOCUS OF LESSON

### Reading

Students will summarize significant events that occur in the chapter and distinguish between trustworthy and untrustworthy characters.

ELA.4.R.1.1; ELA.4.V.1.3; ELA.K12.EE.1.1; ELA.K12.EE.3.1; ELA.K12.EE.5.1

### Writing

Students will write an introduction to an adventure story using descriptive details. ELA.4.C.1.2

## FORMATIVE ASSESSMENT

### Activity Page 8.2

**“The Man on the Island”** Students read Chapter 5 and answer comprehension questions.

ELA.4.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1; ELA.K12.EE.5.1

### Activity Page 8.3

**Excerpts from “The Man on the Island”**

Students read excerpts from Chapter 5 and answer comprehension questions. ELA.K12.EE.3.1; ELA.K12.EE.5.1



### Writing Studio

If you are using Writing Studio, you may begin Unit 7, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

## LESSON AT A GLANCE

|                              | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                                          |
|------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>     |             |         |                                                                                                                                                                                                                                                                                                                    |
| Introduce the Chapter        | Whole Group | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 1.3, 8.1–8.3                                                                                                                                                                                                            |
| Read Chapter 5               | Small Group | 25 min. |                                                                                                                                                                                                                                                                                                                    |
| Chapter Discussion           | Whole Group | 10 min. |                                                                                                                                                                                                                                                                                                                    |
| Word Work: <i>Scout</i>      | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                                    |
| <b>Writing (45 min.)</b>     |             |         |                                                                                                                                                                                                                                                                                                                    |
| Discuss a Model Introduction | Whole Group | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i> excerpt<br><input type="checkbox"/> Adventure Story Rubric<br><input type="checkbox"/> Activity Pages 3.2, 7.2, 8.4<br><input type="checkbox"/> Writing Prompt<br><input type="checkbox"/> completed character sketch<br><input type="checkbox"/> writing journals |
| Plan an Introduction         | Whole Group | 15 min. |                                                                                                                                                                                                                                                                                                                    |
| Draft an Introduction        | Individual  | 25 min. |                                                                                                                                                                                                                                                                                                                    |
| <b>Take-Home Materials</b>   |             |         |                                                                                                                                                                                                                                                                                                                    |
| Reading; Writing             |             |         | <input type="checkbox"/> Activity Page 8.3<br><input type="checkbox"/> draft of introduction                                                                                                                                                                                                                       |



## ADVANCE PREPARATION

### Reading

- Write the following question on the board/chart paper for the end-of-chapter discussion:
  - What significant events occur during this chapter?

### Writing

- Prepare and display the following excerpt from *Treasure Island*. Alternatively, you may access a digital version in the digital components for this unit.

Squire Trelawney, Dr. Livesey, and the other gentlemen have asked me to record the story of Treasure Island, keeping nothing back but the bearings because there is still treasure there. Therefore, I take up my pen and go back to the time when my family ran the Admiral Benbow Inn, and the old seaman with the sabre cut on his cheek came to stay with us.

- Prepare and display the Adventure Story Rubric. Alternatively, you may access a digital version in the digital components for this unit.

|                     | Exemplary                                                         | Strong                                                                     | Developing                                                                                                | Beginning                                          |
|---------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <b>Introduction</b> | The main characters are memorable and clearly described.          | The main characters are described, but may need more detail.               | The main characters are described, but details are unclear.                                               | The main characters are not described.             |
|                     | The setting is creative and clearly described.                    | The setting is described, but may need more detail.                        | The setting is described, but details are unclear.                                                        | The setting is not described.                      |
|                     | The hook grabs the reader's attention effectively.                | The hook grabs the reader's attention somewhat effectively.                | The hook does not grab the reader's attention.                                                            | A hook is not included.                            |
| <b>Body</b>         | The story has a clear, interesting problem or conflict.           | The story has a clear problem or conflict.                                 | The story has a problem or conflict, but it is unclear.                                                   | The story does not have a problem or conflict.     |
|                     | The story includes at least three effective Rising Action events. | The story includes three Rising Action events that are somewhat effective. | The story includes fewer than three Rising Action events that are either effective or somewhat effective. | The story does not include Rising Action events.   |
|                     | The story proceeds in a suspenseful, logical sequence.            | The story proceeds in a logical sequence.                                  | The story proceeds in a somewhat logical sequence.                                                        | The story does not proceed in a logical sequence.  |
|                     | The story has a clear, interesting climax or turning point.       | The story has a clear climax or turning point.                             | The story has a climax or turning point, but it is unclear.                                               | The story does not have a climax or turning point. |

|                   |                                                                                               |                                                                                       |                                                          |                                             |
|-------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------|
| <b>Conclusion</b> | The conflict is resolved clearly and creatively.                                              | The conflict is clearly resolved.                                                     | The conflict is not clearly resolved.                    | The conflict is not resolved.               |
| <b>Language</b>   | The story uses figurative language effectively.                                               | The story uses figurative language somewhat effectively.                              | The story uses figurative language, but not effectively. | The story does not use figurative language. |
|                   | The story incorporates several instances of dialogue that sound natural and further the plot. | The story includes some dialogue, but it does not contribute to the plot development. | The story only includes dialogue once.                   | The story does not include any dialogue.    |
|                   | The author shows rather than tells effectively.                                               | The author shows rather than tells somewhat effectively.                              | The author shows rather than tells, but not effectively. | The author does not show rather than tell.  |
|                   | The story develops the characters creatively and effectively.                                 | The story develops the characters effectively.                                        | The story develops characters somewhat effectively.      | The story does not develop the characters.  |

- Display the Writing Prompt from Lesson 2.
- Ensure that students have a writing journal or paper for their introduction draft.

Start Lesson

## Lesson 8: The Man on the Island

# Reading



**Primary Focus:** Students will summarize significant events that occur in the chapter and distinguish between trustworthy and untrustworthy characters.

ELA.4.R.1.1; ELA.4.V.1.3; ELA.K12.EE.1.1; ELA.K12.EE.3.1; ELA.K12.EE.5.1

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 5, “The Man on the Island.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *outlandish*.
- Have them find the word on page 44 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.



- Using context clues in paragraph one on page 44 of the Reader have students determine the meaning of the word *outlandish* (odd, unusual, bizarre). Ask students to identify the words in the Reader that help them determine the meaning of the word *outlandish*.
- Remind students that definitions for all bolded vocabulary words can be found in the Glossary at the back of the Reader.
- Have students reference Activity Page 8.1 while you read each word and its meaning.

**Vocabulary**

**outlandish, adj.** odd, unusual, bizarre (44)

**dell, n.** a small, secluded valley with trees and grass (44)

**treacherous, adj.** dangerous or difficult to handle (45)

**shipwreck, v.** to cause a passenger or crew member to experience the destruction of a ship (shipwrecked) (46)

**desolate, adj.** lacking people, plants, animals, and other things that make a place feel welcoming (46)

**Union Jack, n.** the official flag of Great Britain (49)

**stockade, n.** a barrier made of upright posts used for protection or defense (50)

**scout, v.** to explore an area to find information about it (scouted) (50)

| Vocabulary Chart for Chapter 5, “The Man on the Island” |                                                                                                                                                                 |                                                |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Vocabulary Type                                         | Tier 3 Domain-Specific Words                                                                                                                                    | Tier 2 General Academic Words                  |
| Core Vocabulary                                         | dell<br>shipwreck<br>Union Jack<br>stockade                                                                                                                     | outlandish<br>treacherous<br>desolate<br>scout |
| Multiple-Meaning Core Vocabulary Words                  |                                                                                                                                                                 | scout                                          |
| Sayings and Phrases                                     | thank your lucky stars<br>cut off on both sides<br>in a pinch<br>fly the Jolly Roger<br>come with a white flag<br>fallen into the blues<br>to get the better of |                                                |

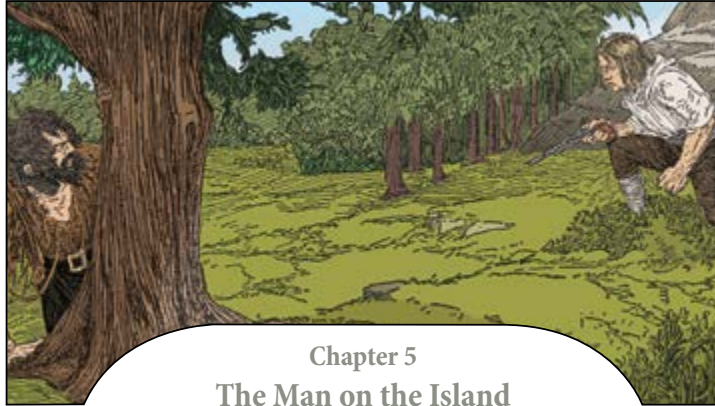
## Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: Students will complete Activity Page 8.2 with your support while they read.
  - Small Group 2: You may want to ask some or all students to complete Activity Page 8.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 8.2 correctly.

### Activity Page 8.2

---





## Chapter 5 The Man on the Island

At first, Treasure Island seemed a fascinating place. There were marshes full of willows and odd, **outlandish**, swampy plants and trees. Here and there I saw snakes, and one raised his head from a rock and hissed at me with a noise not unlike that of a spinning top. I explored for a while until I wandered into a thicket of live oak trees, which grew along the sand.

Suddenly a wild duck flew up into the air followed by another, and soon, over the whole surface of the marsh, a great cloud of birds hung screaming and circling in the sky above us. I guessed that some of my shipmates must be drawing near. I listened and heard voices, faint but growing louder. I got down on all fours and crawled until I could see down into a little green **dell** beside the marsh, closely set about with trees. There Long John Silver and a seaman named Tom stood face-to-face in conversation. It was clear that Silver was testing Tom, trying to find out if he would join the mutiny.

“I’ll not be led away,” said Tom. “I’d sooner lose my hand. If I forget my duty—”

44



### READ CHAPTER 5 (25 MIN.)

- Have students preview question 1 on Activity Page 8.2 and then read pages 44 and 45 silently.

All of a sudden, he was interrupted. Faraway out in the marsh arose an angry roar, then another. Tom jumped at the sound, like a horse pricked by a rider's spurs, but Silver winked not an eye. He stood resting lightly on his crutch, watching his companion, like a snake about to strike.

"John!" said Tom, "what was that?"

"That?" said Silver, with a **treacherous** smile. "Oh, I reckon that was Alan."

Then Tom seemed to understand everything all at once.

"Alan!" he cried, fearing the worst for his friend. "Well, John Silver, you're no mate of mine, and that's a fact! I'll have no part in your mutiny."

With that, the brave fellow turned his back on the cook and set off toward the beach, but he was not destined to go far. With a cry, Silver seized the branch of a tree, whipped the crutch from under his armpit, and sent the missile hurtling through the air. It struck poor Tom right between the shoulders in the middle of his back. His hands flew up, he let out a gasp, and fell.

I felt faint. The whole world seemed to swim before me in a whirling mist. When I gathered my courage to look again, I saw Silver standing next to Tom, who was motionless on the ground.

A moment later, Silver pulled out a whistle and blew upon it. I guessed he was calling the other pirates, and I was worried they might find me. I crawled out of the undergrowth and ran as fast as I could. It was all over for me, I thought. I would be captured by the mutineers.

45

The following guided reading supports are intended for use with Small Group 1.

**Literal.** How does the reader know the exchange between John Silver and the seaman Tom takes place?

- » The narrator, Jim, witnesses the exchange from a distance. He hides in a nearby area, watching and listening to them.

**Inferential.** What do you think is the narrator's main point in describing this interaction? Why is the interaction important?

- » The narrator's main point in describing the interaction is to confirm that Long John Silver is planning to lead a mutiny. This interaction is important because it shows Long John Silver is willing to hurt people who are not willing to join his mutiny as well as those who might go against him.

- Have students record the answer(s) to question 1 on Activity Page 8.2.

I ran without knowing where I was going, until a new alarm brought me to a standstill. With a thumping heart, I saw a dark shaggy figure leap behind a tree trunk. Was it a bear? Or a monkey? I could not tell, but I was afraid because I was now cut off on both sides. Behind me were the ferocious pirates, and in front of me, the lurking creature.

The figure flitted from trunk to trunk like a deer, but it ran on two legs like a man. I was tempted to cry for help, when another sighting reassured me that the creature was indeed a man. I took some comfort in this discovery, and in the fact I had just remembered I carried a pistol in my pocket. I put one hand on my pistol and took a few steps forward. At that precise moment, the man leaped out in the open, threw himself on his knees, and held out his hands as if begging for mercy.

I could see that he was an Englishman like myself, but his clothes were old and tattered, and his skin had been burned by the sun. In fact, his bright eyes looked quite startling on a face so burned.

“Who are you?” I demanded.

“I’m Ben Gunn, I am,” he replied. His voice sounded like a rusty lock. “I haven’t spoken with a man for three years! I am surprised I still know how to speak.”

“Three years?” I cried. “Were you **shipwrecked** here?”

“Nay, friend,” said he. “I was marooned.”

I had heard the word, and I knew it stood for a horrible kind of punishment common enough among buccaneers. It was my understanding that when a person is marooned, he is abandoned on a **desolate** island with not much to rely on other than his wits.

46

## ReadWorks Articles

“Why Does the Sun  
Burn Us?”



- Have students preview question 2 on Activity Page 8.2 and then read pages 46 and 47 silently.



“Marooned three years ago,” continued the man. “I’ve lived on goats, berries, and oysters, but my heart longs for English food. At night I dream of cheese!”

All this time he had been looking at me and smiling. He seemed to take a childish pleasure in the presence of a fellow creature.

“What’s your name?” he asked.

“Jim Hawkins,” I told him.

“Well, now, Jim,” he said. “If I ever get back to England, I’m changing my ways and the company I keep. I’m a changed man.”

47

**Inferential.** Who is Ben Gunn?

- » Ben Gunn is an English buccaneer who has been marooned on Treasure Island for three years.

**Inferential.** What do you think Ben Gunn means when he says, “If I ever get back to England, I’m changing my ways and the company I keep”? As needed, guide students in a discussion of what Ben Gunn’s “ways” may have been like prior to being marooned on the island. Ask what kind of company he kept in the past and how he plans to change in the future.

- » Ben Gunn was a pirate until another group of pirates marooned him on the island. When he says he’s going to change his ways, he means that he is going to stop being a buccaneer. When he says he will change the company he keeps, he means that he will not associate with pirates anymore.

- Have students record the answer(s) to question 2 on Activity Page 8.2.



“And, Jim . . .” he continued, looking around and lowering his voice to little more than a whisper. “I’m rich! You’ll thank your lucky stars, you will, that you was the first that found me!”

Then a shadow passed over his face, and he took hold of my hand and raised one finger threateningly before my eyes.

“Now, Jim,” he said, “tell me true. Is that Flint’s ship you came on?”

“No,” I replied. “It’s not Flint’s ship. Flint is dead, but we have some of his men with us.”

“Not a man . . . with . . . one leg?” he gasped.

“John Silver?” I asked.

“Yes, that were his name,” he said anxiously.

After talking with Ben Gunn for a few minutes, I no longer feared him. In fact, I told him the story of our voyage, and he heard it with the keenest of interest.

“Well,” he said, “you and your friends are in a pinch, ain’t you? Well, never you mind. Just put your trust in Ben Gunn. But tell me one thing—is this squire of yours an honest man?”

“Yes,” I said.

“Suppose I gave him a share of my money. Do you think he would let me sail home with you?” he asked.

“I’m sure he would,” I replied. He seemed greatly relieved to hear this.

“Well, then,” he went on, “I’ll tell you my story. I was on Flint’s ship when he buried his treasure. He went ashore on this very island, with

**48**

- Have students preview question 3 on Activity Page 8.2 and then read pages 48 and 49 aloud.

six strong men. They were ashore nearly a week, and left the rest of us on the ship. Eventually, Flint came back, all by himself. There he was! And the six men? All dead. How he done it, not a man aboard could make out. Billy Bones was the mate back then, and Silver was also part of the crew.

“Then, three years back, I was on another ship, and we sighted this island. ‘Boys,’ said I, ‘this is where Flint buried his treasure. Let’s go ashore and find it!’ Twelve days we spent lookin’ for it. Then the others gave up and went back aboard. ‘As for you, Benjamin Gunn,’ says they, ‘here’s a musket, and a spade, and a pickaxe. You can stay here and find Flint’s money for yourself.’”

“Well, Jim, that’s my story. Now, be a good lad and run and speak with the squire. Tell him I know this island like it’s my own.”

“How am I to get back to the ship?” I asked.

“You can use my boat,” he said. “I made it with my own two hands. I keep it under a white rock along the shore.”

Then, quite suddenly, we heard the boom of a cannon.

“They’ve begun to fight!” I cried.

We stayed together in the undergrowth, unaware of time passing, listening to the sound of cannon and pistol fire. Eventually I decided I should make my way toward the anchorage. Ben agreed to accompany me. At some point along the way, we spotted a **Union Jack** fluttering above the trees.

“That must be your friends,” said Ben Gunn.

“It can’t be,” I said, stunned by the sight of the flag. “They’re on the ship. That must be Silver, or some of the other mutineers.”

49



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking and Listening  
Exchanging  
Information/Ideas

### Entering/Emerging

Define *trustworthy*. Ask student yes/no and *wh-* questions to prompt contributions to the small group discussion.

### Transitioning/Expanding

Ensure student understanding of *trustworthy*. Invite student to contribute an idea to the small group discussion.

### Bridging

Ask student to build upon a peer’s ideas during small group discussion.

**Evaluative.** Do you think Ben Gunn is a trustworthy character? Why or why not?

- » Answers may vary, but students should support their opinions with evidence from the text. Students may say Ben Gunn is not a trustworthy character because he is a pirate and, so far in the text, it has become apparent that pirates are often disloyal and not trustworthy. Alternatively, students may say Ben Gunn is a trustworthy character because, after being marooned on an island, he has vowed to change his ways, stop being a pirate, and live a more honest life.

## Support

What is the Union Jack?

» The Union Jack is the official flag of Great Britain.

## Support

What is the Jolly Roger?

» The Jolly Roger is the unofficial flag of pirates, featuring a skull and crossbones on a black background.

- Have students record the answer(s) to question 3 on Activity Page 8.2.

**Inferential.** When Jim Hawkins and Ben Gunn see the Union Jack, why do you think Ben Gunn says, “That must be your friends”?

- » Jim Hawkins and his fellow shipmates are British. Because the Union Jack is the British flag, it makes sense that Englishmen would fly it, because England is part of Great Britain. Pirates do not often fly the flags of their homelands; they often fly the Jolly Roger.

“Not likely,” said Ben Gunn. “In a place like this, where nobody puts in but gentlemen of fortune, Silver would fly the Jolly Roger. You see, Jim, just over that hill is an old **stockade**. Flint built it many years ago. I reckon that your friends have retreated to the stockade, and Silver has the ship.”

“Well,” I said, “if it really is them, I should try to help.”

“I’ll not go with you,” said Ben Gunn, “not till I have an opportunity to meet with the squire in private. If he wants to talk, tell him where he can find me and to come with a white flag to show he means well.”

At that moment, a cannonball came whizzing through the trees and tore up the sand, not a hundred yards from us. I ran one way and Ben Gunn ran another.

After parting with Ben Gunn, I decided to assess the situation. First, I went to check on the *Hispaniola*. I saw she was still anchored in the same place, but now she was flying the Jolly Roger. It seemed that the pirates had indeed taken over the ship. Next, I **scouted** the shore line. I spotted a big white rock and I figured it must be the rock beneath which Ben Gunn hid his boat. Then I made my way through the woods until I came to the stockade, a plain log house surrounded by a tall fence. I saw that Ben Gunn had been right. My friends were in the stockade with the Union Jack flying above them. I called out to them and was warmly welcomed. They told me their story, and I told them mine.

When fighting broke out on the ship, they had decided they would be safer on the island, so they escaped in two of the landing boats with some guns and supplies. They had heard about the stockade. When the pirates saw them rowing away, they fired on them from the ship and then attacked the stockade. Old Redruth had been killed, and another of our loyal men, Gray, had been injured.

50

- Have students preview question 4 on Activity Page 8.2 and then read pages 50 and 51 silently.

After telling my story, I had a chance to look about me. The stockade was made of trunks of pine. Near the door of the stockade was a little spring that welled up and provided fresh water. There was a small chimney in the roof through which only a little smoke found its way out. The rest stayed in the house and kept us coughing. If we had been allowed to sit idle, we should have all fallen into the blues, but Captain Smollett divided us into watches.

The doctor questioned me about Ben Gunn, “Do you think he’s sane, Jim?”

“I’m not quite sure. He seems a little strange.”

“Well,” said the doctor, “you can’t expect a man who has spent three years on a deserted island to be as clear-minded as you or me.”

We had very little in the way of supplies, and the captain was worried. He thought our best hope was to get the better of the buccaneers. They had lost four men, and two others were wounded.



On an uninhabited island like the one on which Captain Flint buried his treasure, a stockade, usually built by staking tall wooden fence posts into the ground, provides a structure for protection or capture. In *Treasure Island* the stockade provides a barrier to slow down the mutinous attack. Similar forts could be used to hold prisoners as well.

51

## ReadWorks Articles

### “The Woman Who Saved the Everglades”



**Evaluative.** Based on what you have read, would you characterize buccaneers or pirates as trustworthy or not trustworthy? Why?

- » Answers may vary, but students should support their position with evidence from the text. For example, buccaneers are not trustworthy people, as they lie, steal, and treat one another poorly. Marooning Ben Gunn on an island is an example of how buccaneers can be disloyal and not trustworthy. Ben Gunn wanting to take Captain Flint’s treasure is also an example of being disloyal, as that treasure does not belong to him.
- Have students record the answer(s) to question 4 on Activity Page 8.2.

## CHAPTER DISCUSSION (10 MIN.)

- Bring the class back together as a group and use the following question to discuss the chapter:

**Inferential.** What significant events occur during this chapter?

- » Answers may vary, but should include: Jim Hawkins meets Ben Gunn, a pirate who has been marooned on Treasure Island for three years; a mutiny takes place, leaving John Silver and his crew of pirates in charge of the *Hispaniola* and Jim Hawkins and his friends taking shelter in a stockade on the island.

- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
- Remind students that this chart is being used throughout the unit to record key details and information revealed in each chapter about significant characters.
- Explain that students will record information about Ben Gunn, a character introduced in Chapter 5.
- Use the information in the chart below to engage students in a discussion about the character introduced in the chapter. Tell students to draw on specific details in their responses, such as words, descriptions of appearances, or actions in the text.
- Record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3. If necessary, tell students to leave space for additional entries in future lessons.

| Chapter(s) | Character | Key Details                                                                                                |
|------------|-----------|------------------------------------------------------------------------------------------------------------|
| 5          | Ben Gunn  | <i>pirate marooned on Treasure Island; knows about Silver; plans to change his ways; claims to be rich</i> |

- Have students turn to Activity Page 8.3. Tell students they will take home Activity Page 8.3 to read excerpts from Chapter 5 and answer related questions.

### Activity Page 1.3



### Activity Page 8.3



## WORD WORK: SCOUT (5 MIN.)

1. In the chapter you read, "Next, I scouted the shore line."
2. Say the word *scout* with me.
3. To *scout* means "to explore an area to find information about it."
4. We will scout the beach for seashells.
5. What are some other examples of scouting? Be sure to use the word *scout* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I scouted \_\_\_\_\_ looking for \_\_\_\_\_," or "You can scout \_\_\_\_\_."
6. What part of speech is the word *scout*?

» verb

**Note:** Use a Making Choices activity for follow-up.

- Tell students: "I am going to read several sentences. If the person scouted, say, '\_\_\_\_\_ scouted for \_\_\_\_\_.' If the person did not scout, say, '\_\_\_\_\_ did not scout for \_\_\_\_\_.'"
1. Sally searched the park for the perfect picnic location.
    - » Sally scouted for the perfect picnic location.
  2. Nicholas placed his book on the shelf.
    - » Nicholas did not scout for his book.
  3. Derek looked for rocks during the hike to add to his collection.
    - » Derek scouted for rocks.
  4. Jennifer drove around the neighborhood trying to find a store.
    - » Jennifer scouted for a store.
  5. Max walked his dog on a leash.
    - » Max did not scout for his dog.

## Lesson 8: The Man on the Island

# Writing



**Primary Focus:** Students will write an introduction to an adventure story using descriptive details. **ELA.4.C.1.2**

### DISCUSS A MODEL INTRODUCTION (5 MIN.)

- Direct students' attention to the *Treasure Island* excerpt you prepared in advance. Explain that this excerpt is the first paragraph of the story and, therefore, serves as the introduction.

Squire Trelawney, Dr. Livesey, and the other gentlemen have asked me to record the story of *Treasure Island*, keeping nothing back but the bearings because there is still treasure there. Therefore, I take up my pen and go back to the time when my family ran the Admiral Benbow Inn, and the old seaman with the sabre cut on his cheek came to stay with us.

- Have students explain the purpose of an introduction. (to introduce the main characters, describe the setting, and capture the reader's attention)
- Have one student read the excerpt aloud.
- Have students identify the characters introduced in the excerpt. (Squire Trelawney, Dr. Livesey, the old seaman with the sabre cut on his cheek, and the narrator)
- Point out that the introduction also names the setting, the Admiral Benbow Inn. A fuller description follows throughout the chapter.
- Explain that a hook is the information an author provides to capture the reader's attention. A hook can be particular information, a specific idea, or particular images.
- Have students explain how the reader's attention is captured in the excerpt. (The name "Treasure Island" is mentioned, which evokes mystery, wealth, and adventure. The first-person narrator also implies he has an interesting tale to tell because others have been urging him to do so. The last sentence ends with a mysterious, scar-faced character—the reader wants to learn more.)



## Activity Page 8.4



## Activity Pages 7.2 and 3.2



### ENGLISH LANGUAGE LEARNERS



### Writing Writing

#### Entering/Emerging

Provide students with direct teacher support for drafting an introduction and a paragraph template and selection of sentence frames (e.g., *Our story takes place \_\_\_\_\_*).

#### Transitioning/Expanding

Provide students with teacher support as needed for drafting an introduction and access to a paragraph template and selection of sentence frames.

#### Bridging

Provide access to a paragraph template. Check in to ensure the student has introduced the setting and character in his or her draft.

## PLAN AN INTRODUCTION (15 MIN.)

- Tell students they will plan and draft the introductions to their own Adventure Stories.
- Refer to the displayed Adventure Story Rubric and have students turn to Activity Page 8.4. Tell students they will use the Adventure Story Rubric to plan their introductions.
- Have a student read the “Exemplary” column in the “Introduction” row aloud.
- Tell students the descriptions for each writing element in the “Exemplary” column will help them plan their introductions. Have students refer to the rubric, and tell them they should focus on three things:
  - Are the characters portrayed clearly?
  - Is the setting described effectively?
  - Does the introduction have a hook?
- Have students refer to the displayed Writing Prompt and Activity Page 7.2. Students may also refer to Activity Page 3.2 and their completed character sketches. Note that they should use the work they’ve produced on character and setting to help them plan their introductions.
- Tell students to write down their ideas for the introduction in their writing journals. They do not have to write complete sentences yet; instead, they can jot down important phrases, names, and details to use in the introduction.

## DRAFT AN INTRODUCTION (25 MIN.)

- Have students draft their introductions.
- Explain that they should use complete sentences and include figurative language whenever possible. As needed, students can continue referring to the displayed Writing Prompt, Activity Pages 3.2, 7.2, and 8.4, and their completed character paragraphs.
- Explain that their introductions will vary in length, but that they should write at least five sentences. Some students may need more than one paragraph to introduce their story.
- Guide students to focus on one element of the introduction at a time. For example, have students focus on starting the introduction with a description of the setting. Then students can lead into describing the character(s) in that setting.



### Check for Understanding

Check in with students. Provide reinforcing or corrective feedback:

- I like the way you've described the setting for your story. Can you add another detail after the second sentence?
- It looks like you have identified two interesting characters for your story. How could you use sensory details to help the reader imagine what the characters smell, hear, or see?

### Lesson Wrap-Up

- Have students share a favorite sentence from their introductions.
- If students do not finish writing the introduction, they should complete it for homework.
- Tell students they will reference Activity Page 8.4 in Lessons 12 and 13.

### Guidance for Teacher Use of Rubrics

- Rubrics are provided for evaluation of the content and structure of student writing composed within each unit. Consider the following sample rubric with **bolding**. The rubric communicates that a corresponding piece of writing was evaluated as:
  - Strong for the "Introduction" section
  - Developing for the "Body" section
  - Strong for the "Conclusion" section
  - Between Strong and Exemplary for the "Language" section

### Challenge

If students finish their introduction, they can use Activity Page 7.2 to draft the Problem and Rising Action in their story.

### Vocabulary Lesson



|              | Exemplary                                                                                     | Strong                                                                                       | Developing                                                                                                       | Beginning                                          |
|--------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Introduction | The main characters are memorable and clearly described.                                      | <b>The main characters are described, but may need more detail.</b>                          | The main characters are described, but details are unclear.                                                      | The main characters are not described.             |
|              | The setting is creative and clearly described .                                               | <b>The setting is described, but may need more detail.</b>                                   | The setting is described, but details are unclear.                                                               | The setting is not described.                      |
|              | The hook grabs the reader's attention effectively.                                            | <b>The hook grabs the reader's attention somewhat effectively.</b>                           | The hook does not grab the reader's attention.                                                                   | A hook is not included.                            |
| Body         | The story has a clear, interesting problem or conflict .                                      | The story has a clear problem or conflict.                                                   | <b>The story has a problem or conflict, but it is unclear.</b>                                                   | The story does not have a problem or conflict.     |
|              | The story includes at least three effective Rising Action events.                             | The story includes three Rising Action events that are somewhat effective.                   | <b>The story includes fewer than three Rising Action events that are either effective or somewhat effective.</b> | The story does not include Rising Action events.   |
|              | The story proceeds in a suspenseful, logical sequence.                                        | The story proceeds in a logical sequence.                                                    | <b>The story proceeds in a somewhat logical sequence.</b>                                                        | The story does not proceed in a logical sequence.  |
|              | The story has a clear, interesting climax or turning point.                                   | The story has a clear climax or turning point.                                               | <b>The story has a climax or turning point, but it is unclear.</b>                                               | The story does not have a climax or turning point. |
| Conclusion   | The conflict is resolved clearly and creatively.                                              | <b>The conflict is clearly resolved.</b>                                                     | The conflict is not clearly resolved.                                                                            | The conflict is not resolved.                      |
| Language     | The story uses figurative language effectively.                                               | <b>The story uses figurative language somewhat effectively.</b>                              | The story uses figurative language but not effectively.                                                          | The story does not use figurative language.        |
|              | The story incorporates several instances of dialogue that sound natural and further the plot. | <b>The story includes some dialogue, but it does not contribute to the plot development.</b> | The story only includes dialogue once.                                                                           | The story does not include any dialogue.           |
|              | <b>The author shows rather than tells effectively.</b>                                        | The author shows rather than tells somewhat effectively.                                     | The author shows rather than tells, but not effectively.                                                         | The author does not show rather than tell.         |
|              | <b>The story develops the characters creatively and effectively.</b>                          | The story develops the characters effectively.                                               | The story develops characters somewhat effectively.                                                              | The story does not develop the characters.         |

Lesson 8: The Man on the Island

# Take-Home Material

## READING; WRITING

- Have students take home Activity Page 8.3 to read and complete for homework.
- Have students complete their introduction draft for homework.

Activity Page 8.3



## 9

# The Plan

## PRIMARY FOCUS OF LESSON

### Reading

Students will summarize significant events that transpire during the chapter and make inferences about relationships between characters using evidence from the text. **ELA.4.R.1.1; ELA.4.R.3.2a; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### Grammar

Students will accurately use the relative pronouns *who*, *whom*, *that*, *which*, and *whose* in sentences. **ELA.4.C.3.1**

### Morphology

Students will accurately use words with prefixes *im-* and *in-* and words with the roots *port* and *bio* in sentences. **ELA.4.V.1.2**

### Spelling

Students will apply grade-level phonics and word analysis skills to spell targeted words in sentences. **ELA.4.F.1.3; ELA.4.C.3.1**

## FORMATIVE ASSESSMENT

### Activity Page 9.2

**Excerpt from “The Plan”** Students read an excerpt from Chapter 6 and answer comprehension questions.

**ELA.4.R.3.2a; ELA.K12.3.1**

### Activity Page 9.3

**Relative Pronouns** Students combine sentences using the appropriate relative pronoun. **ELA.4.C.3.1**

### Activity Page 9.4

**Prefixes *im-* and *in-* and Roots *port* and *bio*** Students complete sentences using correct prefixes and roots.

**ELA.4.V.1.2**

### Activity Page 9.5

**Practice Spelling Words** Students write sentences using targeted spelling words. **ELA.4.C.3.1**

## LESSON AT A GLANCE

|                                   | Grouping    | Time    | Materials                                                                                                            |
|-----------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>          |             |         |                                                                                                                      |
| Introduce the Chapter             | Whole Group | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 1.3, 9.1, 9.2, SR.1, SR.2 |
| Read Chapter 6                    | Whole Group | 25 min. |                                                                                                                      |
| Chapter Discussion                | Whole Group | 10 min. |                                                                                                                      |
| Word Work: <i>Craft</i>           | Whole Group | 5 min.  |                                                                                                                      |
| <b>Language (45 min.)</b>         |             |         |                                                                                                                      |
| Grammar: Relative Pronouns        | Whole Group | 15 min. | <input type="checkbox"/> Relative Pronouns Poster<br><input type="checkbox"/> Activity Page 9.3                      |
| Morphology: Prefixes and Roots    | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 9.4                                                                           |
| Spelling: Practice Spelling Words | Whole Group | 15 min. | <input type="checkbox"/> Activity Pages 9.5, SR.3                                                                    |
| <b>Take-Home Materials</b>        |             |         |                                                                                                                      |
| Reading                           |             |         | <input type="checkbox"/> Activity Page 9.2                                                                           |

## ADVANCE PREPARATION

### Reading

- Collect Activity Page 8.3 to review and grade at a later time.

### Grammar

- As needed, determine student pairs for completing Activity Page 9.3.

### Morphology

- Determine student pairs for completing Activity Page 9.4.

### Spelling

- Determine student pairs for completing Activity Page 9.5.

Start Lesson

## Lesson 9: The Plan Reading



**Primary Focus:** Students will summarize significant events that transpire during the chapter and make inferences about relationships between characters using evidence from the text. **ELA.4.R.1.1; ELA.4.R.3.2a; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 6, “The Plan.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they may want to refer to pages 108 and 109 of the Reader as well as Activity Pages SR.1 and SR.2 if they have questions about particular ship references while reading the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *truce*.
- Have them find the word on page 52 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain to students that a truce is when two enemies agree to stop fighting for a period of time. In this instance, Long John Silver calls for a truce to speak peacefully with Captain Smollett.

Activity Pages  
SR.1, SR.2



- Remind students that definitions for all bolded vocabulary words can be found in the Glossary at the back of the Reader.
- Have students reference Activity Page 9.1 while you read each word and its meaning.

### Vocabulary

**truce, n.** an agreement between enemies to stop fighting for a certain period of time (52)

**desertion, n.** a departure without permission and without intending to return; the act of giving up and ignoring responsibilities (53)

**onslaught, n.** an attack (55)

**cutlass, n.** a short, thick sword with a curved blade (55)

**excursion, n.** a short trip (58)

**craft, n.** a ship or boat (60)



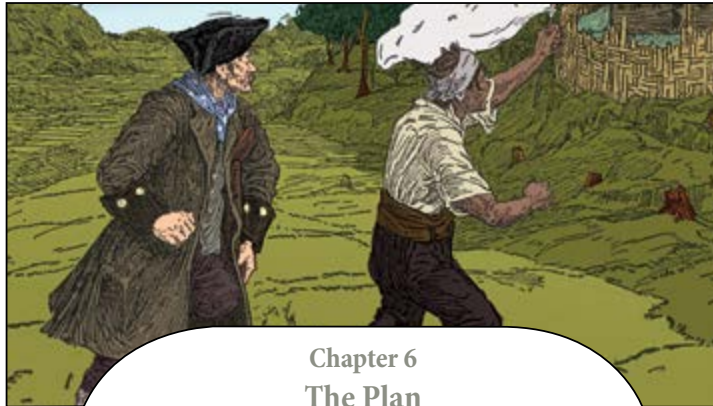
**Vocabulary Chart for Chapter 6, “The Plan”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words                                                                                                                                                                                                           | Tier 2<br>General Academic Words    |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Core Vocabulary                        | truce<br>cutlass<br>craft                                                                                                                                                                                                                 | desertion<br>onslaught<br>excursion |
| Multiple-Meaning Core Vocabulary Words | Craft                                                                                                                                                                                                                                     |                                     |
| Sayings and Phrases                    | ten to one says<br>who goes there<br>no bones about it<br>word of honor<br>not (ain't) to your fancy<br>clap you all in irons<br>the price we had paid for the victory<br>tend to our wounded<br>in earnest<br>oaths flew like hailstones |                                     |

### READ CHAPTER 6 (25 MIN.)

- Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.





## Chapter 6 The Plan

The next morning, I was awakened by the sound of loud voices.

“Flag of truce!” I heard someone yell. Then, “It’s Silver!”

I got up and rubbed my eyes. Sure enough, two men stood just outside the stockade—one of them was waving a white cloth, and the other was Silver himself.

“Stay inside,” said the captain. “Ten to one says this is a trick.” Then he shouted to the buccaneers, “Who goes there? Stand or we’ll fire!”

“Flag of truce!” cried Silver.

“What do you want with your flag of truce?” Captain Smollett shouted back.

“Cap’n Silver wishes to make terms,” the other man called out.

“Captain Silver?” said the captain. “Don’t know him. Who’s he?”

John Silver answered: “Me, sir. These poor lads have chosen me

52

- Read pages 52, 53, and to the end of the first paragraph on page 55 aloud.

cap'n, after your **desertion**, sir. We're willing to submit, if we can come to terms, and no bones about it."

Captain Smollett agreed to meet with Silver—and only Silver. Silver threw his crutch over the fence, got a leg up, and, with great vigor and skill, climbed over the fence and dropped to the other side.

"Well, now," he said, "that was a good scare you gave us last night. We lost some men, but you mark me, cap'n, it won't work twice!" said Silver. "We want that treasure and we'll have it! You would just as soon save your lives, I reckon. We want the map, so if you hand it over, we won't do you no harm."

"Not a chance," replied the captain.

"Give us the map," said Silver, "and stop shooting poor seamen. If you do that, we'll give you a choice. You can come aboard with us once the treasure is stowed away, and I'll give you my word of honor to put you ashore somewhere safe. Or, if that ain't to your fancy, you can stay here. We'll divide the supplies with you, and I'll send the first ship I sight to pick you up."

"Is that all?" Captain Smollett asked. "Now hear me! If you come up one by one, unarmed, I'll clap you all in irons and take you home to a fair trial in England. If not, it won't end well for you."

Silver looked scornfully at the captain.

"Give me a hand up!" he cried.

"Not I," returned Captain Smollett.

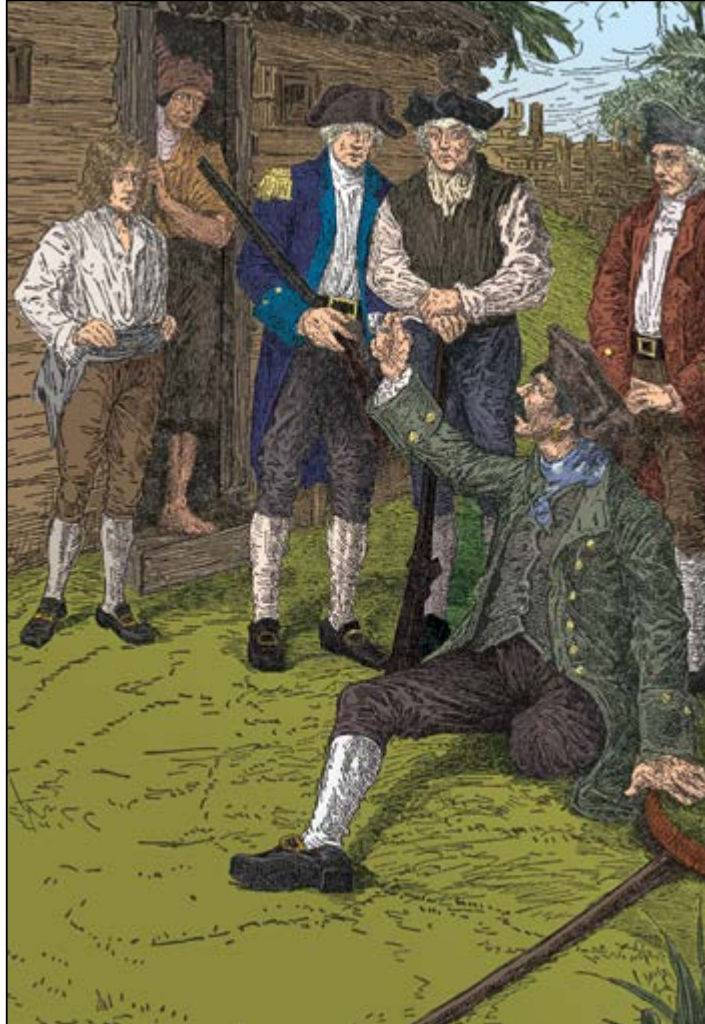
"Who'll give me a hand up?" Silver roared.

Not one among us moved. Silver had to crawl along the sand,

53

**Evaluative.** John Silver says he'll give Captain Smollett his "word of honor." Do you think Captain Smollett should trust Silver? Why or why not?

- » Answers may vary, but students should support their opinion with evidence from the text. Some students may say Captain Smollett should not trust John Silver because his prior actions have proven he is a disloyal and dishonest man. Alternatively, some students may say that perhaps John Silver has changed his ways and means what he says.



Silver looked scornfully at the captain. "Give me a hand up!" he cried.

54

## Support

What does "word of honor" mean?

- » a promise to do what a person says he or she will do

grumbling, till he got close to the door and could hoist himself up on his crutch. Then he spat into the spring.

“Before an hour’s out, I’ll knock in your old log house. Them that die will be the lucky ones!” he cried.

As soon as Silver left the stockade, we returned to our posts and loaded our muskets. There were several small holes in the walls of the log house. We peered out through the holes and waited for the **onslaught**.

“Put out the fire!” shouted the captain. “We mustn’t have smoke in our eyes.”

Suddenly, with a loud cry, a group of pirates leaped from the woods on the north side and ran straight toward the stockade. At the same time, gunfire opened from the woods. A rifle ball sang through the doorway and knocked the doctor’s musket to bits.

The pirates climbed over the fence like monkeys. We fired at them, and immediately three of them fell to the ground. Four others made it over the fence and charged forward. In an instant, they were upon us.

“At `em, all hands!” one of the pirates roared in a voice of thunder. One pirate grasped Hunter’s musket and wrenched it out of his hands. With one stunning blow, he laid poor Hunter senseless on the floor. Meanwhile, another pirate appeared in the doorway and descended upon the doctor with his **cutlass**.

The log house was filled with smoke, cries, and confusion. Flashes and the reports of pistol shots rang out.

“Out, lads, and fight `em in the open!” cried Captain Smollett.

55

- Read the rest of page 55 aloud.

**Inferential.** Why does the fight between Captain Smollett’s men and John Silver’s men break out? What is the purpose?

- » The fight takes place because Silver and Smollett could not come to an agreement in their discussion. Because Smollett does not give in to Silver’s offers, Silver and his men attack the stockade. Smollett and his men are forced to defend themselves. The purpose of the fight is to determine who will continue on the journey to claim the treasure.



I snatched a cutlass and dashed out into the sunlight.

“Round the house, lads! ’Round the house!” the captain cried.

I raised my cutlass and ran ’round the corner of the house. The next moment I found myself face to face with the pirate named Job Anderson.

56

- Read page 56 through the middle of page 58 aloud, stopping before the paragraph beginning, “The mutineers did not return.”



He roared and raised his cutlass. I leaped to one side and rolled headlong down the slope.

Gray followed close behind me and took down Anderson before he had time to recover. Another pirate was shot while firing into the house. The doctor had taken down a third. Of the pirates who had made it over

57

**Inferential.** For whom is the fight a success?

- » The fight is ultimately a success for Smollett and his men, as Silver and his remaining pirates flee the scene.

the fence, only one remained, and he had seen enough. He dropped his cutlass and clambered back over the fence. In three seconds, nothing remained of the attacking party but the ones who had fallen.

I ran full speed back to the house. Somewhat cleared of smoke, I assessed the price we had paid for the victory. Hunter lay on the ground, stunned. Joyce had been killed. In the center, the squire was holding up the captain, one as pale as the other.

“The captain’s wounded,” said Mr. Trelawney.

“Have they run?” asked Captain Smollett.

“All that could,” returned the doctor. “But there are some that will never run again.”

“That’s good!” cried the captain. “That means fewer men. That’s better odds than when we started.”

The mutineers did not return. They had had enough, so we were able to tend to our wounded and get some food. After dinner, the doctor grabbed his hat, pistols, and a cutlass. He slipped the map in his pocket, and with a musket over his shoulder, climbed the fence, setting off briskly through the trees.

“Is he mad?” Gray asked me.

“I would not have thought him capable of such a thing,” I said. “I bet he’s going to see Ben Gunn.”

I was right, as I found out later. In the meantime, I had another thought. The house was stifling. I began to envy the doctor, walking in the cool shadows of the woods. I longed to escape and set about gathering supplies for my own **excursion**. I filled both coat pockets with biscuits, then took two pistols to arm myself.

58

- Have students read the remainder of the chapter silently.

As for the scheme I had in my head, it was not a bad one in itself. I would go down to the shore and look for Ben Gunn's boat. I knew it was wrong to slip out when nobody was watching, but I was only a boy, and I was determined.

While the squire and Gray were busy helping the captain with his bandages, I bolted into the woods. Before my absence was noticed, I was out of earshot of my companions.

This was my second foolish decision, and it was far worse than the first, for there were only two honest men left to guard the log house. Much like the first time, though, I did it for the good of us all.

I headed up the east coast of the island. After a while, I came out into the open and saw the sea lying blue and sunny to the horizon, and the surf tumbling its foam along the beach. In the distance I could see the *Hispaniola*, the Jolly Roger waving in the breeze.

The sun was setting, and it grew dark in earnest. I knew I must lose no time if I were to find Ben Gunn's boat that evening. The white rock was still further down the sandy spit, and it took me a while to get to it. Below the rock was a little hollow, and tucked away inside, covered in old sack cloth, was Ben Gunn's boat. It was a homemade coracle—a lopsided frame of wood lined with goatskin. It was extremely small, even for me, but it was light and portable.



59

### Pronunciation Table

| Word    | CK Code     |
|---------|-------------|
| coracle | /kɒr*ə*kəl/ |

**Inferential.** Why do you think Jim leaves the safety of the stockade and goes out on his own?

- » Jim describes the stockade as stifling and wants to escape. The doctor goes out on his own, which gives Jim the idea to do the same. He decides to try to locate Ben Gunn's boat. What he plans to do once he locates Ben Gunn's boat is not entirely clear, but it seems as though he might try to get to the *Hispaniola* because he checks to see where the ship is located in relation to his spot on Treasure Island.



I thought the mutineers might be planning to raise anchor and sail away. I wondered how I might be able to prevent this. I could paddle out in Ben Gunn's boat under cover of night, cut the ship loose, and let her drift toward the shore.

I waited for darkness to fall. As the last rays of daylight disappeared, absolute darkness settled over Treasure Island, and I shoved Ben Gunn's boat out of the hollow.

The little coracle was a safe boat for someone my size, but she was the most difficult **craft** to manage. Turning round and round was the maneuver at which she was best. She turned in every direction but the one I chose. However, by good fortune, the tide swept me down to where the *Hispaniola* was anchored.

As I drew near, I could hear loud voices in the cabin. One I recognized as Israel Hands, who was having a disagreement with another pirate. Both men were angry and oaths flew like hailstones.

I quietly rowed next to the schooner, then carefully cut the ropes that held the ship in place. The *Hispaniola* drifted free in the current. To my surprise, the coracle suddenly lurched. She seemed to change course and her speed had strangely increased. I realized that I was being whirled along by the wake of the *Hispaniola*.

The current turned at right angles, sweeping the tall schooner and the little coracle out to sea. Not knowing what to do, I lay on the bottom of my boat, sure this would be my final day. I must have lain there motionless for some time, but then, even in the midst of my fear, weariness overcame me and I fell asleep.

When I awoke, it was broad daylight. I found myself tossing about in the boat at the southwestern end of Treasure Island. I was barely a quarter of a mile from the shore, and my first thought was to paddle in.

60

**Literal.** When Jim reaches the *Hispaniola*, what does he find?

- » Jim finds two pirates in what appears to be the aftermath of a fight. Jim is not even sure the pirates are alive until Israel Hands opens his eyes and asks Jim for help.

I soon saw the problem with this idea. The coast was rocky, and powerful waves crashed against the rocks. If I tried to land, I might be dashed to death upon the rough shore.

I attempted to paddle to a safer landing spot along the cape, but there was no use. Try as I might, the current carried the coracle past the point of the cape. There, I beheld a sight that changed the nature of my thoughts. It was the *Hispaniola*. I knew there were at least a few pirates on board, but I could not see any of them. To and fro, up and down, the ship sailed by swoops and dashes, as if nobody was steering. I thought maybe the pirates had deserted the ship, or maybe they were sleeping. I figured if I could get onboard, I could return the ship to the captain.

I set myself to paddle and did so till I drew up alongside the ship, and the bowsprit was just over my head. I sprang to my feet, and leaped up, pushing the coracle under water. Then, with one hand, I caught the jibboom and pulled myself up onto the deck of the *Hispaniola*.

At first I did not see a soul. However, on the afterdeck I discovered the two men who had been left to watch the ship. One was on his back, lifeless. A little further on sat Israel Hands, propped against the ship wall, with his chin on his chest. His hands lay open, and his face was as white as a candle.

I saw the signs of a fight and felt sure the two men had killed each other. Just then, Israel Hands gave a low moan. He opened his eyes wearily and caught sight of me. He said only two words, "Help me!"

## Challenge

Ask students to think of an alternate title for the chapter and to explain why it would make a good title for this selection. Remind them that titles should suggest the content of a chapter without giving away too much information.

### ENGLISH LANGUAGE LEARNERS



Speaking  
and Listening  
Offering Opinions

### Entering/Emerging

Pair each student with a strong partner for Think-Pair-Share. Ask yes/no questions of each student during share out.

### Transitioning/Expanding

Pair each student with a capable partner for Think-Pair-Share. Ask *wh*-questions of each student during share out.

### Bridging

Allow students the opportunity to share out an idea at the beginning of the whole group discussion.

## Activity Page 1.3



## CHAPTER DISCUSSION (10 MIN.)

- Use the following questions to discuss the chapter:

**Evaluative.** Think-Pair-Share. Why do you think this chapter is titled “The Plan”?

- » Answers may vary, but should be supported with evidence from the text. The chapter may be called “The Plan” because most of the main characters have some sort of plan they attempt to put into motion over the course of this chapter. The following events take place during this chapter: John Silver reveals his plan of finding and claiming the treasure for himself and then leaving the island—with or without Captain Smollett and his men; Captain Smollett tells of his own plan to capture John Silver and the pirates and take them to England for a trial; the doctor appears to have a plan, even though it is still unclear by the end of the chapter; most importantly, Jim Hawkins has a plan to bring the *Hispaniola* to the shore of Treasure Island so Captain Smollett can regain control of the ship.

**Evaluative.** Think-Pair-Share. At the end of this chapter, who do you think has the upper hand, or has more power and control—Captain Smollett’s men or John Silver’s men? Support your opinion with evidence from the text.

- » Answers may vary, but should be supported with evidence from the text. Students may say Captain Smollett’s men have the upper hand because they are victorious in the battle, are safe in the stockade, and are in possession of the map to the buried treasure, whereas most of John Silver’s men are now dead or wounded. Alternatively, students may say John Silver’s men have the upper hand because they are still in control of the *Hispaniola* and could, therefore, sail off to safety, while Captain Smollett’s men are stuck on the island.
- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
  - Remind students that this chart is being used throughout the unit to record key details and information revealed in each chapter about significant characters.



### Check for Understanding

Use the following chart to engage students in a discussion about additional information learned in this chapter about certain characters. As needed, guide students back into the chapter to cite key details about Jim Hawkins, Long John Silver, and Captain Smollett.

- Record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3. If necessary, tell students to leave space for additional entries in future lessons.

| Chapter(s) | Character                   | Key Details                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1, 2, 4, 6 | Jim Hawkins                 | narrator; young boy; helps family run the inn; his father dies; seems naïve; cabin boy on the <i>Hispaniola</i> ; overhears pirates planning mutiny and exposes their plan to the doctor and the squire; <i>takes Ben Gunn's boat to secure the ship</i>                                                                                                                                                                  |
| 2, 3, 4, 6 | Long John Silver (Barbecue) | hired as a cook on the <i>Hispaniola</i> ; helps recruit crew for the voyage; missing a leg; owns Spyglass Tavern; teaches Jim nautical terms; has a pet parrot named Captain Flint; was a crew member for Captain Flint; is a pirate and plans a mutiny to get the treasure; <i>appointed captain of the pirates; tries to bargain with the original captain; leads a fight against the original captain and his men</i> |
| 3, 6       | Captain Smollett            | captain of the <i>Hispaniola</i> ; doesn't like or trust Silver; doesn't like the doctor's choice of crew or voyage; has a bad feeling about the trip and tells the men to keep the treasure map hidden; <i>refuses to bargain with Silver; injured in fight with pirates</i>                                                                                                                                             |

- Have students turn to Activity Page 9.2. Tell students they will take home Activity Page 9.2 to read an excerpt from the chapter and answer related questions.

### Activity Page 9.2



## WORD WORK: CRAFT (5 MIN.)

1. In the chapter you read, “The little coracle was a safe boat for someone my size, but she was the most difficult craft to manage.”
2. Say the word craft with me.
3. Craft means a ship or boat.
4. The captain sailed his craft through the storm.
5. What are some other examples of crafts? Be sure to use the word craft in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_ is a craft.”
6. What part of speech is the word craft?
  - » noun

**Note:** Use a Multiple-Meaning Word activity for follow-up.

- Tell students that the word *craft* is a word with multiple meanings. Share the following with students:
    - Meaning 1: craft (noun)—a ship or boat
    - Meaning 2: craft (noun)—skillful work in making or doing something, especially with one’s hands
  - Tell students: I am going to read several sentences. Listen to the context, or the text surrounding *craft* in the sentence, for clues as to which meaning is being used. When you think a sentence is an example of Meaning 1, hold up one finger. When you think a sentence is an example of Meaning 2, hold up two fingers.
1. We boarded the craft to go out on the water.
    - » 1
  2. My grandfather taught my brother the craft of whittling items out of wood.
    - » 2
  3. My grandmother loves knitting and is very good at the craft.
    - » 2



### Entering/Emerging

Provide students with direct teacher support and the appropriate relative pronouns to complete Activity Page 9.3.

### Transitioning/Expanding

Review the meaning of the relative pronouns listed at the top of Activity Page 9.3. Provide students with the appropriate relative pronouns to complete the Challenge activity.

### Bridging

Review the meaning of the relative pronouns listed at the top of Activity Page 9.3. Ensure that students select the appropriate relative pronouns to complete the Challenge activity.

### Activity Page 9.3



### Activity Page 9.4



4. From the craft, they were able to see dolphins.

» 1

5. They wondered if the craft would still float.

» 1

## Lesson 9: The Plan

# Language



### GRAMMAR: RELATIVE PRONOUNS (15 MIN.)

**Primary Focus:** Students will accurately use the relative pronouns *who*, *whom*, *that*, *which*, and *whose* in sentences. **ELA.4.C.3.1**

- Refer to the Relative Pronouns Poster from the previous lessons and read it with students.
- Have students turn to Activity Page 9.3 and read the directions aloud.
- Have students work independently or, as needed, in pairs to complete the activity page.



### Check for Understanding

Have students share their sentences aloud. Identify students in need of review and re-teach in small group format.

- Collect completed Activity Page 9.3 to review and grade at a later time.
- If students do not complete Activity Page 9.3 in class, have them complete it for homework.

### MORPHOLOGY: PREFIXES AND ROOTS (15 MIN.)

**Primary Focus:** Students will accurately use words with prefixes *im-* and *in-* and words with the roots *port* and *bio* in sentences. **ELA.4.V.1.2**

- Have students turn to Activity Page 9.4. Select a student to read the directions for the first section aloud.



### Entering/Emerging

Pair each student with a strong partner for completion of Activity Page 9.4. Provide each student with a familiar word for the Challenge activity.

### Transitioning/Expanding

Pair each student with a capable partner for completion of Activity Page 9.4. Provide each student with several familiar words from which to select to complete the Challenge activity.

### Bridging

Clarify the meaning of any unknown words with the prefixes *im-* and *in-* and roots *port* or *bio* on Activity Page 9.4.

## Activity Page SR.3



### Check for Understanding

Select another student to read the first sentence with the blank in place. Then ask students what word belongs in the blank so that the sentence makes sense. (immature) Ask students to signal their agreement with their classmate's answer using thumbs-up/thumbs-down. Depending on the students' responses, re-teach as needed. Have students write the word in the blank.

- Have students complete the rest of the first section of the activity page.
- Select a student to read the directions for the second section aloud.
- Complete the first sentence together as a whole group. Ask students for ideas and then write an example sentence on the board/chart paper.
- Have students work in pairs to complete the remainder of the activity page.
- As time allows, ask different partner pairs to share their sentences aloud.
- Collect completed Activity Page 9.4 to review and grade at a later time.
- If students do not complete Activity Page 9.4 in class, have them complete it for homework.

## SPELLING: PRACTICE SPELLING WORDS (15 MIN.)

**Primary Focus:** Students will apply grade-level phonics and word analysis skills to spell targeted words in sentences. **ELA.4.F.1.3; ELA.4.C.3.1**

- Tell students they will practice writing the spelling words. Remind them to use the Individual Code Chart on Activity Page SR.3 as they practice.

- Have students turn to Activity Page 9.5, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.
- Explain that students will work with a partner to create sentences for each of these words.



### Check for Understanding

Circulate through the classroom as students complete Activity Page 9.4. Provide guidance and support as needed.

- As time allows, have students share some of the sentences they wrote aloud.
- Collect completed Activity Page 9.5 to review and grade at a later time.
- Remind students to study the spelling words for the spelling assessment in the next lesson.

End Lesson

## Lesson 9: The Plan

# Take-Home Materials

### READING

- Have students take home Activity Page 9.2 to read and complete for homework.

## Activity Page 9.5



**ENGLISH  
LANGUAGE  
LEARNERS**

**Writing**  
Interacting via  
Written English

### Entering/Emerging

Pair each student with a strong partner. Review the meaning of all spelling words at the start of the activity and select/highlight the spelling words for which the student will compose sentences.

### Transitioning/Expanding

Pair each student with a capable partner. Review the meaning of unknown spelling words at the start of the activity.

### Bridging

Review the meaning of any unknown spelling words at the start of the activity.

## Activity Page 9.2





## 10

# “Shiver Me Timbers”

## PRIMARY FOCUS OF LESSON

### Spelling

Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [ELA.4.F.1.3](#); [ELA.4.C.3.1](#)

### Reading

Students will analyze some choices made by Jim Hawkins, drawing on specific details from the text. [ELA.4.R.1.1](#); [ELA.K12.EE.1.1](#); [ELA.K12.EE.3.1](#)

### Writing

Students will incorporate dialogue to develop experiences and events in an adventure story. [ELA.4.C.1.2](#); [ELA.4.C.3.1](#)

## FORMATIVE ASSESSMENT

### Activity Page 10.1

**Spelling Assessment Students** are assessed on targeted spelling words. [ELA.4.F.1.3](#)

### Activity Page 10.3

**“Shiver Me Timbers”** Students read Chapter 7 and answer comprehension questions.

[ELA.4.R.1.1](#); [ELA.K12.EE.1.1](#); [ELA.K12.EE.3.1](#)

## LESSON AT A GLANCE

|                           | Grouping    | Time    | Materials                                                                |
|---------------------------|-------------|---------|--------------------------------------------------------------------------|
| <b>Spelling (15 min.)</b> |             |         |                                                                          |
| Spelling Assessment       | Whole Group | 15 min. | ☐ Activity Page 10.1                                                     |
| <b>Reading (45 min.)</b>  |             |         |                                                                          |
| Review                    | Whole Group | 5 min.  | ☐ <i>Treasure Island</i><br>☐ Activity Pages 1.3, 10.2, 10.3, SR.1, SR.2 |
| Introduce the Chapter     | Whole Group | 5 min.  |                                                                          |
| Read Chapter 7            | Small Group | 25 min. |                                                                          |
| Chapter Discussion        | Whole Group | 5 min.  |                                                                          |
| Word Work: <i>Collide</i> | Whole Group | 5 min.  |                                                                          |
| <b>Writing (30 min.)</b>  |             |         |                                                                          |
| Introduce Dialogue        | Whole Group | 30 min. | ☐ <i>Treasure Island</i><br>☐ writing journals                           |

## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words prior to the assessment.

### Reading

- Collect Activity Page 9.2 to review and grade at a later time.

### Writing

- Write the following sentence from page 72 of the Reader on the board:
  - “No one lays a finger on the boy!” Silver growled.
- Write the following sentences from page 25 of the Treasure Island Reader on the board/chart paper for practice with dialogue. Omit the punctuation so students can practice inserting punctuation.
  - Mr. Silver sir I asked hesitantly
  - Yes lad said he

### Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

Start Lesson

## Lesson 10: Shiver Me Timbers

# Spelling



**Primary Focus:** Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. **ELA.4.F.1.3; ELA.4.C.3.1**

## SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Activity Page 10.1





**Foundational  
Literacy Skills**  
Literacy in an Alphabetic  
Writing System

**Entering/Emerging**

Assess each student individually, allowing for extra time to complete the assessment.

**Transitioning/Expanding**

Assess each student in a small group, allowing for extra time as needed to complete the assessment.

**Bridging**

Repeat each word and sentence as needed.

| Spelling Word | Example Sentence                                                                                                                         |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------|
| buccaneer     | The <u>buccaneer</u> sailed all over the world in search of gold.                                                                        |
| fortune       | When he found a penny on the street, he took it as a sign of good <u>fortune</u> to come.                                                |
| nautical      | The two sailors used lots of <u>nautical</u> words and phrases when they spoke, so it was difficult for me to follow their conversation. |
| league        | The ship was several <u>leagues</u> out to sea when a giant storm hit.                                                                   |
| captain       | The <u>captain</u> gave orders to the crew about which route to take.                                                                    |
| voyage        | It was going to be a long <u>voyage</u> for the sailor who got seasick two days into his month-long trip.                                |
| commotion     | There was quite a <u>commotion</u> when a woman accidentally let her dog loose in the grocery store.                                     |
| mutiny        | The sailors felt mistreated by their captain, so they decided to stage a <u>mutiny</u> and stopped working.                              |
| ferocious     | The cat seemed <u>ferocious</u> to the little girl, but it was actually very sweet.                                                      |
| treasure      | When I was cleaning my grandmother's house, I found a box of <u>treasure</u> that she had collected over the years.                      |

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated:
  - The captain set off on a voyage in search of fortune.
- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students' errors.



**Note:** It may be helpful to refer back to the Pronunciation/Syllabication Chart from Lesson 6.

| Word      | CK Code       | Syllable Type        |
|-----------|---------------|----------------------|
| captain   | /kəp*ɪtən/    | closed*ə             |
| ferocious | /fə*roʃ*shəs/ | ə*open*ə             |
| treasure  | /trezsh*er/   | digraph*r-controlled |
| voyage    | /voɪ*ij/      | digraph*closed       |
| fortune   | /fɔr*chən/    | r-controlled*ə       |
| commotion | /kə*moe*shən/ | ə*open*ə             |
| buccaneer | /bʊk*ə*neer/  | closed*ə*digraph     |
| mutiny    | /mjuː*ɪ*nee/  | open*ə*open          |
| nautical  | /naw*ti*kəl/  | digraph*open*ə       |
| league    | /leeg/        | digraph              |

- Students might make the following errors:
  - captain: using 'e' or 'i' instead of 'ai' for /ə/
  - ferocious: using 'shus' or 'shis' instead of 'cious' for /shəs/
  - treasure: using 'ezh' instead of 'eas' for /ezsh/
  - voyage: using 'ej' or 'ij' instead of 'age' for /ij/
  - fortune: using 'chun' or 'chin' instead of 'tune' for /chən/
  - commotion: using 'shun' or 'shin' instead of 'tion' for /shən/
  - buccaneer: using 'c' or 'k' instead of 'cc' for /k/; using 'i' or 'e' instead of 'a' for /ə/
  - mutiny: using 'u' instead of 'i' for /ə/; using 'ea' or 'ee' instead of 'y' for /ee/
  - nautical: using 'naw' or 'naugh' instead of 'nau' for /naw/; using 'kul' or 'kel' instead of 'cal' for /kəl/
  - league: using 'ee' instead of 'ea' for /lee/; using 'g' or 'ge' instead of 'gue' for /g/

- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of the words?
  - Is the student consistently making errors in multisyllable words, but not single-syllable words?
- Also, examine the dictated sentence for errors in capitalization and punctuation.

---

## Lesson 10: Shiver Me Timbers

# Reading



**Primary Focus:** Students will analyze some choices made by Jim Hawkins, drawing on specific details from the text. **ELA.4.R.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

---

### REVIEW (5 MIN.)



#### Check for Understanding

Have students summarize Chapter 6, “The Plan.”

- » Student responses may vary, but should include: Jim’s group refuses to give Long John Silver the map; Long John Silver’s group attacks; Jim rows out to the Hispaniola at night to prevent the buccaneers from sailing away. Remind students of these events during whole group review if they do not recall them.

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 7, “Shiver Me Timbers.”
- Explain that the title is an idiom that would be difficult to understand without some background. “Shiver me timbers” is a catchphrase often attributed to pirates in literature. It is used to express shock, surprise, or annoyance. The phrase comes from nautical slang, and the word *timbers* refers to the wooden support frames of a sailing ship. In rough waters, ships would be lifted up and down by the waves so hard as to “shiver” or shake the timbers, startling the sailors.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they may want to refer to pages 108 and 109 of the Reader, as well as Activity Pages SR.1 and SR.2, if they have questions about particular ship references while reading the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *lashed*.
- Have them find the word on page 64 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that in this context the word *lashed* means to have tied something down with a cord or a rope.
- Remind students that definitions for all bolded vocabulary words can be found in the Glossary at the back of the Reader.
- Have students reference Activity Page 10.2 while you read each word and its meaning.

### Vocabulary

**lash, v.** to tie down with a rope or cord (lashed) (64)

**pretext, n.** a pretend reason given to hide one’s true reason for doing something (64)

**treachery, n.** a betrayal; an act of hurting someone who trusts you (64)

**unison, n.** agreement; the same way at the same time (65)

**right, v.** to correct or put in an upright position (righting) (67)

### Activity Pages SR.1, SR.2



### Activity Page 10.2





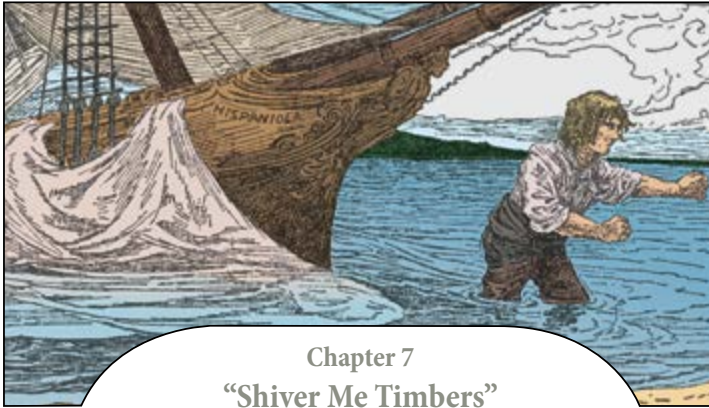
| Vocabulary Chart for Chapter 7, “Shiver Me Timbers” |                                                                                                                  |                                  |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Vocabulary Type                                     | Tier 3<br>Domain-Specific Words                                                                                  | Tier 2<br>General Academic Words |
| Core Vocabulary                                     | lash<br>right                                                                                                    | pretext<br>treachery<br>unison   |
| Multiple-Meaning Core<br>Vocabulary Words           | right                                                                                                            |                                  |
|                                                     |                                                                                                                  |                                  |
| Sayings and Phrases                                 | shiver me timbers<br>at a good clip<br>in unison<br>your own lot<br>bygones are bygones [let bygones be bygones] |                                  |

### Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: Students will complete Activity Page 10.3 with your support while they read.
  - Small Group 2: You may want to ask some or all students to complete Activity Page 10.3 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 10.3 correctly.

#### Activity Page 10.3





## Chapter 7 “Shiver Me Timbers”

I left Israel Hands on deck and, with no time to lose, went to inspect the ship’s cabin. It was a scene of mass confusion. The pirates had ransacked the ship and opened every chest in search of the map.

My mouth was parched and dry. I found some water and drank it, gulping and spluttering in the process. I also took some up on deck for Hands.

“Mr. Hands,” I said. “I am taking possession of this ship. From now on, I am your captain.”

He looked at me sourly but said nothing. I gave him a sip of water and set the cup to one side.

Then I took down the Jolly Roger.

“God save the king!” I shouted.

Hands watched me slyly, with his chin on his chest. At last he spoke.

62

### READ CHAPTER 7 (25 MIN.)

- The following guided reading supports are intended for use with Small Group 1.
- Have students preview questions 1 and 2 on Activity Page 10.3 and then have a student read page 62 aloud.

**Literal.** Describe the scene on the *Hispaniola* when Jim arrives.

- » The ship is a mess; every chest has been opened and ransacked as the pirates searched for the treasure map.

**Evaluative.** Jim seems much surer of himself in this scene than in earlier chapters. How does he show leadership on the *Hispaniola*?

» Answers may vary, but may include that Jim acts fairly but authoritatively with Israel Hands. He gives him a drink and addresses him politely, as a gentleman or captain would. However, Jim also speaks confidently, telling Hands he will now take over the ship and be his captain. Jim takes charge of the situation, making him seem mature.

- Have students record the answer(s) to question 1 on Activity Page 10.3.

**Inferential.** Why does Jim take down the Jolly Roger and shout, “God save the king!”?

» Answers may vary, but may include that Jim takes down the Jolly Roger to show that the pirates no longer control the ship. “God save the king!” is a victory cheer meant to intimidate Hands, assert Jim’s authority, and give Jim courage to proceed with his plans to secure the ship. It also indicates that the ship is again sailing under the British Flag.

- Have students record the answer(s) to question 2 on Activity Page 10.3.



"Mr. Hands," I said. "I am taking possession of this ship. From now on, I am your captain."

“Well, Cap’n Hawkins,” he groaned. “I reckon you’ll want to get ashore, so suppose we talk. This man,” he said, nodding feebly at the body on the deck, “this man and me got the ship ready to sail back home. Who’s to sail her now? You’re not a sailor, and I reckon unless I give you a hint, you ain’t the man for the job. Now, look here, we need to join forces. Get me a scarf and help me tie up this wound, and then I’ll tell you how to sail her.”

I agreed to work with him, at least for the time being. I **lashed** the wheel in place and went below to get a handkerchief. I returned to the deck and helped Hands bind up the wound in his thigh. After another gulp or two of water, he sat up straighter, spoke clearer, and looked in every way a revived man.

“Cap’n,” he said, after a while. “I’d take it kindly if you’d get me something to eat. I need some sustenance if we are to manage this ship.” I guessed that this was just a **pretext**, as his face contained the look of **treachery**. He wanted to get me off the deck for some reason, though I wasn’t sure why. However, I cleverly masked my suspicions.

“All right,” I answered. “I’ll bring you up some food, but I may have to dig around a bit to find something worth eating.”

I went below, slipped off my shoes, and ran quietly along the gallery deck until I got to the forecandle ladder. I climbed up toward the deck and popped my head out, as I knew Hands would not expect to see me there.

He had risen to his hands and knees, and, though his leg was obviously injured, he was pulling himself across the deck at a good clip. At length, he grabbed a dagger, which he concealed inside his jacket, and then hurried back into his old place against the wall of the ship.

This told me all I needed to know. Hands was mobile, he was

64

- Have students preview question 3 on Activity page 10.3 and then read pages 64 and 65 silently.

**Inferential.** Why does Jim agree to help Israel Hands by binding his wound and getting him food?

- » Jim doesn’t know how to sail a ship, so he needs Hands’s help to get to shore.

**Inferential.** How does Jim know that Hands will turn against him?

- » Jim says Hands has a “look of treachery,” meaning he can see the deceit in Hands’s expression. Jim cleverly peeks out onto the deck without Hands knowing and watches as the pirate grabs a dagger and hides it in his shirt.

- Have students record the answer(s) to question 3 on Activity Page 10.3.

armed, and it was clear that I was to be his next victim. Yet I felt sure Hands would not attack me right away. He wanted to get back to land as much as I did. Therefore, he would wait until the ship was safely at anchor.

Hands and I worked in **unison** to guide in the ship. The entrance to the anchorage was narrow. He gave orders, and I obeyed without giving him the slightest hint that I trusted him as much as I trusted my worst enemy.

Finally, as we approached the anchorage, I heard something creak and saw a shadow moving toward me. I looked around, and there was Hands, coming at me with the dagger in his hand. He roared with fury, like a charging bull. I leaped sideways, letting go of the wheel and ducking away from him. The wheel caught him, leaving me just enough time to reach into my pocket and draw my pistol. I hastily took aim and pulled the trigger. The hammer fell, but the pistol did not fire—the gunpowder was wet.

Hands came after me again, and with no time to reload, my only hope was to retreat. As I fled, the *Hispaniola* ran aground on a sandbar. The ship tilted to the port side, till the deck stood at an angle of forty-five degrees. Hands and I fell and rolled about the deck.

I got up first and sprang into the ropes. Hands struck at me with his dagger but missed. I began to reload my pistol, and Hands realized the odds were going against him. He hauled himself up into the rigging after me with the dagger clenched between his teeth. He was a third of the way up by the time I readied my pistol.

“One more step, Mr. Hands,” said I, “and I’ll shoot!”

He stopped, and I could see in his eyes that he was considering his next move.

65

**Inferential.** It seems that Hands has an advantage in the fight on deck because he is a stronger, more experienced fighter, but Jim has luck on his side. How does Jim gain the advantage in their battle?

- » When Jim dodges Hands’s first attack, the wheel catches Hands, giving Jim time to grab his pistol. Then, the ship runs aground, knocking both of them down. Jim manages to get up quickly and load his pistol while Hands climbs up the ropes.



With a choked cry, Hands plunged headfirst into the water.

66

“Jim,” he said, taking the dagger from his mouth. “I’d have had you if the ship hadn’t run aground. I reckon I’ll have to give up.”

As he spoke these words, he lurched forward. Then something sang through the air like an arrow. I felt a sharp pain and looked to my left. Hands had thrown the dagger, and it had pierced my left shoulder. Without thinking, I fired my pistol.

With a choked cry, Hands plunged headfirst into the water.

The ship was leaning hard to one side, and the masts stuck out over the water. I was afraid I might fall, too. The wound on my arm burned like a hot iron, and I shuddered. Somehow, and I’m not sure how, I slowly let myself down on the deck. Then I went below and tied up my wound. The pain was terrible, and it bled freely, but it was neither deep nor dangerous, and I found I could still use my arm.

After **righting** the ship, I let myself drop softly overboard into the cool salty water. I waded ashore just as the sun went down.

I made my way back to the stockade. It was dark, and I was able to climb over the fence without being detected. Not a soul stirred. As I made way into the log house, I heard the sound of snoring. I wondered



67

- Have the students preview question 4 on Activity Page 10.3 and then read page 67 aloud, stopping before the last paragraph.

**Inferential.** Why does Hands say, “I reckon I’ll have to give up”?

- » Hands tries to trick Jim into thinking he will surrender, so he can surprise Jim by throwing the dagger when Jim is least expecting it.
- Have students record the answer(s) to question 4 on Activity Page 10.3.

## Challenge

Ask students to identify the simile in this passage.

- » The simile is “The wound on my arm burned like hot iron.”





to myself how my friends were taking such a great risk sleeping when they should be standing watch. What if Silver and the pirates launched an attack?

Suddenly my foot struck something. It was a man's leg. The owner of the leg groaned. Then a shrill voice broke forth in the darkness.

68

- Have students preview question 5 on Activity Page 10.3 and then read the rest of page 67 and pages 68 and 69 silently.

**Inferential.** What happened at the stockade while Jim was gone?

- » Long John Silver and his men took over the stockade.

**Inferential.** How does Long John Silver try to convince Jim to join the pirates?

- » Silver flatters Jim by telling him he's always liked him, praising his spirited nature, and telling him he should get a share of the treasure. Silver argues that Jim has no choice but to join the pirates because the Captain and doctor have turned against him.

- Have students record the answer(s) to question 5 on Activity Page 10.3.

“Pieces of eight! Pieces of eight!”

It was Silver’s parrot, Captain Flint!

I turned to run, but as soon as I did, I collided with another man who grabbed me and held me tight.

Soon the red glare of a torch lit up the interior of the log house. I saw Silver’s face. First he squinted at me and then he smiled.

“Well, shiver me timbers!” he said. “It’s Jim Hawkins! Welcome, lad!”

Even though his greeting was deceptively friendly, Silver had his men tie me up. I counted that he had five men left, but one of them was ghostly pale, with a blood-stained bandage ’round his head, so I figured he would not be able to put up much of a fight.

I could not imagine how these six buccaneers could have driven my friends out of the stockade.

Silver lit a pipe and patted me on the back.

“I knew you were smart, Hawkins,” he said. “You’re a lad of spirit, too. I’ve always said you should get a share of the treasure yourself. And now, I’m afraid you’ve got no choice but to side with us. Cap’n Smollett won’t have you back, and even the doctor has turned against you. ‘Ungrateful scamp.’ That’s what he called you. No, you can’t go back to your own lot now, for they won’t have you. You’ll have to join with Cap’n Silver!”

From this exchange, I learned that my friends were still alive. As for what Silver said about my friends being angry with me, I confess I partly believed him.



“Well,” I said, “if you are forcing me to choose sides, I have a right to know why you’re here and where my friends are.”

“Well, Mr. Hawkins,” Silver began, “yesterday morning Dr. Livesey came to see us with a flag of truce. ‘Silver,’ says he, ‘you’ve been sold out. The ship’s gone.’ Well, that was news to us. Anyway, none of us had been keeping an eye on the ship. We looked out, and by thunder, he was right, it was gone! ‘Well,’ says the doctor, ‘let’s bargain.’ We bargained, him and I, and here we are. We’ve got the log house, supplies, some firewood, and a landing boat. As for them, they’ve gone, and I don’t know to where.

“Jim,” he went on, “in case you’re thinking that maybe you was included in the deal I made with the doctor, well, think again. I asked him, ‘How many are you?’ And he told me: ‘four.’ ‘What about the boy?’ says I. And he says, ‘Don’t know where he is and don’t much care.’”

“Well,” I said, “let the worst come—but there’s a thing or two I have to tell you. You’re in a bad way, you’ve lost the ship, and you haven’t got the treasure. You’ve lost most of your men to boot. Your whole

**70**

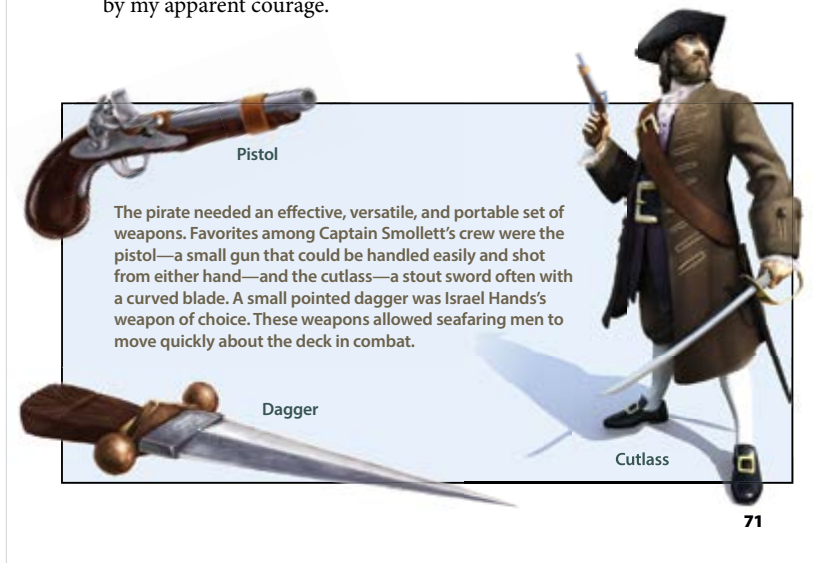
- Have students preview question 6 on Activity Page 10.3 and then read pages 70 and 71 silently.

business has gone to wreck, and if you want to know who did it—I'm the one! I was in the apple barrel the night we sighted land, and I heard you talking with the others. I heard every word you said—and told my friends before the hour was out. As for the *Hispaniola*, it was I who cut her loose, it was I who killed the men you had left aboard, and it was I who anchored her where you'll never see her more! Kill me, if you please, or spare me, but one thing I'll say, and no more. If you spare me, bygones are bygones, and when you are in court for piracy, I'll save you if I can. You choose. Kill me and do yourself no good, or spare me and keep a witness to save yourself from the fate of a judge and jury."

At last I stopped. I was out of breath. Not a man moved. The pirates sat staring at me.

"Well, well," said Silver, with a curious accent. "That's a mighty fine speech."

I could not decide if he was laughing at me or if he was impressed by my apparent courage.



**Inferential.** Why does Jim tell Silver he sabotaged the pirates' plans, or caused them to fail?

- » Jim wants to show Silver he is brave and clever in the hopes Silver will spare his life. Jim is proud that he outwitted the pirates, and he seems to relish the chance to tell his story.

**Evaluative.** Why does Jim give Silver a choice rather than simply beg for his life?

- » Rather than begging for his life, he offers arguments that show his cleverness and bravery. Jim hopes if he can convince Silver that he is not only brave and smart, but also more valuable as an ally and witness, Silver will not have the pirates kill him. Although Jim is probably scared, he doesn't show it. Instead, he speaks confidently, showing his wits and courage. Jim says, "You choose," which is a command. So at his most vulnerable, dangerous moment, Jim tells Silver what to do. In other words, the language Jim chooses makes him sound as if he is in control.

## Support

Explain that the saying "bygones are bygones" means let the past stay in the past. This means that Jim will not hold a grudge and will not allow himself to be affected by what has transpired with Silver in the past.

- Have students record the answer(s) to question 6 on Activity Page 10.3.

**Evaluative.** Explain why the chapter is titled “Shiver Me Timbers.” If needed, remind students that “shiver me timbers” is a catchphrase often attributed to pirates that is used to express shock, surprise, or annoyance.

- » Long John Silver uses the phrase on page 69 to emphasize his surprise at seeing Jim enter the stockade. The chapter is full of surprises—the battle on the *Hispaniola*, Jim returning to the stockade to find the pirates there, Jim telling Silver that he is the one who foiled Silver’s plan—so the chapter title captures the idea of surprise by referring to that phrase.

## CHAPTER DISCUSSION (5 MIN.)

- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
- Remind students that this chart is being used throughout the unit to record key details and information revealed in each chapter about significant characters.
- Explain that students will take additional notes about Jim Hawkins.
- Use the information in the following chart to engage students in a discussion about additional information about Jim Hawkins. Tell students to draw on specific details in their responses, such as descriptions of appearance, words, or actions in the text.
- Record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3. If necessary, tell students to leave space for additional entries in future lessons.

| Chapter(s)    | Character   | Key Details                                                                                                                                                                                                                                                                             |
|---------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1, 2, 4, 6, 7 | Jim Hawkins | narrator; young boy; helps family run the inn; his father dies; seems naïve; cabin boy on the <i>Hispaniola</i> ; overhears pirates planning mutiny and exposes their plan to the doctor and the squire; takes Ben Gunn's boat to secure the ship; <i>kills Israel Hands in a fight</i> |

## WORD WORK: COLLIDE (5 MIN.)

1. In the chapter you read, "I turned to run, but as soon as I did, I collided with another man who grabbed me and held me tight."
2. Say the word *collide* with me.
3. *Collide* means to crash together with strong force.
4. Both drivers slammed on their brakes so their cars would not collide.
5. What are some other examples of situations where people or things might collide? Be sure to use the word *collide* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "\_\_\_\_\_ might collide if \_\_\_\_\_."
6. What part of speech is the word *collide*?
  - » verb

## Activity Page 1.3



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking and Listening  
Exchanging  
Information/Ideas

### Entering/Emerging

Ask each student yes/no and wh- questions to prompt contributions to the discussion about Jim's character traits.

### Transitioning/Expanding

Invite each student to contribute an idea to the discussion about Jim's character traits.

### Bridging

Ask each student to build upon a peer's ideas during the discussion about Jim's character traits.

**Note:** Use a Sharing activity for follow-up.

- Tell students: You will be working with a partner for this activity. Describe a situation to your partner in which there is a good chance two things will collide. Your partner will respond by providing a full sentence to describe the situation. For example, you might say, “running quickly in a crowded hallway.” Your partner would elaborate by saying, “If I run quickly in a crowded hallway, I might collide with another person.” Then switch roles.

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## Lesson 10: Shiver Me Timbers

# Writing



**Primary Focus:** Students will incorporate dialogue to develop experiences and events in an adventure story. **ELA.4.C.1.2; ELA.4.C.3.1**

### INTRODUCE DIALOGUE (30 MIN.)

- Tell students you will discuss dialogue and how to insert it in a story.
- Have students define the term *dialogue*.
  - » when two or more characters speak in a story
- Ask students why dialogue is important to a story. Answers may include: It helps readers get to know the characters and how they interact with one another. It also involves the reader in the story and makes events seem more real. Dialogue transmits important information and shows characters’ feelings. Dialogue shows rather than tells.
- Direct students’ attention to the sentence from the Reader you prepared in advance. Have a student read the sentence aloud.
  - “No one lays a finger on the boy!” Silver growled.
- Have students turn and talk with a peer about what is happening in the story. (Long John Silver is defending Jim against the other pirates.) Ask students why *growled* is a stronger verb choice than *said* or *stated*. (The strong verb lets us imagine what Silver sounded like. *Growled* implies that he sounded angry and similar to an animal. The word choice also shows that Silver is a leader and has influence over the other pirates.) Ask students to brainstorm other verbs that could be used in place of “growled” that would have a similar impact. Offer

support to those students who struggle to think of alternative word choices. Encourage students to take note of suggestions from other classmates.

- Tell students as they write dialogue, they should imagine what the characters are thinking and feeling.
- Explain that there are punctuation rules for writing dialogue. Remind students that they learned about how to use commas and quotation marks in dialogue in the grammar lessons of Unit 6, *Geology*.
- Have students reread the example sentence from page 72 in *Treasure Island*.
- Remind students that quotation marks show exactly what is being said by a particular character. The quotation marks set off what is being quoted from the rest of the text.
- Remind students that punctuation for dialogue should be located inside the quotation marks. For example, the exclamation point at the end of Silver's statement is included inside the quotation marks because it relates to the dialogue.
- Remind students that punctuation not for dialogue should remain outside of the quotation marks.
- Explain that students should begin a new paragraph each time there is a new speaker, starting on a new line and indenting.
- Direct students' attention to the sentences you prepared in advance and have students read the sentences silently.
  - Mr. Silver sir I asked hesitantly
  - Yes lad said he
- Tell students the sentences are examples of dialogue. Have students punctuate the sentences correctly, either orally or by appointing a student scribe.
  - » "Mr. Silver, sir?" I asked hesitantly.
  - » "Yes, lad," said he.
- Once the punctuation is in place, have students turn to page 25 in the Reader to see if the sentences are punctuated correctly.
- Tell students that they will be incorporating dialogue into their adventure story drafts at least twice.
- Have students think about the characters they created in their introduction and create dialogue for their story in their writing journal for the remainder of the lesson.



## Writing Writing

### Entering/Emerging

Provide each student with direct teacher support for drafting character dialogue, and a checklist of punctuation rules about dialogue (e.g., punctuation for dialogue should be located inside quotation marks).

### Transitioning/Expanding

Provide each student with teacher support as needed for drafting character dialogue, and access to a checklist of punctuation rules about dialogue.

### Bridging

Provide each student access to a checklist of punctuation rules about dialogue. Check in to ensure the student has included two instances of dialogue.

End Lesson



## 11

# My Life Hangs in the Balance

## PRIMARY FOCUS OF LESSON

### Reading

Students will analyze some choices made by Long John Silver, drawing on specific details from the text. **ELA.4.R.1.1; ELA.4.R.3.2a; ELA.K12.EE.1.1**

### Grammar

Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. **ELA.4.C.3.1**

### Morphology

Students will distinguish between root words and words with the suffix *-ful* or *-less* and use those words correctly in sentences. **ELA.4.V.1.2**

### Spelling

Students will apply grade-level phonics and word analysis skills to decode and encode targeted words. **ELA.4.F.1.3; ELA.4.C.3.1**

## FORMATIVE ASSESSMENT

### Activity Page 11.2

**My Life Hangs in the Balance** Students read Chapter 8 and answer comprehension questions.

**ELA.4.R.1.1; ELA.K12.EE.1.1**

### Activity Page 11.3

**Conjunctions** Students identify conjunctions in sentences. **ELA.4.C.3.1**

### Activity Page 11.4

**Suffixes *-ful* and *-less*** Students select the correct word to complete sentences. **ELA.4.V.1.2**

### Activity Page 11.5

**Spelling Words** Students practice spelling target words. **ELA.4.F.1.3; ELA.4.C.3.1**

### Activity Page 11.6

**Practice Spelling Words** Students practice sorting and spelling target words. **ELA.4.F.1.3; ELA.4.C.3.1**

## LESSON AT A GLANCE

|                                                   | Grouping    | Time    | Materials                                                                                                |
|---------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                          |             |         |                                                                                                          |
| Review                                            | Whole Group | 5 min.  | <input type="checkbox"/> Treasure Island<br><input type="checkbox"/> Activity Pages 11.1, 11.2           |
| Introduce the Chapter                             | Whole Group | 5 min.  |                                                                                                          |
| Read Chapter 8                                    | Small Group | 25 min. |                                                                                                          |
| Chapter Discussion                                | Whole Group | 5 min.  |                                                                                                          |
| Word Work: <i>Express</i>                         | Whole Group | 5 min.  |                                                                                                          |
| <b>Language (45 min.)</b>                         |             |         |                                                                                                          |
| Grammar: Introduce Coordinating Conjunctions      | Whole Group | 15 min. | <input type="checkbox"/> Coordinating Conjunctions Poster<br><input type="checkbox"/> Activity Page 11.3 |
| Morphology: Suffixes <i>-ful</i> and <i>-less</i> | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 11.4                                                              |
| Spelling: Introduce Spelling Words                | Whole Group | 15 min. | <input type="checkbox"/> Activity Pages 11.5, 11.6, SR.3                                                 |
| <b>Take-Home Materials</b>                        |             |         |                                                                                                          |
| Grammar; Morphology; Spelling                     |             |         | <input type="checkbox"/> Activity Pages 11.3–11.6<br><input type="checkbox"/> Fluency Supplement         |

## ADVANCE PREPARATION

### Reading

- Post the following questions for end-of-chapter discussion:
  - Think-Pair-Share. This chapter is titled, “My Life Hangs in the Balance.” The expression *hang in the balance* is an idiom. When something hangs in the balance, it means it is dependent upon something else in order to continue to exist or thrive. Why do you think this chapter is titled “My Life Hangs in the Balance”?

### Grammar

- Prepare the following Coordinating Conjunctions Poster for display. Alternatively, you may access a digital version in the digital components for this unit.

| Coordinating Conjunctions                                                                                       |     |
|-----------------------------------------------------------------------------------------------------------------|-----|
| A <b>coordinating conjunction</b> is a word that joins together words, phrases, or clauses of equal importance. |     |
| and                                                                                                             | so  |
| but                                                                                                             | yet |

- Write the following example sentences on the board/chart paper.
  - I like cake and pie.
  - She loves cats, and I love dogs.
  - She wanted to go to the park but couldn't go.
  - We wanted pineapple, but we got watermelon instead.
  - Christopher was sick, so he stayed home from school.
  - Olivia needed to buy sugar, so she went to the market.
  - It was raining, yet the sun was shining.
  - The sign said to be quiet, yet it was very noisy.

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement, available on the CKLA Florida Teacher Resource site, to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 15.

## Lesson 11: My Life Hangs in the Balance

# Reading



**Primary Focus:** Students will analyze some choices made by Long John Silver, drawing on specific details from the text. **ELA.4.R.1.1; ELA.4.R.3.2a; ELA.K12.EE.1.1**

### REVIEW (5 MIN.)

- Have students summarize Chapter 7, “Shiver Me Timbers,” noting how the chapter ends. As needed, prompt students with questions about Chapter 7, eventually noting the events listed below.
  - » Answers may vary, but should include the following: Jim Hawkins takes over the Hispaniola; he fights Israel Hands; Jim gets back to the island and returns to the stockade, only to find that the pirates are there; the pirates tie Jim up; John Silver tells Jim that he made a bargain with the doctor and that the doctor, squire, and the others are still alive but he doesn’t know where they are. Students should note that the chapter ends with Jim making a speech to the pirates taking responsibility for the state of things. He says the pirates can kill him or spare him—but if they kill him, they have nothing, and if they spare him, he will try to help them when they are in court for piracy.

### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 8, “My Life Hangs in the Balance.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *taunt*.
- Have them find the word on page 72 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students use context clues in paragraph one on page 72 of the Reader to determine the meaning of the word *taunt*. Ask students what words in the text helped them to determine the meaning of the word *taunt*.
- Remind students that definitions for all bolded vocabulary words can be found in the Glossary at the back of the Reader.

### Essential Questions and Writing Prompts





- Have students reference Activity Page 11.1 while you read each word and its meaning.

**Vocabulary**

**taunt, v.** to make fun of or tease (taunted) (72)

**ringleader, n.** the leader of a group that causes trouble or gets involved in illegal activity (73)

**insolence, n.** rude behavior or speech (75)

**scurvy, adj.** mean; not worthy of respect (75)

**hostage, n.** a person held prisoner until another group or person meets demands (75)

**depose, v.** to remove someone from office or a high rank (deposed) (76)

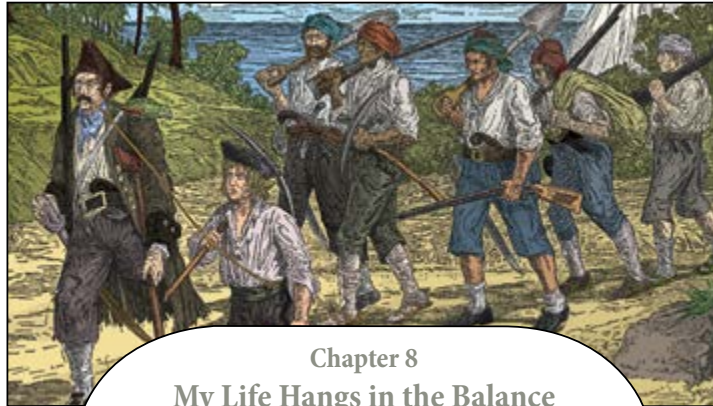
| Vocabulary Chart for Chapter 8 “My Life Hangs in the Balance” |                                                                                                                                                                                                                                                                                                                                          |                                            |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Vocabulary Type                                               | Tier 3 Domain-Specific Words                                                                                                                                                                                                                                                                                                             | Tier 2 General Academic Words              |
| Core Vocabulary                                               | hostage<br>depose                                                                                                                                                                                                                                                                                                                        | taunt<br>ringleader<br>insolence<br>scurvy |
| Multiple-Meaning Core Vocabulary Words                        |                                                                                                                                                                                                                                                                                                                                          | scurvy                                     |
| Sayings and Phrases                                           | were itching to<br>cross me<br>go where many a man’s gone before<br>to feed the fishes<br>lays a finger on<br>within half a plank<br>stand by ___ through thick and thin<br>tit for tat<br>that sank the lot of us<br>words had not been said in vain<br>invention of a cockroach<br>if you fancy<br>armed to the teeth<br>odds and ends |                                            |

## Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: Students will complete Activity Page 11.2 with your support while they read.
  - Small Group 2: You may want to ask some or all students to complete Activity Page 11.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 11.2 correctly.

### Activity Page 11.2





## Chapter 8 My Life Hangs in the Balance

After I **taunted** the pirates, Silver's men were itching to punish me. One stepped toward me, but Silver stopped him.

"Stop there!" he cried. "You're not the cap'n here. I'll teach you! Cross me, and you'll go where many a man's gone before—to feed the fishes!"

Silver's man stepped back, but an audible murmur rose from the other men.

"No one lays a finger on the boy!" Silver growled.

After this there was a long, uneasy silence. I stood straight up against the wall, with my heart beating like a sledgehammer. Silver leaned back against the wall, with his arms crossed and his pipe in the corner of his mouth, as calm as could be. But he kept one eye on his unruly followers.

The other pirates drew together at the far end of the log house and began to whisper among themselves. One after another, they would

72

### READ CHAPTER 8 (25 MIN.)

- The following guided reading supports are intended for use with Small Group 1.
- Have students read pages 72 and 73 silently.

look up, but it was not me they were looking at. It was Silver. Eventually they went outside, leaving Silver and me alone.

“Now, look here, Hawkins,” Silver said in a whisper that was barely audible. “You’re within half a plank of death. They’re going to try to throw me off, but I’ll stand by you through thick and thin. I didn’t mean to. No, not till you spoke, but now I see what sort of man you are. You stand by me, and I’ll stand by you. I’ll save your life if I can—but, if I do, it’s tit for tat, Jim. You’ve got to help me out if I get into a sticky spot with the squire and your people. You’ve got to do what you can to save John Silver.”

I was bewildered. It seemed a hopeless thing he was asking. After all, he had been the **ringleader** from the beginning. I told him I would do what I could if it should come to that.

“Then, it’s a bargain!” he said, still whispering. “I’m on the squire’s side from now on, and you and I will stick together.”

We sat in silence for a few moments and then Silver continued, “While we’re sittin’ here, perhaps you can explain somethin’. Why do you suppose the doctor decided to give me Flint’s map?” he asked.

My face must have expressed complete astonishment. I could not imagine why Dr. Livesey would have given Silver the map, and I wondered if he really had. Silver saw that I was surprised, but he did not press me for an answer.

“There’s a reason for it, no doubt,” he said, shaking his head like a man who expects the worst.

Just then the door opened, and one of the mutineers stepped in. Or, more like it, he was pushed in by the others. He was visibly trembling.

73

**Inferential.** Based on what Silver tells Jim, why is Silver protecting Jim?

- » Based on what Silver tells Jim, Silver is protecting Jim because Silver has decided he is on the squire’s side now. He says that Jim’s speech showed him what sort of man Jim is and that the speech changed Silver’s mind about what to do. Silver says that, in turn, he expects Jim to help him later.



“Don’t worry, lad,” said Silver. “I won’t eat you. I know what’s happening.”

The buccaneer presented a slip of paper to Silver.

“The black spot!” said Silver. “I thought so. They’re fixin’ to mutiny.”

Silver didn’t waste a second. He called the others in. “Let’s hear your grievances,” he said. “Then I’ll give you an answer.”



A pirate by the name of George Merry laid out the case against Silver: “You’ve made a mess of this cruise, John,” he said. “You let the enemy out o’ this here trap for nothin’. Then you wouldn’t let us go after them, and, on top of it all, you insist on protecting the boy.”

“Is that all?” asked Silver quietly.

“I’d say that’s enough!” retorted Merry.

“Well, now, look here,” said Silver. “I’ll answer these points, one after another, I’ll answer `em. I made a mess of this cruise, did I?”

74

- Have students preview question 1 parts A and B on Activity Page 11.2 and then read pages 74 and 75 silently.

**Support.** Why do the pirates give Silver the black spot?

- » The pirates give Silver the black spot because they want to mutiny. The pirates no longer want Silver as their leader. They say Silver has made a mess of their original plan, he let the other men get away, and he will not let them hurt Jim.

You all know what my plan was, and if we had stuck to it, we'd a been aboard the *Hispaniola* this night, every man of us alive, and the treasure stowed safely in the hold. Now you have the **insolence** to stand for cap'n over me—you, that sank the lot of us!"

Silver paused, and I could see by the other men's faces that these words had not been said in vain.

"You say this cruise is ruined," Silver continued. "By gum, you're right about that. We're close to being locked up, but there's one thing that may save us yet and that's this boy. You **scurvy** dogs want to kill him? What sort of a fool plan is that? Much better to keep him alive. Maybe you didn't know that there's a rescue boat coming to get these gentlemen, but there is, and when that boat arrives, you'll be glad we have a **hostage** to bargain with."

Silver spat on the ground and went on, "And as for why I made a bargain with the squire, well, look here!" As he spoke, he pulled the map out of his pocket. "Right here's why I done it!"

I looked and saw that it was the map with the three red crosses, the one I had found in the captain's sea chest. Dr. Livesey really had given it to Silver! But why? I could not imagine.

The other mutineers were stunned, too. They leaped on the map like ravenous beasts. It was passed from hand to hand, one tearing it from another, and by the oaths and the cries and the childish laughter with which they accompanied their examination, you would have thought they were fingering the gold itself, already loaded safely on the ship.

"Yes," said one, "it's Flint's writing, sure enough!"

"Then there's hope in it yet!" exclaimed another.

75

**Inferential.** What is the reason Silver gives the other pirates for why he is protecting Jim?

- » Silver tells the pirates he is protecting Jim because they'll need to use him as a hostage in order to bargain with the other men later.

## Challenge

The text says the men "leaped on the map like ravenous beasts." What does this simile suggest about the men's feelings in this moment?

## Support

What is the black spot?

- » The black spot is the sign for mutiny.

## Support

Remind students that a hostage is someone who is taken and held against his or her own will by another person or a group of people. A hostage can be used to bargain with because the people who have the hostage can ask for money, goods, or other rewards in exchange for returning the hostage safely.

**ENGLISH  
LANGUAGE  
LEARNERS**



Speaking  
and Listening  
Offering Opinions

### Entering/Emerging

Ask student yes/no and *wh*- questions to prompt student to state an opinion.

### Transitioning/Expanding

Invite student to contribute his/her opinion and support it with evidence from the text.

### Bridging

Ask student to agree or disagree with a classmate's position and support his/her opinion with evidence from the text.

**Inferential.** How is the explanation that Silver gives the pirates for why he is protecting Jim different from the one he gives Jim?

- » Answers may vary, but may include that Silver tells Jim he is on his side, yet he tells the pirates he is on their side. Silver tells Jim that he is on the squire's side and is protecting him because they are on the same side. Silver tells the pirates that he is on their side and protecting Jim as a way to bargain with the others later.
- Have students record the answer(s) to Part A of question 1 on Activity Page 11.2.

**Evaluative.** Think-Pair-Share. Of the two reasons Silver gives for protecting Jim, which do you think is more likely to be true? Support your answer with evidence from the text.

  - » Answers may vary, but should include evidence from the text as support. Some students may say that the reason he gives Jim is true because he wants to side with the squire and his men, thinking that is the best option for getting off the island. Other students may say that the reason he gives the pirates is true because, despite what he tells Jim, his allegiance is to his pirate crew and he knows he will need to bargain with the other men. Alternatively, students may say that Silver has proven himself as not trustworthy and could be tricking both Jim and the pirates for his own personal gain.
- Have students record the answer(s) to Part B of question 1 on Activity Page 11.2.



“Mighty pretty!” said George Merry. “But how are we to get away with the treasure now that the ship’s gone?”

“How are we supposed to get away?” Silver barked angrily. “You ought to tell me—you and the rest that lost me my schooner! But no, you can’t! You haven’t got the invention of a cockroach. You lost the ship; I found the treasure. Who’s the better man? By thunder, I resign! You can elect a new cap’n if you fancy. I’m done with it!”

By this point, the men had changed their minds. It was the map that convinced them.

“Silver!” they cried. “Silver for cap’n! John Silver forever!”

“So that’s the tune, is it?” said Silver. “Well, George, I reckon you’ll have to wait another turn. Here, Jim—here’s a curiosity for you.”

He handed me the paper the men had given him. I saw that one side had been blackened with wood ash, while the other displayed the word *deposed*.

After this, Silver tied me up, and we all went to sleep. Well, all except me, that is. I had trouble sleeping. As I lay in the darkness, I thought of the man I had fought that afternoon and my perilous

76

- Have students preview question 2 on Activity Page 11.2 and then read pages 76 and 77 aloud.

**Inferential.** Why do the pirates decide not to go forward with their mutiny?

- » The pirates decide not to mutiny when Silver produces the treasure map. They decide they still have an opportunity to retrieve the treasure if they continue on with Silver as their leader, so they decide not to mutiny.

- Have students record the answer(s) to question 2 on Activity Page 11.2.

position. Above all, I thought of the remarkable game that Silver was playing—keeping the mutineers together with one hand, while grasping with the other after every way, possible and impossible, to save his miserable life. He himself slept peacefully and snored loudly, yet my heart was sore for him, wicked as he was, to think of the dangers that surrounded him and the shameful fate that surely awaited him.

The next morning we prepared to set off to find the treasure. During breakfast, Silver ate with Captain Flint on his shoulder and reminded the other men how lucky they were to have him as their leader.

“Aye, mates,” he said, “it’s lucky you have Barbecue to think for you with this here head. Sure enough, they have the ship. Where they have it, I don’t know yet, but once we get the treasure, we’ll find out. Then, we’ll be all set!” Thus he ran on, with his mouth full of bacon, restoring the mutineers’ hope and confidence and perhaps repairing his own at the same time.

“As for the hostage,” he continued, “I’ll tie a rope around his waist and keep him close to me when we go treasure hunting in a bit. We’ll keep him like gold, in case we need him later.”

By the time we set out, all the pirates were armed to the teeth. Silver had two guns slung about him, the great cutlass at his waist, and a pistol in each coat pocket.



To complete his strange appearance, Captain Flint sat perched upon his shoulder, squawking odds and ends of sea-talk.

Some of the men carried picks and shovels while others carried pork, bread, and water for the midday meal. I had a line about my waist and followed after Silver like an obedient puppy.

We began to climb a hill, and the men plunged ahead. They were in excellent spirits. Some of them even ran. Silver and I followed, I tethered by my rope, and he plowing through rocks and gravel with his wooden leg.

We had gone about half a mile when one of the men gave a cry of terror. We ran forward and saw a skeleton on the ground. George Merry bent down to inspect the bones.

“He must have been a seaman,” he said, “for these scraps on his bones are bits of quality sea cloth.”



78

- Have students preview questions 3 and 4 on Activity Page 11.2 and then read pages 78 and 79 silently.

**Inferential.** Casual language and slang are often used to portray character. As mentioned in earlier chapters, some of the dialogue in *Treasure Island* uses shortened forms of words and even non-standard grammar to imitate the speech and rhythm of the pirates speaking to each other. Rephrase the following sentences using standard English: “Aye,” said Silver. “You wouldn’t find a Bishop here, I reckon, but what sort of a way is that for bones to lie? It ain’t in nature.”

- » Answers may vary but should sound something like, “Yes,” said Silver. “You wouldn’t find a Bishop here, I bet, but look at those bones. You will not find bones positioned that way naturally.”

“Aye,” said Silver. “You wouldn’t find a bishop here, I reckon, but what sort of a way is that for bones to lie? It ain’t in nature.”

The dead man lay perfectly straight, with both arms raised above his head like a diver. We stood and stared at the skeleton for a minute before Silver broke the silence.

“I’ve taken a notion into my old skull,” he said. “I think this poor fellow is a pointer. Get out the compass and take a bearing—along the line the bones is pointin’.”

It was done and, sure enough, the bones seemed to be pointing the way to the treasure.

“I thought so!” cried Silver. “This is one of Flint’s little jokes. Him and those six fellows was alone here. He killed ‘em, every man, and this one he laid down by compass to point the way!”

After a few minutes, we set off again, but the pirates no longer ran. They kept side by side and spoke softly. The terror of the fallen buccaneer had dampened their spirits.

When we reached the top of the hill and saw the Spyglass before us, Silver took bearings with his compass.

“There are three tall trees,” he said, “and they are in the right line. Should be child’s play to find the loot now!”

79

- Have students record the answer(s) to question 3 on Activity Page 11.2.

**Inferential.** What is the significance of the skeleton on the ground?

- » It points in the direction of the buried treasure.
- Have students record the answer(s) to question 4 on Activity Page 11.2. As needed, discuss the events in the chapter and encourage students to turn back to previous pages for assistance.

## CHAPTER DISCUSSION (5 MIN.)

- Bring the class back together as a group and use the following question to discuss the chapter.
1. **Evaluative.** Think-Pair-Share. This chapter is titled, “My Life Hangs in the Balance.” The expression hang in the balance is an idiom. When something hangs in the balance, it means it is dependent upon something else in order to continue to exist or thrive. Why do you think this chapter is titled “My Life Hangs in the Balance”?
    - » Jim is the narrator, so “my life” means Jim’s life. His life hangs in the balance because whether he lives or dies is currently dependent on Silver. Silver agrees to save Jim’s life in exchange for his support in talking to the squire. The chapter refers to the fact that Jim’s life depends on things working out according to Silver’s plan—and on finding the treasure.

## WORD WORK: EXPRESS (5 MIN.)

1. In the chapter you read, “My face must have expressed complete astonishment.”
2. Say the word *express* with me.
3. *Express* means to represent or convey a feeling or opinion in words or actions.
4. After my sister flawlessly performed her piano solo at the recital, she expressed complete joy and had a huge smile on her face for the rest of the day.
5. What are some other examples of feelings or opinions people express? Be sure to use the word *express* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ expressed \_\_\_\_\_ when \_\_\_\_\_.”
6. What part of speech is the word *express*?
  - » verb

**Note:** Use a Synonyms activity for follow-up.





**Entering/Emerging**

Provide student with a list of all coordinating conjunctions discussed (*and, but, so, yet*) and indicate which sentences require placement of commas.

**Transitioning/Expanding**

Review with student the possible coordinating conjunctions on Activity Page 11.3 (*and, but, so, yet*) and indicate which sentences require placement of commas.

**Bridging**

Ask student to brainstorm the possible coordinating conjunctions that may appear on Activity Page 11.3.

**Support**

Explain that *and* is used when it is joining together words, phrases, or clauses that are similar or have something in common.

- Ask students: What does the word *express* mean? What are some synonyms, or words that have a similar meaning, of *express*?
  - » Prompt students to provide words like *convey, show, and demonstrate*.
- Tell students: With a partner, create a sentence for each of the synonyms of *express* he or she provides.

Lesson 11: My Life Hangs in the Balance

Language



**GRAMMAR: COORDINATING CONJUNCTIONS (15 MIN.)**

**Primary Focus:** Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. **ELA.4.C.3.1**

- Tell students that today they will learn about coordinating conjunctions.
- Remind students that conjunctions connect words or groups of words. Explain that conjunctions often connect words to words, phrases to phrases, and clauses to clauses.
- Tell students that there are three types of conjunctions, but they will only focus on one type: coordinating conjunctions.
- Refer to the Coordinating Conjunctions Poster you prepared in advance. Tell students that coordinating conjunctions are words that join together words, phrases, or clauses of equal importance. Coordinating conjunctions include *and, but, so, and yet*.
- Refer to the example sentences you prepared in advance that include *and*. Have different students read them aloud.
  - I like cake and pie.
  - She loves cats, and I love dogs.
- Point out that in one of the examples, there is no comma in the sentence. Point out that in the other example, there is a comma in the sentence.
- Explain that in the case of compound sentences, a comma must be added to the sentence before the conjunction. Explain that a compound sentence is one with more than one independent clause.
- Explain that an independent clause is a clause, or part of a sentence, that has a subject and a predicate. This means that each clause could stand alone as a separate sentence.

- Refer to the first example sentence. Have students identify the subject(s) in the sentence (*I*). Then have students identify the predicate(s) (*like cake and pie*). Explain that, because there is only one subject and predicate in this sentence, the sentence does not have two independent clauses. Therefore, a comma is not needed.
- Refer to the second example sentence. Have students identify the subject(s) in the sentence (*she and I*). Then have students identify the predicate(s) (*loves cats and love dogs*). Explain that, because there are two subjects and two predicates in this sentence, the sentence has two independent clauses. Rewrite the parts as individual sentences on the board/chart paper to illustrate this point. (“She loves cats. I love dogs.”) Because this sentence contains two independent clauses, a comma is needed before the conjunction *and*.
- Refer to the example sentences you prepared in advance that include *but*. Have different students read them aloud.
  - She wanted to go to the park but couldn’t go.
  - We wanted pineapple, but we got watermelon instead.
- Point out that in one of the examples, there is no comma in the sentence. Point out that in the other example, there is a comma in the sentence.
- Refer to the first example sentence. Explain that this sentence does not have two independent clauses, so no comma is needed.
- Refer to the second example sentence. Explain that this sentence does have two independent clauses, so a comma is needed before the conjunction *but*.
- Refer to the example sentences you prepared in advance that include *so*. Have different students read them aloud.
  - Christopher was sick, so he stayed home from school.
  - Olivia needed to buy sugar, so she went to the market.



### Check for Understanding

Ask students to identify the subjects and predicates in these two sentences. Ask classmates to signal their agreement with a thumbs-up/thumbs-down. As needed, dissect the sentences with students to illustrate that there are two subjects and predicates in both of the example sentences.

### Support

Explain that *but* is used when it is joining together words, phrases, or clauses that are different.

### Support

As needed, dissect the sentences with students to illustrate that there are not two subjects and predicates in the first example, and that there are two subjects and predicates in the second example.

## Support

Explain that *so* is used when it is joining together words, phrases, or clauses in which one word, phrase, or clause leads to or causes the other.

## Support

Explain that *yet* is used when it is joining together words, phrases, or clauses in which one word, phrase, or clause is an exception to or in spite of the other.

## Activity Page 11.3



**ENGLISH  
LANGUAGE  
LEARNERS**



Language  
Reading/Viewing Closely

### Entering/Emerging

Review meanings of all words on the word bank. Note on the top of Activity Page 11.4, “*-ful* = full of” and “*-less* = without or lacking.”

### Transitioning/Expanding

Review meanings of all words on the word bank.

### Bridging

Clarify meaning of any unknown words in the word bank.

- Point out that in both of the examples, there is a comma in the sentence. Explain that this is because *so* is most often used when there are two independent clauses in one sentence.
- Refer to the example sentences you prepared in advance that include *yet*. Have different students read them aloud.
  - It was raining, yet the sun was shining.
  - The sign said to be quiet, yet it was very noisy.
- Point out that in both of the examples, there is a comma in the sentence. Explain that this is because *yet* is most often used when there are two independent clauses in one sentence.
- Have students turn to Activity Page 11.3. Read the directions aloud and complete the first item together as a whole group. Have students to complete Activity Page 11.3 for homework.

## MORPHOLOGY: SUFFIXES –FUL AND –LESS (15 MIN.)

**Primary Focus:** Students will distinguish between root words and words with the suffix *-ful* or *-less* and use those words correctly in sentences. **ELA.4.V.1.2**

- Tell students today they will learn about the suffixes *-ful* and *-less*.
- Write the suffixes *-ful* and *-less* on the Suffixes Poster on display in the classroom. Point out that *-ful* is pronounced /fəl/. Point out that *-less* is pronounced /les/.



### Check for Understanding

Ask students if they know what the suffix *-ful* means. (“full of”) Ask students to signal their agreement with a classmate’s answer with a thumbs-up/thumbs-down. Clarify meaning of the suffix *-ful* as needed. Write the meaning of the suffix on the poster. Ask students if they know what the suffix *-less* means. (“without” or “lacking”) Ask students to signal their agreement with a classmate’s answer with a thumbs-up/thumbs-down. Clarify meaning of the suffix *-less* as needed. Write the meaning of the suffix on the poster.

- Explain that when you add the suffix *-ful* or *-less* to a noun, the new word is an adjective.
- Write “power” on the board/chart paper. Briefly discuss the meaning of the word and then use it in a sentence. (*Power* means “strength, influence, or authority.” My parents have the power to make the rules in our house.)
- Add the suffix *-ful* to power and have students read the new word; then discuss the meaning of the new word and use it in a sentence. (*Powerful* means “full of strength, influence, or authority.” Our principal is a powerful person in our school.)
- Think-Pair-Share. Have students provide sentences using the word powerful. (Answers may vary.)
- Erase or cover *-ful* and add the suffix *-less* to power and have students read the new word; then discuss the meaning of the new word and use it in a sentence. (*Powerless* means “without strength, influence, or authority.” The people were powerless to stop the storm, so they just had to prepare for its arrival as best they could.)

**Note:** Adding the suffixes *-ful* and *-less* to the same root word creates words with opposite meanings. *Powerful* and *powerless* are *antonyms*, or words with opposite meanings.



### Check for Understanding

On an index card or a sticky note, have students provide sentences using the word *powerless*. (Answers may vary.) Convene a small group for review/re-teach as needed.

- Continue in this manner for the remaining words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board/chart paper, as that information is intended for use during oral instruction. Complete as many examples as time permits.

| Root Word | Meaning                                                                  | Affixed Word | Meaning                                                                  | Sentence                                                                                                                     |
|-----------|--------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| care      | (noun) attention, concern, or a sense of responsibility                  | careful      | (adjective) full of attention, concern, or a sense of responsibility     | The waiter was <u>careful</u> not to spill any water as he refilled our glasses.                                             |
|           |                                                                          | careless     | (adjective) lacking attention, concern, or a sense of responsibility     | Even though the student knew the material on the test, he didn't earn a good grade because he made <u>careless</u> mistakes. |
| help      | (noun) assistance or support                                             | helpful      | (adjective) full of assistance or support                                | The salesperson was very <u>helpful</u> and answered all of the questions I had.                                             |
|           |                                                                          | helpless     | (adjective) lacking assistance or support                                | The turtle was <u>helpless</u> after it had become turned over on its shell.                                                 |
| success   | (noun) an achievement or accomplishment                                  | successful   | (adjective) full of achievement or accomplishment                        | It was a <u>successful</u> day because he finally learned how to ride a bicycle.                                             |
| beauty    | (noun) the condition of being physically attractive or visually pleasing | beautiful    | (adjective) full of attractive qualities; visually pleasing              | The hikers agreed that the mountains looked <u>beautiful</u> .                                                               |
| faith     | (noun) trust; loyalty and devotion                                       | faithful     | (adjective) deserving trust; full of loyalty and devotion                | The two boys met in school and remained <u>faithful</u> friends all their lives.                                             |
| sense     | (noun) logic or meaning                                                  | senseless    | (adjective) lacking logic or meaning                                     | It was <u>senseless</u> for him to steal when he had plenty of money.                                                        |
| flaw      | (noun) mistake or imperfection                                           | flawless     | (adjective) lacking mistakes or imperfections                            | The actor's performance was <u>flawless</u> .                                                                                |
| end       | (noun) the finish; the point at which something is complete              | endless      | (adjective) lasting a long time; lacking a finish or point of completion | The speech seemed <u>endless</u> , especially since the listeners were ready for lunch.                                      |

### Activity Page 11.4



- Have students turn to Activity Page 11.4. Briefly review the directions. Complete the first two sentences together as a class. Have students complete the rest of Activity Page 11.4 for homework, or if you feel they need more assistance, complete the entire activity page as a teacher-guided activity.

## SPELLING: INTRODUCE SPELLING WORDS (15 MIN.)

**Primary Focus:** Students will apply grade-level phonics and word analysis skills to decode and encode targeted words. **ELA.4.F.1.3; ELA.4.C.3.1**

- Explain that students will practice 12 words related to suffixes they have studied in morphology. Apart from the suffixes, these words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 15.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

- |                |               |               |
|----------------|---------------|---------------|
| 1. enjoyable   | 5. visible    | 9. powerful   |
| 2. predictable | 6. edible     | 10. helpless  |
| 3. comfortable | 7. faithful   | 11. senseless |
| 4. accessible  | 8. successful | 12. endless   |

### Pronunciation/Syllabication Chart

- As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *faithful* includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second syllable is pronounced /fəl/, but spelled 'ful') and then point out the 'ul' spelling for /əl/ that is included on the Individual Code Chart.

| Word        | CK Code           | Syllable Type      |
|-------------|-------------------|--------------------|
| enjoyable   | /en*joy*ə*bəl/    | closed*digraph*ə*ə |
| predictable | /pree*dik*tə*bəl/ | open*closed*ə*ə    |
| comfortable | /kəm*fer*tə*bəl/  | ə*r-controlled*ə*ə |
| accessible  | /ak*ses*ə*bəl/    | closed*closed*ə*ə  |

|            |               |                        |
|------------|---------------|------------------------|
| visible    | /vɪz*ə*bəl/   | closed*ə*ə             |
| edible     | /ed*ə*bəl/    | closed*ə*ə             |
| faithful   | /faeth*fəl/   | digraph*ə              |
| successful | /suk*ses*fəl/ | closed*closed*ə        |
| powerful   | /pou*er*fəl/  | digraph*r-controlled*ə |
| helpless   | /help*les/    | closed*closed          |
| senseless  | /sens*les/    | digraph*closed         |
| endless    | /end*les/     | closed*closed          |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition                                                                     | Example Sentence                                                                                                                |
|---------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| enjoyable     | able to take pleasure in; able to enjoy                                        | We had an <u>enjoyable</u> picnic at the park.                                                                                  |
| predictable   | able to be known in advance                                                    | The movie was <u>predictable</u> because I knew exactly what was going to happen and how it would end.                          |
| comfortable   | able to feel relaxed or without pain                                           | This chair is so <u>comfortable</u> that I could sit in it all day!                                                             |
| accessible    | able to enter or get near; able to use or utilize something                    | The restaurant was only <u>accessible</u> from a side entrance because the main entrance was closed.                            |
| visible       | able to be seen; able to look at                                               | The mountains were <u>visible</u> even though they were still many miles away from us.                                          |
| edible        | able to be consumed; able to be safely put in the mouth, chewed, and swallowed | When they went camping, they collected <u>edible</u> plants and berries to eat as part of our dinner.                           |
| faithful      | full of loyalty and devotion                                                   | My grandma and her best friend have been <u>faithful</u> companions for 40 years.                                               |
| successful    | full of achievement or accomplishment                                          | It was a <u>successful</u> treasure hunt when people found everything they had been searching to find.                          |
| powerful      | full of strength, influence, or authority                                      | A <u>powerful</u> storm raged outside, so we had to take cover indoors.                                                         |
| helpless      | lacking assistance or support                                                  | When he fell off the boat into the ocean, he felt <u>helpless</u> until someone jumped in and rescued him.                      |
| senseless     | lacking logic or meaning                                                       | It would be <u>senseless</u> to put dirty dishes in the washing machine instead of the dishwasher.                              |
| endless       | lasting a long time, lacking a finish or point of completion                   | When we took the boat so far out into the ocean that we could no longer see land, it seemed like the ocean was <u>endless</u> . |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students turn to Activity Pages 11.5 and 11.6. Explain that they will take home Activity Page 11.5 to practice spelling the words for homework and complete Activity Page 11.6 for homework.

End Lesson

## Lesson 11: My Life Hangs in the Balance

# Take-Home Materials

### GRAMMAR; MORPHOLOGY; SPELLING

- Have students take home Activity Pages 11.3 and 11.4 to complete for homework.
- Have students take home Activity Pages 11.5 and 11.6 to practice the spelling words.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

### Activity Pages 11.5 and 11.6



**ENGLISH  
LANGUAGE  
LEARNERS**

Foundational  
Literacy Skills  
Literacy in an Alphabetic  
Writing System

#### Entering/Emerging

Review the meaning of all spelling words with student. Ensure the student understands how to sort spelling words and place words in alpha-order.

#### Transitioning/Expanding

Review the meaning of unknown spelling words with student. Ensure the student understands how to sort spelling words.

#### Bridging

Review meaning of any unknown spelling words at start of activity and ensure the student understands the homework tasks.

### Activity Pages 11.3–11.6



Please note, Activity Page 11.4 is not a Formative Assessment.



## 12

# Drafting an Adventure Story

## PRIMARY FOCUS OF LESSON

### Reading

Students will demonstrate understanding of figurative language and literary devices and explain how the author uses them in the chapter to show, rather than tell, events in the story. **ELA.4.R.3.1; ELA.4.V.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### Writing

Students will start drafting their adventure stories, using descriptive details and clear event sequences. **ELA.4.C.1.2**

## FORMATIVE ASSESSMENT

### Activity Page 12.1

**“My Life Hangs in the Balance”** Students partner read Chapter 8 and answer comprehension questions about figurative language in the text.

**ELA.4.R.3.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### Activity Page 12.2

### **Excerpt from “My Life Hangs in the Balance”**

Students read an excerpt from Chapter 8 and engage with newly acquired vocabulary in meaningful ways.

**ELA.4.V.1.1**

## LESSON AT A GLANCE

|                                  | Grouping    | Time    | Materials                                                                                                                                                                                                                                                 |
|----------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>         |             |         |                                                                                                                                                                                                                                                           |
| Review the Chapter               | Whole Group | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 1.3 and 12.1                                                                                                                                                   |
| Reread Chapter 8                 | Partners    | 25 min. |                                                                                                                                                                                                                                                           |
| Chapter Discussion               | Whole Group | 10 min. |                                                                                                                                                                                                                                                           |
| Word Work: <i>Astonishment</i>   | Whole Group | 5 min.  |                                                                                                                                                                                                                                                           |
| <b>Writing (45 min.)</b>         |             |         |                                                                                                                                                                                                                                                           |
| Review Rising Action             | Whole Group | 10 min. | <input type="checkbox"/> Shape of a Story Chart<br><input type="checkbox"/> Activity Pages 7.2 and 8.4<br><input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Adventure Story Rubric<br><input type="checkbox"/> Writing journals |
| Draft Body of an Adventure Story | Independent | 35 min. |                                                                                                                                                                                                                                                           |
| <b>Take Home</b>                 |             |         |                                                                                                                                                                                                                                                           |
| Reading                          |             |         | <input type="checkbox"/> Activity Page 12.2                                                                                                                                                                                                               |

## ADVANCE PREPARATION

### Writing

- Display the Shape of a Story Chart from Lesson 7.
- Display the Adventure Story Rubric from Lesson 8.
- Ensure that students have a writing journal or paper to write on for the body of their adventure story.

### Grammar; Morphology; Spelling

- Collect Activity Pages 11.3, 11.4, and 11.6 to review and grade, as there are no grammar, morphology, or spelling lessons today.

Start Lesson

## Lesson 12: Drafting an Adventure Story

# Reading



**Primary Focus:** Students will demonstrate understanding of figurative language and literary devices and explain how the author uses them in the chapter to show, rather than tell, events in the story. **ELA.4.R.3.1; ELA.4.V.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

## REVIEW THE CHAPTER (5 MIN.)

- Tell students they will reread Chapter 8, “My Life Hangs in the Balance.”
- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- You may wish to review the following vocabulary words before you reread the chapter:

### Vocabulary

**taunt, v.** to make fun of or tease (taunted) (72)

**ringleader, n.** the leader of a group that causes trouble or gets involved in illegal activity (73)

**insolence, n.** rude behavior or speech (75)

**scurvy, adj.** mean; not worthy of respect (75)

**hostage, n.** a person held prisoner until another group or person meets demands (75)

**depose, v.** to remove someone from office or a high rank (deposed) (76)

- Remind students they can look up a word in the glossary if they forget its meaning.

## REREAD CHAPTER 8 (25 MIN.)

**Note:** At this point in the school year, some or all of your students are likely ready for the challenge of reading the entire chapter independently to themselves, especially since this lesson is a reread of the chapter the class read as a whole group in the previous lesson. We encourage you to differentiate, assigning students to read either independently or with partners, based on their needs.

- Pair students to read and discuss the chapter. Alternatively, some or all students may read independently.
- Have students complete Activity Page 12.1 with their partners while they read. Likewise, you may want to ask some or all students to independently complete Activity Page 12.1, which can then be used as a formative assessment to determine how well each student understood what was read.

## CHAPTER DISCUSSION (10 MIN.)

- Review the correct answers to Activity Page 12.1 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the evidence for the answer was located



### Check for Understanding

Ask students to give a thumbs-up or a thumbs-down to signal their agreement or disagreement with each answer shared aloud. Depending upon the response from students, you may wish to review figurative language with the whole class or with a small group of students.

1. **Inferential.** In the second paragraph on page 72, how does the use of the phrase *to feed the fishes* contribute to the meaning of the passage in which it is used?
  - » C. The phrase suggests that if the men don't obey Silver, he will throw them in the ocean, where they will become food for the fish.
2. **Inferential.** The idiom *tit for tat* means something given in exchange for an equally or comparably valuable thing. How does this apply to the story?
  - » This applies to the story in that Long John Silver tells Jim Hawkins that Silver will save Jim's life if Jim saves his life in return. Silver will protect Jim from his group of



ENGLISH  
LANGUAGE  
LEARNERS

Reading Literature  
Reading/Viewing Closely

### Entering/Emerging

Pair each student with a strong partner for partner reading and completion of Activity Page 12.1.

### Transitioning/Expanding

Pair each student with a capable partner for partner reading and completion of Activity Page 12.1.

### Bridging

Offer students the choice of reading the chapter and completing Activity Page 12.1 either independently or with a partner.

## Activity Page 12.1



pirates, but if he does, he expects Jim to protect him from Jim's group of honest men. He expects an even trade—to protect Jim's life in exchange for protection of his own life (page 73).

3. **Literal.** In the conversation between Silver and Jim Hawkins, dialogue is used to show rather than tell what happens. What do we learn from that conversation?
  - » A. The doctor has given Flint's treasure map to Silver (page 73).
4. **Inferential.** The text says that Jim has a hard time sleeping while Silver does not. What is being conveyed about these two characters? Are they similar or are they different? What does this suggest about them as people?
  - » Answers may vary, but should include evidence from the text. Students may say that Jim is a good person with a conscience while Silver is not. Jim feels bad about what happened with the man earlier that day so he thinks about it and is kept up at night by his thoughts; Silver does not feel bad about the things he does, so he is able to sleep well without worrying (pages 76–77).
5. **Literal.** A simile is a comparison of two different things, usually using *like* or *as*. There are several similes in this chapter, some of which are located on pages 78 and 79. Record one simile exactly as it appears in the text.
  - » "We'll keep him like gold, in case we need him later" (page 77).
  - » I had a line about my waist and followed after Silver like an obedient puppy (page 78).
  - » The dead man lay perfectly straight, with both arms raised above his head like a diver (page 79).
6. **Inferential.** At the end of the chapter, Silver says, "Should be child's play to find the loot now!" From the context of the sentence, will it be easy or hard to find the treasure? Use evidence from the text to support your answer.
  - » It will be easy to find the treasure. This is evident by the fact that Silver takes bearings with his compass and says, "There are three tall trees, and they are in the right line." The way he says this suggests that they have followed the map correctly and that the map and compass indicate they are near the treasure, and the hard part is over (page 79).

- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
- Explain that students will take additional notes about Jim Hawkins and Long John Silver. They will also record information about George Merry, a character introduced in Chapter 8.
- Use the information in the following chart to engage students in a discussion about new information learned about Jim Hawkins and Long John Silver and about the new character, George Merry. Tell students to draw on specific

### Activity Page 1.3



details in their responses, such as descriptions of appearance, words, or actions in the text.

- Record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3. If necessary, tell students to leave space for additional entries in future lessons.

| Chapter(s)       | Character                   | Key Details                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1, 2, 4, 6, 7, 8 | Jim Hawkins                 | narrator; young boy; helps family run the inn; his father dies; seems naïve; cabin boy on the <i>Hispaniola</i> ; overhears pirates planning mutiny and exposes their plan to the doctor and the squire; takes Ben Gunn's boat to secure the ship; kills Israel Hands in a fight; <i>becomes the pirates' hostage; makes a deal with Silver to protect each other</i>                                                                                                  |
| 2, 3, 4, 6, 8    | Long John Silver (Barbecue) | hired as a cook on the <i>Hispaniola</i> ; helps recruit crew for the voyage; missing a leg; owns Spyglass Tavern; teaches Jim nautical terms; has a pet parrot named Captain Flint; was a crew member for Captain Flint; is a pirate and plans a mutiny to get the treasure; appointed captain of the pirates; tries to bargain with the original captain; leads a fight against the original captain and his men; <i>makes a deal with Jim to protect each other</i> |
| 8                | George Merry                | <i>pirate and mutineer; leads the mutiny against Silver</i>                                                                                                                                                                                                                                                                                                                                                                                                            |

- Have students take home Activity Page 12.2 to read for fluency and complete for homework.

### Activity Page 12.2



#### WORD WORK: ASTONISHMENT (5 MIN.)

1. In the chapter you read, "My face must have expressed complete astonishment."
2. Say the word *astonishment* with me.
3. *Astonishment* means "great surprise."
4. She had a look of astonishment on her face when the balloon suddenly popped.
5. What are some other examples of things that lead to a feeling of astonishment?

- Be sure to use the word *astonishment* in your response. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "\_\_\_\_\_ felt astonishment when \_\_\_\_\_."
6. What part of speech is the word *astonishment*?
- » noun
- Use a Synonyms activity for follow-up.
  - Ask students: What does the word *astonishment* mean? What are some synonyms of, or words that have a similar meaning to, *astonishment*?
    - » Prompt students to provide words like *awe*, *amazement*, *surprise*, and *shock*.
  - Have students work in pairs to create a sentence for each of the synonyms of *astonishment* they came up with.

## Lesson 12: Drafting an Adventure Story

# Writing



**Primary Focus:** Students will start drafting their adventure story, using descriptive details and clear event sequences. **ELA.4.C.1.2**

### REVIEW RISING ACTION (10 MIN.)

- Tell students they are ready to write the body of their adventure story.
  - Refer to the Shape of a Story Chart on display and have students turn to Activity Page 7.2.
  - Explain that you will first review the parts included in the body of a story.
7. Have students identify the main problem in *Treasure Island*.
- » finding the buried treasure
- Remind students that they developed a Problem and at least three examples of Rising Action for their adventure story when they completed Activity Page 7.2.
8. Have students explain Rising Action.
- » Rising Action occurs when the story becomes more exciting or the problem worsens.

### Activity Page 7.2





### Check for Understanding

Have students identify examples of Rising Action in *Treasure Island*.

- » Jim overhears the men planning a mutiny; the pirates take over the *Hispaniola*; Long John Silver's men attack; Jim fights with Israel Hands.

- Encourage students to go back into the text to find evidence of Rising Action as needed. Prompt students with questions such as “What conversations has Jim overheard that make him feel nervous?” and “What events have taken place that divide Jim and Captain Smollett from Long John Silver and the other pirates?”

## DRAFT BODY OF AN ADVENTURE STORY (35 MIN.)

- Explain that students should use Activity Page 7.2 to help them create the shape of their story in their draft of the body of their story.
- Remind students to use strong verbs and dialogue whenever possible.
- Refer to the Adventure Story Rubric on display and have students turn to Activity Page 8.4. Tell students they will use it to write the body of their story. Have a student read the “Exemplary” column in the “Body” section aloud.
- Have students refer to the rubric to draft the body, focusing on three things:
  - What is the problem or conflict in my story?
  - Are there at least three examples of Rising Action?
  - How can I create suspense in the story?



### Check for Understanding

Provide reinforcing or corrective feedback, such as “I like how the problem unfolds gradually in the story. How could you add sensory details to help the reader imagine what the characters were seeing or hearing?” or “I noticed that you explain the interaction between two characters in several paragraphs. How could you rewrite the interaction as dialogue?”

## Support

Because students are writing adventure stories about survival, the problem or conflict could be how the character returns home.

## Activity Page 8.4



## Challenge

Have students identify two or more possible ways they could create suspense in their story. Have them pick the one they will use and write a sentence explaining why it is better than the other options they considered.





### **Entering/Emerging**

Provide direct teacher support, asking yes/no and *wh*- questions to prompt students to develop details about the conflict and Rising Action in their stories.

### **Transitioning/Expanding**

Provide small group teacher support, asking open-ended questions to prompt students to develop details about the conflict and Rising Action in their stories.

### **Bridging**

Provide student access to a paragraph template, and check in to ensure students develop details about the conflict and Rising Action in their stories.

## **Wrap-Up**

- As time allows, have students share a section of their story that includes dialogue with the class.

Lesson 12: Drafting an Adventure Story

# Take-Home Material

## READING

- Have students take home Activity Page 12.2 to read and complete.

Activity Page 12.2



# The Adventure Comes to an End

## PRIMARY FOCUS OF LESSON

### Reading

Students will refer to details and examples in the text to discuss key points about the climax and resolution of the story.

ELA.K12.EE.1.1; ELA.K12.EE.3.1

### Writing

Students will draft the body and revise the introduction of an adventure story.

ELA.4.C.1.2; ELA.4.C.1.5

## FORMATIVE ASSESSMENT

### Activity Page 13.2

**“The Adventure Comes to an End”** Students read Chapter 9 and answer comprehension questions.

ELA.K12.EE.1.1; ELA.K12.EE.3.1

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                                                                                            |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                     |             |         |                                                                                                                                                                                                      |
| Review                                       | Whole Group | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 13.1, 13.2                                                                                                |
| Introduce the Chapter                        | Whole Group | 5 min.  |                                                                                                                                                                                                      |
| Read Chapter 9                               | Small Group | 25 min. |                                                                                                                                                                                                      |
| Chapter Discussion                           | Whole Group | 5 min.  |                                                                                                                                                                                                      |
| Word Work: <i>Superstitious</i>              | Whole Group | 5 min.  |                                                                                                                                                                                                      |
| <b>Writing (45 min.)</b>                     |             |         |                                                                                                                                                                                                      |
| Complete Draft of Body of an Adventure Story | Independent | 25 min. | <input type="checkbox"/> Draft of Body<br><input type="checkbox"/> Activity Pages 3.2, 7.2, 8.4<br><input type="checkbox"/> Adventure Story Rubric<br><input type="checkbox"/> Draft of Introduction |
| Revise Introduction of an Adventure Story    | Independent | 20 min. |                                                                                                                                                                                                      |

## ADVANCE PREPARATION

### Reading

- Collect Activity Page 12.2 to review and grade at a later time.

### Writing

- Ensure that students have a writing journal or paper for the body of their adventure story. They will refer to Activity Page 8.4 during the lesson.
- Display the Adventure Story Rubric from Lesson 8.

Start Lesson

## Lesson 13: The Adventure Comes to an End

# Reading



**Primary Focus:** Students will refer to details and examples in the text to discuss key points about the climax and resolution of the story.

ELA.K12.EE.1.1; ELA.K12.EE.3.1

## REVIEW (5 MIN.)

1. Have students explain what happens at the end of Chapter 8, “My Life Hangs in the Balance.”
  - » Answers may vary, but should include that, with Long John Silver as their leader and Jim Hawkins as their hostage, the pirates search for the treasure and get close to the spot where it is buried. Have students go back into the Reader and skim Chapter 8 if they have difficulty summarizing the ending of the previous chapter.

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students they will read Chapter 9, “The Adventure Comes to an End.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *superstitious*.
- Have them find the word on page 81 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.

- Explain that a superstitious person has irrational fears about mysterious things or the unknown. For example, a superstitious baseball player may wear the same pair of “lucky” socks to each baseball game because he thinks it will help his team win.
- Remind students that the definitions for all bolded vocabulary words can be found in the Glossary at the back of the Reader.
- Have students reference Activity Page 13.1 while you read each word and its meaning.

### Vocabulary

**superstitious, adj.** having irrational fears about mysterious things or the unknown (81)

**well-being, n.** the state of being happy, healthy, and comfortable (82)

**excavation, n.** a place in the ground where material has been dug up and removed (82)

**guinea, n.** a gold coin formerly used in Great Britain (*guineas*) (83)

**ambush, v.** to make a surprise attack (85)

**doubloon, n.** a gold coin formerly used in Spain or Spanish America (*doubloons*) (86)

**moidore, n.** a gold coin formerly used in Portugal or Brazil (*moidores*) (86)

**sequin, n.** a gold coin formerly used in Venice, Malta, or Turkey (*sequins*) (86)



**Vocabulary Chart for Chapter 9, “The Adventure Comes to an End”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words                                    | Tier 2<br>General Academic Words                    |
|----------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------|
| Core Vocabulary                        | guinea<br>doubloon<br>moidore<br>sequin                            | superstitious<br>well-being<br>excavation<br>ambush |
| Multiple-Meaning Core Vocabulary Words | sequin                                                             |                                                     |
| Sayings and Phrases                    | turned tail<br>in the nick of time<br>wormed the secret out of him |                                                     |



| False Spanish Cognates for “The Adventure Comes to an End” |                             |                                              |
|------------------------------------------------------------|-----------------------------|----------------------------------------------|
| English Word                                               | False Spanish Cognate       | English Translation of False Spanish Cognate |
|                                                            | guinea<br>doblón<br>moidore | supersticioso                                |

### Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
  - Small Group 1: Students may complete Activity Page 13.2 with your support while they read.
  - Small Group 2: You may want to ask some or all students to complete Activity Page 13.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 13.2 correctly.



## Chapter 9 The Adventure Comes to an End

Silver and the rest of us pressed on until, all of a sudden out of the trees in front of us, we heard a thin, high, trembling voice.

“Darby M’Graw!” it wailed, “Darby M’Graw! Fetch aft the weapons, Darby!” again and again and again.

The men were petrified. Their faces turned white with fear.

“Blimey!” George Merry cried. “It’s Flint’s voice!”

“And those were his last words!” said another.

“Come!” said Silver. “It’s not Flint. Flint’s in his grave.”

“Then it’s his ghost, come back to haunt us!” said Merry.

“Mates!” Silver cried. “I’m here to get that stuff and I’ll not be beat by man nor spirit. I never was feared of Flint and I’ll face him dead if need be. There’s half a million pounds of treasure just up the hill.

80

### READ CHAPTER 9 (25 MIN.)

- Have students preview questions 1 and 2 on Activity Page 13.2 and then read pages 80–83 silently.



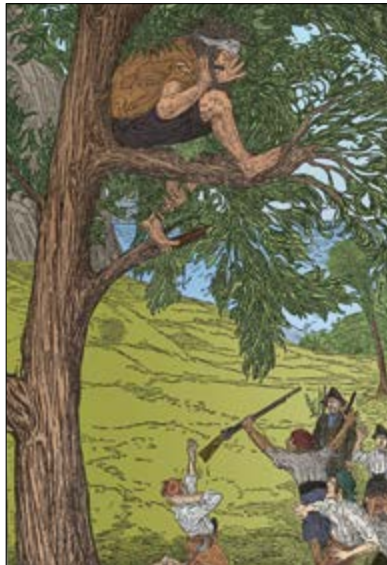
“Have you ever heard of gentlemen of fortune turning their backs on that much money?”

“Stop it, John!” said Merry. “Don’t cross the spirit!”

“Are you sure it’s really a spirit?” Silver shot back. “Me, I have my doubts. Did you notice that there was an echo? No man ever seen a spirit with a shadow. Well, what’s this one doing with an echo to him, I should like to know. Surely that ain’t in nature!”

This argument seemed weak to me, but you can never tell what will convince a **superstitious** person. To my wonder, George Merry was relieved.

“John’s right!” he said. “It had an echo!”



“And come to think on it,” Silver added, “it was not quite like Flint’s voice. It was more like old Ben Gunn’s voice.”

“It don’t make much difference, do it?” asked one of the men. “Ben Gunn’s not here, any more’n Flint.”

The older hands were not convinced.

“Why, nobody minds Ben Gunn!” cried George Merry. “Dead or alive, nobody minds him!”

It was extraordinary how they regained their sense of **well-being**. They shouldered their tools, and we set forth again. We passed two tall trees and the third loomed up before us. It rose nearly two hundred feet into the air, but it was not its size that impressed the men. It was the knowledge that there was gold buried below its spreading shadow. The thought of the money swallowed up their previous terrors. Their feet grew lighter and speedier. Each man imagined the life of wealth and extravagance that awaited him.

Silver hobbled forward on his crutch. He tugged furiously on the line that held me to him and shot me a deadly look. He took no pains to hide his thoughts. In the nearness of the gold, all had been forgotten. His promise to me was a thing of the past. I did not doubt that he hoped to seize the treasure, kill every honest man, and sail away laden with crimes and riches.

We were now close to the spot, and the men broke into a run. Ten yards further, we came to a halt. Before us was a great **excavation**, not very recent, for the sides had fallen in and grass had sprouted on them. In the ditch we saw a broken shovel. The treasure had been found and rifled. The half a million pounds were gone.

The men were thunderstruck, but for Silver, the shock passed almost instantly. His every thought had been set on the money. It had staggered him to discover that it was gone, but he kept his head and made a new plan in an instant.

“Jim,” he whispered, “stand by for trouble.”

He passed me a pistol and smiled at me, as if we were old friends. I was so shocked by his constant change of heart that I couldn’t help whispering, “So now you’re on my side again?”

82

- The following guided reading supports are intended for use with Small Group 1.
- Have students preview questions 1 and 2 on Activity Page 13.2 and then read pages 80–83 silently.

**Inferential.** Whom do the pirates think they hear calling out?

- » The pirates think they hear Captain Flint’s ghost calling out.

There was no time for him to answer. Merry had found a single coin in the pit. He held it up.

“A **guinea!**” he shouted furiously, shaking the coin at Silver. “That’s all that’s left! That’s your half a million pounds of treasure, is it?”

Silver kept calm. He took a few steps back, keeping one eye on Merry and the others.

“Mates!” Merry shouted, whipping out his cutlass. “Those two are to blame! Silver and the boy! Let’s get ’em!”

Then—crack! crack! crack! Three muskets flashed out of the thicket. George Merry tumbled headfirst into the excavation. Another man spun like a top and fell to the ground. The other three turned tail and ran for it with all their might.

A few seconds later, Dr. Livesey, Gray, and Ben Gunn stepped out of the thicket with smoking muskets.

Silver did not try to escape. Instead, he shot George Merry. Then he dropped his weapons and threw an arm around me. He called out to Dr. Livesey, “Thank ye kindly, doctor! I’m on your side now—Jim here will bear me out—and you arrived just in the nick of time for the two of us!”

“So it is you, Ben Gunn,” added Silver.

“I’m Ben Gunn, I am,” replied old Ben.

After this exchange, Dr. Livesey explained what had taken place. It was a story that profoundly interested Silver, and Ben Gunn was the hero.



## Check for Understanding

**Inferential.** Think-Pair-Share. Who is actually calling out? How do you know?

- Have a student share his or her answer aloud. Ask the remaining students to signal their agreement with a thumbs-up/ thumbs-down. Instruct students to look at the image on page 81 for support as needed.
  - » Ben Gunn is calling out. He is hiding in a tree, calling out so the pirates below can hear him.

- Have students record the answer(s) to Part A of question 1 on Activity Page 13.2.

**Inferential.** Why might the voice frighten the pirates?

- » Because the pirates are superstitious, they are frightened at the thought of Captain Flint's ghost coming back to haunt them. They are searching for Captain Flint's buried treasure, which he intended to claim for himself before he died. It is possible they are concerned the ghost will hurt them or keep them from finding the treasure.
- Have students record the answer(s) to Part B of question 1 on Activity Page 13.2.

### Pronunciation Table

| Word   | CK Code  |
|--------|----------|
| guinea | /gin*ee/ |

**Literal.** What happens when the pirates finally reach the spot where the treasure is supposed to be buried? Support your answer using evidence from the text.

- » When the pirates reach the spot where the treasure is supposed to be buried, they discover the treasure is gone. Someone arrived first, dug up the treasure, and took it away. The pirates are also caught off-guard. Dr. Livesey, Gray, and Ben Gunn, who fire gunshots, come out of the bushes and send most of the pirates fleeing the scene.
- Have students record the answer(s) to question 2 on Activity Page 13.2.

## Support

*Superstitious* means "having irrational fears about mysterious things or the unknown."



Then—crack! crack! crack! Three muskets flashed out of the thicket. George Merry tumbled headfirst into the excavation.

84

- Have students preview question 3 on Activity Page 13.2 and then read pages 85 and 86 silently.

During his lonely wanderings about the island, old Ben had found the pointing skeleton, and later he had found the treasure. He had dug up the loot and carried it away. It took many trips, but eventually he stashed it all safely in a cave.

After the pirates attacked the stockade, the doctor had gone to see Ben Gunn and had wormed the secret out of him. The next morning, the doctor went to Silver and made a deal with him. He agreed to give Silver the map, which was of no use anymore, along with some supplies. The doctor and the others were eager to get away from the stockade. They wanted to keep an eye on the cave where Ben Gunn had stored the treasure.

That morning the doctor left the squire and the captain in the cave. With Ben Gunn and Gray, he set out to **ambush** the mutineers. He knew they would follow the map straight to the spot where the treasure had been.

In order to arrive before the pirates, Dr. Livesey directed Ben Gunn to call out in Flint's voice. He guessed this might upset the superstitious pirates, as in fact it did, and would give them time to arrive at the spot first. Then the three of them hid in the thicket. They opened fire on the mutineers when they turned against Silver and me.

"Ah," said Silver, "it was fortunate for me that I was with Hawkins here! If he hadn't been here, you would have let old John be cut to bits and never given it another thought."

"Not a thought," replied Dr. Livesey.

We marched back to the shore, got into one of the landing boats, and set off for the *Hispaniola*. When we got back to the ship, we sailed her to a cove near Ben Gunn's cave. Ben Gunn's cave was large and airy. There was a fire at the mouth of it, and Captain Smollett lay by the fire.

The captain was astonished to see Silver return with us.

“What brings you here?” he asked.

“Come back to do my duty, sir,” said Silver.

In the flickering light of the cave, I beheld heaps of coins and stacks of golden bars. That was Flint’s treasure that we had come so far to seek, and that had already cost the lives of a number of men. How many lives had it cost to gather all this gold? How many seamen had been shot, or marooned, or sent to the bottom of the ocean? There’s no way to tell.

The next day, we hauled the treasure to the ship. I spent the morning in the cave, packing money into bags. It was a strange collection of coins. There were guineas, **dobloons**, **moidores**, and **sequins** adorned with pictures of all the kings of Europe for the last hundred years. There were strange Oriental pieces stamped with what looked like bits of spiders’ webs. There were round pieces and square pieces, and pieces with holes in the middle, so you could wear them around your neck. We had nearly every variety of money in the world, I do believe.

Most pirates likely sailed ashore to spend their treasures on pleasure and luxury. If, however, like Flint, a pirate saved and buried his loot, he would eventually boast a collection from many different countries. A farthing was worth a quarter of an English penny, and a guinea was worth one pound plus one shilling. The English guinea, as well as the Spanish doubloon, Portuguese moidore, and the Italian and Turkish sequins were all gold coins in common use during the golden age of piracy. A coin could be spent not only in its nation of origin, but also in its colonies in the Americas and the Caribbean.

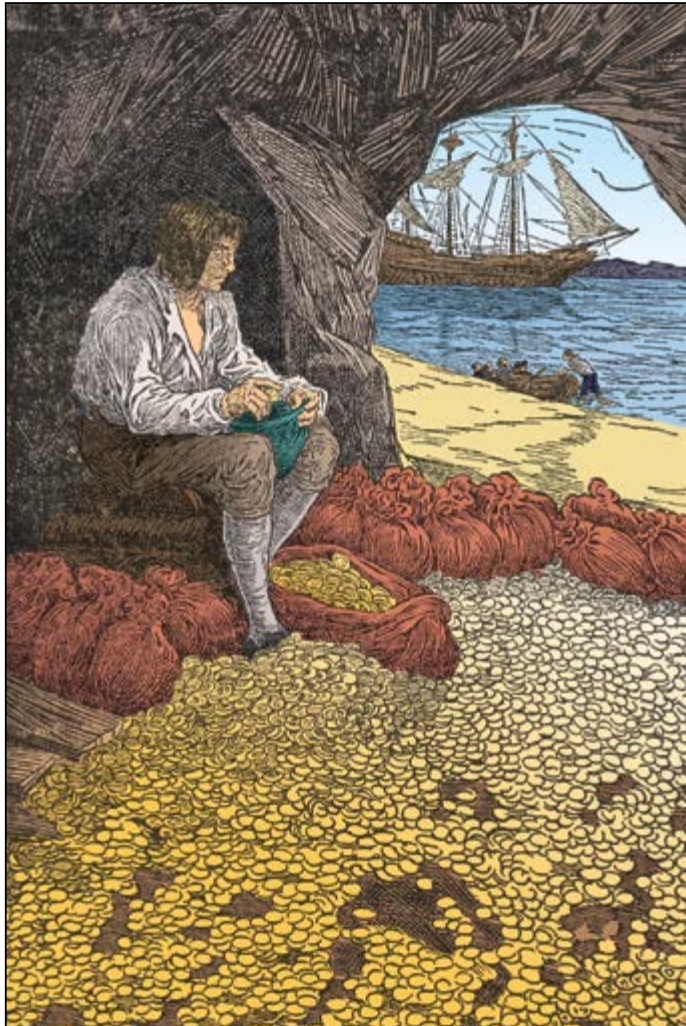


86

### Pronunciation Table

| Word    | CK Code   |
|---------|-----------|
| moidore | /moi*dor/ |





I spent the morning in the cave, packing money into bags. It was a strange collection of coins.





Speaking and Listening  
Offering Opinions

**Entering/Emerging**

Ask student yes/no and *wh-* questions to prompt an opinion about the trustworthiness of Ben Gunn and Long John Silver.

**Transitioning/Expanding**

Invite student to agree or disagree with a peer's ideas during the discussion about the trustworthiness of Ben Gunn and Long John Silver. Have student explain his or her reasoning.

**Bridging**

Ask student to agree or disagree with a peer's ideas during the discussion about the trustworthiness of Ben Gunn and Long John Silver, and support his/her opinion with evidence from the text.

**Evaluative.** Think-Pair-Share. Who do you think is a more trustworthy pirate in this situation—Ben Gunn or Long John Silver? Support your opinion using evidence from the text.

- » Answers may vary, but students should support their opinions with evidence from the text. Some students may say Ben Gunn is more trustworthy because he helps Jim, the doctor, and the others defend themselves against the pirates—to the reader's knowledge, he has been honest with these men. Alternatively, students may say Silver is more trustworthy, as he does not kill or harm Jim when given the opportunity. He makes a deal with Jim to protect him and, to the reader's knowledge, has upheld that deal. He shoots George Merry, which suggests that he is indeed on the doctor's side.
- Have students record the answer(s) to question 3 on Activity Page 13.2.

Silver worked alongside the rest of us, as if nothing at all had occurred, and we heard nothing of the other three mutineers until that night, when we heard them singing and shouting.

“Merriment!” said Silver.

A meeting was held, and we decided that it would be safest to leave the three mutineers on the island, but with some food and supplies.

At last, we weighed anchor and began our voyage home. As we pulled away, we saw the mutineers. They were kneeling on the sand, with their arms raised. We felt sorry for them, but we could not risk another mutiny. The doctor shouted to them and told them where to find the supplies we had left.

When they saw we would not come back for them, they got out their muskets and fired at us. The shots went whistling over our heads.



88

- Have students preview question 4 on Activity Page 13.2 and then read pages 88 and 89 aloud.

**Evaluative.** Is the voyage to *Treasure Island* ultimately a success? Why or why not?

- » Answers may vary, but students should support their opinions with evidence from the text. Some students may say the voyage is ultimately a success because the honest men find the treasure and most of them return home safely with a share of it. Alternatively, some students may say the voyage is ultimately unsuccessful because many of the men do not return from the island safely, and many men do not receive a portion of the treasure.

- Have students record the answer(s) to question 4 on Activity Page 13.2.

We sailed to a port on the coast of South America, where we were surrounded by boats full of native people selling fruits and vegetables. I went ashore for the day with the squire and Dr. Livesey. The sight of so many smiling faces, the taste of tropical fruits, and, above all, the lights of the town made a charming contrast to our dark and dangerous stay on the island.

When we returned to the ship, Ben Gunn made a confession. Silver was gone. Ben had helped him escape, though he assured us he had done so to save our lives. That was not all though—the old sea cook had taken with him a sack of coins worth four hundred guineas.

“I am pleased to be rid of him so cheaply,” said the doctor.

Well, to make a long story short, we got a few new hands on board, made an enjoyable cruise home, and reached Bristol just as Mr. Blandly was beginning to think of sending the rescue boat. All five of us got a share of the treasure and used it wisely or foolishly, according to our personalities. Captain Smollett retired. Ben Gunn got a thousand pounds, which he spent or lost in nineteen days, for he was back begging on the twentieth day. He is a great favorite, though, and is a notable singer in church on Sundays.

Of Silver we have heard no more. That formidable man with one leg has at last gone clean out of my life. I dare say he met his wife and perhaps still lives in comfort with her and Captain Flint. I hope so, for I fear that his chances of comfort in the next world are very small.

There is still more treasure hidden on that island: some silver bars and some weapons that Flint buried. But nothing could tempt me back there. The worst dreams I ever have are when I hear the waves booming or when I bolt straight upright in bed, the voice of Captain Flint ringing in my ears: “Pieces of eight! Pieces of eight!”

## CHAPTER DISCUSSION (5 MIN.)

- Bring the class back together as a group and use the following questions to discuss the chapter.

**Inferential.** Think-Pair-Share. A turning point or climax is the point in a story when the problem is addressed. Generally, this is an important event, which earlier events lead up to. It is the most exciting point in the story. What event in this chapter would you consider the climax of *Treasure Island*?

- » The climax of the story is when the pirates finally reach the spot where the treasure is supposed to be buried and find an empty hole. Dr. Livesey and Ben Gunn drive most of the remaining pirates away and explain that they have the treasure secured in a safe place. This is the climax because the entire story has led up to uncovering the buried treasure. The story has also included a power struggle between the mutineers and the other men, which comes to a turning point in this scene.

**Inferential.** Think-Pair-Share. A resolution or end is the last part of a story. It is the point in a story when the problem is resolved and the action calms. It is also when the reader learns a story's outcome. What would you consider the resolution of *Treasure Island*?

- » The resolution of the story is when the adventure concludes and the men return home. Students may consider the scene in which the men meet back at Ben Gunn's cave to be the resolution; others may consider the scene in which the men return home to be the resolution.



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking  
and Listening  
Exchanging  
Information/Ideas

### Entering/Emerging

Work directly with student for Think-Pair-Share, asking yes/no and *wh*-questions to support student in determining the turning point and resolution of the story.

### Transitioning/Expanding

Pair student with a strong partner for Think-Pair-Share, checking in with student to ensure understanding of the turning point and resolution of the story.

### Bridging

Pair student with a capable partner for Think-Pair-Share, checking in with student to ensure understanding of the turning point and resolution of the story.

## WORD WORK: SUPERSTITIOUS (5 MIN.)

1. In the chapter, you read, "This argument seemed weak to me, but you can never tell what will convince a superstitious person."
2. Say the word *superstitious* with me.
3. *Superstitious* means "having irrational fears about mysterious things or the unknown."
4. My superstitious grandmother thinks Friday the 13th is an unlucky day and is worried something bad will happen on that day.
5. What are some other examples of someone being superstitious? Be sure to use the word *superstitious* in your response.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "\_\_\_\_\_ is an example of someone being superstitious." Or: "It is superstitious to \_\_\_\_\_."
6. What part of speech is the word *superstitious*?
  - » adjective

**Note:** Use a Making Choices activity for follow-up.

- Tell students: "I am going to read several sentences. If the sentence I read is an example of someone being superstitious, say, 'This is superstitious.' If the sentence I read is not an example of someone being superstitious, say, 'This is not superstitious.'"
1. Chris is afraid of the dark.
    - » This is superstitious.
  2. Grace is afraid of a ghost she thinks is living in her basement.
    - » This is superstitious.
  3. Jenny is careful not to approach snakes because they might be poisonous.
    - » This is not superstitious.
  4. Ryan carries an umbrella when it rains to avoid getting wet.
    - » This is not superstitious.
  5. After Sally broke a mirror, she was afraid she would have several years of bad luck.
    - » This is superstitious.

Lesson 13: The Adventure Comes to an End

# Writing



**Primary Focus:** Students will draft the body and revise the introduction of an adventure story. **ELA.4.C.1.2; ELA.4.C.1.5**

## COMPLETE DRAFT OF BODY OF AN ADVENTURE STORY (25 MIN.)

- Tell students that they will continue drafting the body of their adventure story today.
- Have students refer to Activity Page 7.2 as they finish drafting the body of their adventure story.
- Remind students that they should have at least three examples of Rising Action.

Activity Page 7.2



### Check for Understanding

Review students' Activity Page 7.2 to ensure that all students have developed at least three examples of Rising Action. For students who have not completed three examples, gather a small group for additional support.

- Remind students to incorporate dialogue whenever possible.



Writing  
Writing

**Entering/Emerging**

Provide direct teacher support to student while revising his or her introduction. Provide explicit feedback for revisions, based on the three areas of focus (characters, setting, hook.)

**Transitioning/Expanding**

Provide small-group teacher support to student while revising his or her introduction. Provide general feedback for revisions, based on the three areas of focus (characters, setting, hook.)

**Bridging**

Provide teacher support as needed to student while revising his or her introduction. Check in on student revisions, specifically on the three areas of focus (characters, setting, hook.)

**Challenge**

As students finish writing the body of their adventure story, have them begin revising the introduction.

**Activity Page 8.4**



**Check for Understanding**

Circulate and check in with students, ensuring that they are drafting effectively. As needed, have students share the Rising Action from their stories and offer your feedback.

**REVISE INTRODUCTION OF AN ADVENTURE STORY (20 MIN.)**

- Refer to the displayed Adventure Story Rubric and have students turn to Activity Page 8.4. Tell students they will use the Adventure Story Rubric to revise the introduction they drafted during Lesson 8.
- Remind students that revision is an important part of the writing process. Explain that, because their adventure story will be several pages, they will revise and edit smaller sections over the next several lessons.
- Remind students of the difference between revising and editing. (Revising is making changes to large issues, like altering organization or adding details. Editing is making smaller changes, like correcting grammar and spelling.)
- Tell students to refer to the rubric to revise their introductions, focusing on three things:
  - Are the characters portrayed clearly? If not, what details can I add?
  - Is the setting described effectively? If not, what details can I add or delete?
  - Does the introduction have a hook? If not, can I use a surprising detail or section of dialogue to capture the reader's attention?



---

### Check for Understanding

Circulate and check in with students, ensuring that students are revising and writing effectively. Provide reinforcing or corrective feedback, such as, *I like the way you use sensory details to describe the setting; I noticed that your introduction is only two sentences; can you expand your description of the setting and add a hook to capture the reader's attention?*

---

### Lesson Wrap-Up

- As time permits, have each student share his or her draft with a partner. Have partners listen for details about characters, setting, and a story hook. Also have partners provide a piece of positive feedback to the author.
- 

End Lesson

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### Challenge

Students can include figurative language like *metaphor*, *alliteration*, and *simile*.

### Support

Have students use Activity Page 3.2 to remind them of details to include or questions they can ask themselves.



## 14

# The Characters of *Treasure Island*

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain the changes Jim Hawkins experiences over the course of the story, and how these changes impact Jim's thoughts, feelings, and perspectives. **ELA.4.R.1.1; ELA.4.R.1.2; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### Grammar

Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. **ELA.4.C.3.1**

### Morphology

Students will distinguish between root words and words with the suffix *-ful* or *-less* and use those words correctly in sentences. **ELA.4.V.1.2**

### Spelling

Students will apply grade-level phonics and word analysis skills to correctly decode and encode targeted words. **ELA.4.F.1.3; ELA.4.C.3.1**

## FORMATIVE ASSESSMENT

### Activity Page 14.1

**Reflect on *Treasure Island*** Students read Chapter 9 and answer comprehension questions.

**ELA.4.R.1.1; ELA.4.R.1.2; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

### Activity Page 14.2

**Coordinating Conjunctions** Students identify the coordinating conjunctions in sentences.

**ELA.4.C.3.1**

### Activity Page 14.3

**Suffixes *-ful* and *-less*** Students select the correct word to complete sentences and compose sentences using words with the suffixes *-ful* and *-less*.

**ELA.4.V.1.2**

### Activity Page 14.4

**Practice Spelling Words** Students select the correct spelling word to complete the sentence.

**ELA.4.F.1.3; ELA.4.C.3.1**

## LESSON AT A GLANCE

|                                                   | Grouping                | Time    | Materials                                                                                                |
|---------------------------------------------------|-------------------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                          |                         |         |                                                                                                          |
| Review the Chapter                                | Whole Group             | 5 min.  | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 1.3, 14.1     |
| Close Reading Chapter 9                           | Whole Group             | 15 min. |                                                                                                          |
| Chapter Discussion                                | Whole Group             | 20 min. |                                                                                                          |
| Word Work: <i>Well-Being</i>                      | Whole Group             | 5 min.  |                                                                                                          |
| <b>Language (45 min)</b>                          |                         |         |                                                                                                          |
| Grammar: Coordinating Conjunctions                | Independent/<br>Partner | 15 min. | <input type="checkbox"/> Coordinating Conjunctions Poster<br><input type="checkbox"/> Activity Page 14.2 |
| Morphology: Suffixes <i>-ful</i> and <i>-less</i> | Whole Group             | 15 min. | <input type="checkbox"/> Activity Page 14.3<br><input type="checkbox"/> index cards/sticky notes         |
| Spelling: Practice Spelling Words                 | Independent/<br>Partner | 15 min. | <input type="checkbox"/> Activity Pages 14.4, SR.3                                                       |
| <b>Take-Home Material</b>                         |                         |         |                                                                                                          |
| Morphology                                        |                         |         | <input type="checkbox"/> Activity Page 14.3                                                              |

## ADVANCE PREPARATION

### Reading

- Write the following discussion questions on the board/chart paper:
  - What have you observed and learned about the characters in *Treasure Island*?
  - Have the characters (Jim Hawkins, Long John Silver) changed and, if so, how have they changed over the course of the story?

### Grammar

- Determine student pairs for completing Activity Page 14.2 if you wish for this to be a partner activity rather than an individual one.

### Spelling

- Determine student pairs for completing Activity Page 14.4 if you wish for this to be a partner activity rather than an individual one.

Start Lesson

## Lesson 14: The Characters of *Treasure Island*

# Reading



**Primary Focus:** Students will explain the changes Jim Hawkins experiences over the course of the story, and how these changes impact Jim’s thoughts, feelings, and perspectives. **ELA.4.R.1.1; ELA.4.R.1.2; ELA.K12.EE.1.1; ELA.K12.EE.3.1**

## REVIEW THE CHAPTER (5 MIN.)

- Tell students they will reread Chapter 9, “The Adventure Comes to an End.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

## CLOSE READING CHAPTER 9 (15 MIN.)

- Read the title of the chapter, “The Adventure Comes to an End,” as a class. As you read portions of the chapter, pause to explain or clarify the text at each point indicated.



## Chapter 9 The Adventure Comes to an End

Silver and the rest of us pressed on until, all of a sudden out of the trees in front of us, we heard a thin, high, trembling voice.

“Darby M’Graw!” it wailed, “Darby M’Graw! Fetch aft the weapons, Darby!” again and again and again.

The men were petrified. Their faces turned white with fear.

“Blimey!” George Merry cried. “It’s Flint’s voice!”

“And those were his last words!” said another.

“Come!” said Silver. “It’s not Flint. Flint’s in his grave.”

“Then it’s his ghost, come back to haunt us!” said Merry.

“Mates!” Silver cried. “I’m here to get that stuff and I’ll not be beat by man nor spirit. I never was feared of Flint and I’ll face him dead if need be. There’s half a million pounds of treasure just up the hill.

80

- Have students read pages 80 and 81 silently.

**Inferential.** When the narrator says, “Silver and the rest of us pressed on . . .,” what does “pressed on” mean?

- » It means the men continued their journey to find the spot where the treasure was buried.

**Literal.** What evidence in the text helps you determine the meaning of *petrified*?

- » “Their faces turned white with fear.”

### Challenge

Ask students to explain what words in the text helped them understand the meaning of *pressed on*.

### Support

*Petrified* means afraid or scared.

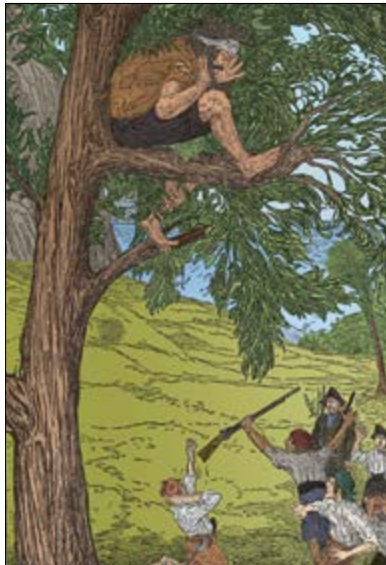
“Have you ever heard of gentlemen of fortune turning their backs on that much money?”

“Stop it, John!” said Merry. “Don’t cross the spirit!”

“Are you sure it’s really a spirit?” Silver shot back. “Me, I have my doubts. Did you notice that there was an echo? No man ever seen a spirit with a shadow. Well, what’s this one doing with an echo to him, I should like to know. Surely that ain’t in nature!”

This argument seemed weak to me, but you can never tell what will convince a **superstitious** person. To my wonder, George Merry was relieved.

“John’s right!” he said. “It had an echo!”



“And come to think on it,” Silver added, “it was not quite like Flint’s voice. It was more like old Ben Gunn’s voice.”

“It don’t make much difference, do it?” asked one of the men. “Ben Gunn’s not here, any more’n Flint.”

The older hands were not convinced.

“Why, nobody minds Ben Gunn!” cried George Merry. “Dead or alive, nobody minds him!”

81

## Support

The expression “turning their backs” is an expression similar to “walking away from”; both mean “abandoning something,” or “leaving something behind.”

## Support

The expression “Have you ever heard of . . .” is often used to call attention to something that rarely, if ever, happens. Although Silver phrases this as a question, he does not expect an answer.

Silver asks, “Have you ever heard of gentlemen of fortune turning their backs on that much money?” Let’s unpack this sentence so we can understand what Silver is saying.

**Inferential.** The phrase “gentlemen of fortune” is used a few times earlier in the story. To whom is Silver referring when he says “gentlemen of fortune”?

- » Silver is referring to pirates when he says “gentlemen of fortune.”

**Inferential.** What do you think Silver means when he asks, “Have you ever heard of gentlemen of fortune turning their backs on that much money?”

- » By asking this question, Silver means pirates would not and should not leave behind the possibility of finding so much money. He is saying they should continue on despite being scared.

**Inferential.** What does Jim mean when he says, “This argument seemed weak to me”?

» Jim means it is not a strong argument—it is not very reasonable or convincing.

Silver says, “And come to think on it,” which is an idiom that means “after giving the matter more thought.”

## Support

What does *weak* mean?

» not strong

It was extraordinary how they regained their sense of **well-being**. They shouldered their tools, and we set forth again. We passed two tall trees and the third loomed up before us. It rose nearly two hundred feet into the air, but it was not its size that impressed the men. It was the knowledge that there was gold buried below its spreading shadow. The thought of the money swallowed up their previous terrors. Their feet grew lighter and speedier. Each man imagined the life of wealth and extravagance that awaited him.

Silver hobbled forward on his crutch. He tugged furiously on the line that held me to him and shot me a deadly look. He took no pains to hide his thoughts. In the nearness of the gold, all had been forgotten. His promise to me was a thing of the past. I did not doubt that he hoped to seize the treasure, kill every honest man, and sail away laden with crimes and riches.

We were now close to the spot, and the men broke into a run. Ten yards further, we came to a halt. Before us was a great **excavation**, not very recent, for the sides had fallen in and grass had sprouted on them. In the ditch we saw a broken shovel. The treasure had been found and rifled. The half a million pounds were gone.

The men were thunderstruck, but for Silver, the shock passed almost instantly. His every thought had been set on the money. It had staggered him to discover that it was gone, but he kept his head and made a new plan in an instant.

“Jim,” he whispered, “stand by for trouble.”

He passed me a pistol and smiled at me, as if we were old friends. I was so shocked by his constant change of heart that I couldn't help whispering, “So now you're on my side again?”

82

## Support

What is being personified?

- » The thought of money is being personified.

- Have students read the first three paragraphs on page 82 silently.

**Inferential.** The sentence, “The thought of the money swallowed up their previous terrors,” is an example of personification. Personification is a literary device that assigns human traits or characteristics to nonhuman things. What does the sentence mean?

- » It means the thought of the money they are about to dig up makes them forget their fears about ghosts and dead pirates.

**Inferential.** Jim senses a change in Long John Silver. Jim tells the reader that Silver “took no pains to hide his thoughts.” What does Jim mean by these words?

- » Jim means that Silver makes no attempts to be honest or stay on Jim’s side at this point. It is obvious to Jim that Silver has changed his mind about the agreement between them.

**Inferential.** Jim says, “I did not doubt that [Silver] hoped to seize the treasure, kill every honest man, and sail away laden with crimes and riches.” The word *laden* means “heavy or carrying a large amount of something.” What does “laden with crimes and riches” mean?

- » This phrase means loaded with crimes and riches. Jim means that Silver plans to leave loaded up with the treasure. In addition, Jim is saying that Silver will be “loaded up” with crimes, meaning that he will have committed many crimes in the act of getting the treasure for himself.

**Inferential.** Judging by how it is used in the text, what do you think *rifled* means?

- » It means “searched through and stolen.” The treasure had been found and taken by someone else.

**Inferential.** Silver is surprised to find the treasure is gone, “but he kept his head and made a new plan in an instant.” Jim senses yet another change in Silver. Why do you think Silver is once again siding with Jim?

- » If the treasure has been found, Silver understands it must have been found by Ben Gunn, Dr. Livesey, and their crew. In order to get his share of the treasure, Long John Silver must now switch sides and befriend Jim.



### Check for Understanding

If students have difficulty answering this question, prompt with questions such as: Who do you think found the treasure? What is their relationship with Long John Silver? Do you think whoever found the treasure plans to share with Silver? How can Silver fall back into favor with Jim’s crew?

---



There was no time for him to answer. Merry had found a single coin in the pit. He held it up.

“A **guinea!**” he shouted furiously, shaking the coin at Silver. “That’s all that’s left! That’s your half a million pounds of treasure, is it?”

Silver kept calm. He took a few steps back, keeping one eye on Merry and the others.

“Mates!” Merry shouted, whipping out his cutlass. “Those two are to blame! Silver and the boy! Let’s get ‘em!”

Then—crack! crack! crack! Three muskets flashed out of the thicket. George Merry tumbled headfirst into the excavation. Another man spun like a top and fell to the ground. The other three turned tail and ran for it with all their might.

A few seconds later, Dr. Livesey, Gray, and Ben Gunn stepped out of the thicket with smoking muskets.

Silver did not try to escape. Instead, he shot George Merry. Then he dropped his weapons and threw an arm around me. He called out to Dr. Livesey, “Thank ye kindly, doctor! I’m on your side now—Jim here will bear me out—and you arrived just in the nick of time for the two of us!”

“So it is you, Ben Gunn,” added Silver.

“I’m Ben Gunn, I am,” replied old Ben.

After this exchange, Dr. Livesey explained what had taken place. It was a story that profoundly interested Silver, and Ben Gunn was the hero.

83

## Support

Remind students a simile is a literary device that compares two different things, usually using *like* or *as*.

## Support

What is being compared?

- » A man and a spinning top are being compared.

- Have students read paragraphs 1–6 on page 83, starting at the top of the page and finishing with “. . . with smoking muskets.”

**Inferential.** The sentence, “Another man spun like a top and fell to the ground,” contains an example of a simile. What does the simile mean?

- » It describes how quickly the man spins around to see where the musket flashes came from. Then he falls to the ground, just as a top does when it has finished spinning.

## CHAPTER DISCUSSION (20 MIN.)

- Have students turn to Activity Page 1.3 and refer to the displayed Character Chart.
- Explain that students will take additional notes about Jim Hawkins, Long John Silver, Ben Gunn, and George Merry.
- Use the information in the following chart to engage students in a discussion about the characters they learned more about in this chapter. Tell students to draw on specific details in their responses, such as descriptions of appearance, words, or actions in the text.
- Record the information on the Character Chart. At the same time, have students record the information in the chart on Activity Page 1.3.

| Chapter(s)          | Character                   | Key Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1, 2, 4, 6, 7, 8, 9 | Jim Hawkins                 | narrator; young boy; helps family run the inn; his father dies; seems naïve; cabin boy on the <i>Hispaniola</i> ; overhears pirates planning mutiny and exposes their plan to the doctor and the squire; takes Ben Gunn's boat to secure the ship; kills Israel Hands in a fight; becomes the pirates' hostage; makes a deal with Silver to protect one another; <i>gets back home safely with a portion of the treasure</i>                                                                                                |
| 2, 3, 4, 6, 8, 9    | Long John Silver (Barbecue) | hired as a cook on the <i>Hispaniola</i> ; helps recruit crew for the voyage; missing a leg; owns Spyglass Tavern; teaches Jim nautical terms; has a pet parrot named Captain Flint; was a crew member for Captain Flint; is a pirate and plans a mutiny to get the treasure; appointed captain of the pirates; tries to bargain with the original captain; leads a fight against the original captain and his men; makes a deal with Jim to protect one another; <i>escapes to South America with some of the treasure</i> |
| 5, 9                | Ben Gunn                    | pirate marooned on Treasure Island; knows about Silver; plans to change his ways; claims to be rich; <i>tells the doctor where the treasure is; helps the doctor outsmart the pirates; helps Silver escape; gets home safely with a portion of the treasure but doesn't keep it long</i>                                                                                                                                                                                                                                    |
| 8, 9                | George Merry                | pirate and mutineer; leads the mutiny against Silver; <i>turns on Silver when he discovers the treasure is gone; killed by Silver in the last chapter</i>                                                                                                                                                                                                                                                                                                                                                                   |

## Activity Page 1.3



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading Literature  
Reading/Viewing Closely

### Entering/Emerging

Provide direct teacher support, asking each student yes/no and *wh-* questions to add key details to the Character Chart.

### Transitioning/Expanding

Pair each student with a strong partner for identifying key details about characters to add to the Character Chart.

### Bridging

Note the page numbers in the Reader where each student may find key details about characters to add to the Character Chart.

## Activity Page 14.1



### ENGLISH LANGUAGE LEARNERS



Reading Literature  
Reading/Viewing Closely

#### Entering/Emerging

Pair each student with a strong partner to complete Activity Page 14.1.

#### Transitioning/Expanding

Pair each student with a capable partner to complete Activity Page 14.1.

#### Bridging

Allow students the option of working with a partner or independently to complete Activity Page 14.1.

- Now that students have finished reading *Treasure Island* and have completed Activity Page 1.3, engage them in a discussion about what they have observed and learned about the characters in *Treasure Island*. Encourage discussion by asking students if the characters changed and, if so, how they changed over the course of the story.
- Have students turn to Activity Page 14.1. Tell them to complete the activity page to reflect on the story of *Treasure Island*.
- Collect Activity Page 14.1 to review and grade at a later time. Consider following up on Activity Page 14.1 during the Pausing Point.

### WORD WORK: WELL-BEING (5 MIN.)

1. In the chapter, you read, “It was extraordinary how [the men] regained their sense of well-being.”
  2. Say the word *well-being* with me.
  3. *Well-being* means the state of being happy, healthy, and comfortable.
  4. My friends and I always look out for each other’s well-being.
  5. What are some things that are important to your well-being? Be sure to use the word *well-being* in your response.
    - Have two or three students use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “\_\_\_\_\_ is important to my well-being because \_\_\_\_\_.”
  6. What part of speech is the word *well-being*?
    - » noun

**Note:** Use a Making Choices activity for follow-up.

    - Tell students: “I will read several sentences. If the sentence is an example of something that improves someone’s well-being, say, ‘That improves well-being.’ If the sentence is not an example of something that improves someone’s well-being, say, ‘That does not improve well-being.’”
1. Joshua’s father makes him dinner every night.
    - » That improves well-being.
  2. When it is cold outside, I wear my boots.
    - » That improves well-being.



**Entering/Emerging**

Pair each student with a strong partner to complete Activity Page 14.2.

**Transitioning/Expanding**

Pair each student with a capable partner to complete Activity Page 14.2.

**Bridging**

Allow students the option of working with a partner or independently to complete Activity Page 14.2.

**Activity Page 14.2**



3. It was raining, and we did not have an umbrella.
  - » That does not improve well-being.
4. Isabella's brother sleeps with his favorite blanket because it makes him happy.
  - » That improves well-being.
5. The pirates sing songs to pass the time on the ship.
  - » That improves well-being.

**Lesson 14: The Characters of *Treasure Island***

# Language



**GRAMMAR: COORDINATING CONJUNCTIONS (15 MIN.)**

**Primary Focus:** Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. **ELA.4.C.3.1**

- Refer to the Coordinating Conjunctions Poster and read it with students.
- Have students turn to Activity Page 14.2. Read the directions for each section aloud.
- Complete the first item of each section together as a whole group.
- Have students complete the remainder of Activity Page 14.2 independently.
- As time allows, select a few students to share their answers aloud.
- Collect completed Activity Page 14.2 to review and grade at a later time.

## MORPHOLOGY: SUFFIXES –FUL AND –LESS (15 MIN.)

**Primary Focus:** Students will distinguish between root words and words with the suffix *-ful* or *-less* and use those words correctly in sentences. **ELA.4.V.1.2**

- Refer to the Suffixes Poster on display in the classroom and review the definition of suffix.
- Remind students that the suffix *-ful* means “full of” and the suffix *-less* means “without” or “lacking.” Remind students that when you add the suffix *-ful* or *-less* to the end of a noun, it becomes an adjective.
- Ask students: How does adding the suffixes *-ful* and *-less* to the same root word change the meaning?
  - » Adding the suffixes *-ful* and *-less* creates words with opposite meanings. For example: *powerful* and *powerless* are antonyms, or words with opposite meanings.



### Check for Understanding

Have all students use the suffixes *-ful* and *-less* to create a pair of antonyms on index cards or sticky notes. For students having difficulty, provide them with a root word, and have the students add the suffixes *-ful* and *-less* and explain the opposite meanings of the words.

- Tell students you will give them two word choices. Then, you will read a sentence with a missing word and they must decide which word choice is most appropriate in the blank.
- Practice with the following example:
  - Faith or faithful? It is important to have \_\_\_\_\_ and trustworthy friends.
- Ask students if *faith* or *faithful* would be most appropriate in the blank.
  - » *Faithful*, because it is an adjective that describes a noun, which in this sentence is *friends*.

- Continue in this manner with the remaining examples below:

Power or powerless? The President of the United States has the \_\_\_\_\_ to make decisions for the country.

» power

Success or successful? The party was a \_\_\_\_\_ because everyone had a good time.

» success

Sense or senseless? It seemed \_\_\_\_\_ to swim in the pool during a thunderstorm.

» senseless

Help or helpful? We thought it would be \_\_\_\_\_ to mow my grandparents' lawn for them.

» helpful

Help or helpless? It would be a huge \_\_\_\_\_ if you could take care of my pets while I am away on vacation.

» help

- In the time remaining, have students think of sentences that correctly use one of the root words or affixed words.
  - » Answers may vary.
- Have students turn to Activity Page 14.3. Briefly review the directions and complete the first item as a class. Have students complete the rest of the activity page for homework.



**Entering/Emerging**

Review the meaning of all root words and write “-ful = full of” and “-less = without or lacking” on the top of Activity Page 14.3. For the challenge question, allow students to give an example of “useful” if not a definition.

**Transitioning/Expanding**

Review the meaning of all root words on Activity Page 14.3 as well as the meaning of -ful and -less.

**Bridging**

Review the meaning of any unknown root words on Activity Page 14.3.

**Activity Page 14.3**



## Activity Page SR.3



## Activity Page 14.4



**ENGLISH  
LANGUAGE  
LEARNERS**



Foundational  
Literacy Skills  
Literacy in an Alphabetic  
Writing System

### Entering/Emerging

Pair each student with a strong partner to complete Activity Page 14.4.

### Transitioning/Expanding

Pair each student with a capable partner to complete Activity Page 14.4.

### Bridging

Allow students the option of working with a partner or independently to complete Activity Page 14.4.

## SPELLING: PRACTICE SPELLING WORDS (15 MIN.)

**Primary Focus:** Students will apply grade-level phonics and word analysis skills to correctly decode and encode targeted words. **ELA.4.F.1.3; ELA.4.C.3.1**

- Tell students they will practice writing the spelling words. Remind them to use the Individual Code Chart on Activity Page SR.3 as they practice.
- Have students turn to Activity Page 14.4, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.
- Have students complete Activity Page 14.4 independently.



### Check for Understanding

Circulate through the classroom as students complete Activity Page 14.4. Remind students to check their spelling using the word bank on the activity page and make corrections if needed.

- As time allows, review the correct answers as a whole group. Have students say, spell, and say the words again with you but without looking at the activity page. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Collect completed Activity Page 14.4 to review and grade at a later time.
- Remind students to study the spelling words for the spelling assessment in the next lesson.

Lesson 14: The Characters of *Treasure Island*

# Take-Home Material

## MORPHOLOGY

- Have students complete Activity Page 14.3 for homework.

Activity Page 14.3





# Unit Assessment

## LESSON AT A GLANCE

|                                    | Grouping    | Time    | Materials                                                                                                                                                                                                                            |
|------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spelling (15 min.)</b>          |             |         |                                                                                                                                                                                                                                      |
| Assessment                         | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 15.1                                                                                                                                                                                          |
| <b>Unit Assessment (75 min.)</b>   |             |         |                                                                                                                                                                                                                                      |
| Unit Assessment                    | Individual  | 75 min. | <input type="checkbox"/> Activity Page 15.2                                                                                                                                                                                          |
| <b>Optional Fluency Assessment</b> |             |         |                                                                                                                                                                                                                                      |
| Unit Assessment Analysis           | Individual  |         | <input type="checkbox"/> Student Copy of Fluency Assessment text<br><input type="checkbox"/> Recording Copy of Fluency Assessment text, one for each student<br><input type="checkbox"/> Fluency Scoring Sheet, one for each student |

## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words prior to the assessment.

### Unit Assessment

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “Robert Louis Stevenson” and the Fluency Scoring Sheet.

### Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

### Morphology

- Collect Activity Page 14.3 to review and grade, as there is no morphology lesson today.

Start Lesson

## Lesson 15: Unit Assessment

# Spelling



### ASSESSMENT (15 MIN.)

ELA.4.C.3.1

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Activity Page 15.1



| Spelling Word | Example Sentence                                                                                                                                 |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| endless       | The years on Treasure Island must have seemed <u>endless</u> to Ben Gunn.                                                                        |
| successful    | The voyage to Treasure Island is ultimately <u>successful</u> for Jim Hawkins, and he returns home safely with some treasure.                    |
| edible        | Ben Gunn is marooned on the island for years, surviving on <u>edible</u> berries and other food.                                                 |
| helpless      | Being marooned on an island alone would surely make someone feel <u>helpless</u> .                                                               |
| enjoyable     | <i>Treasure Island</i> is an <u>enjoyable</u> adventure story.                                                                                   |
| predictable   | He thought the ending of <i>Treasure Island</i> was <u>predictable</u> , whereas she thought it was surprising.                                  |
| senseless     | Some people might think it's <u>senseless</u> to go in search of treasure that may not even exist.                                               |
| comfortable   | The voyage home on the <i>Hispaniola</i> must have been much more <u>comfortable</u> and peaceful than the voyage to Treasure Island.            |
| powerful      | As a cabin boy, Jim Hawkins is not a <u>powerful</u> member of the <i>Hispaniola</i> 's crew, but he still plays an important role in the story. |
| accessible    | The treasure is hidden so well that it would not be <u>accessible</u> without the map directing the way.                                         |
| faithful      | There is a small group of <u>faithful</u> people aboard the <i>Hispaniola</i> .                                                                  |
| visible       | Hiding in the apple barrel, Jim Hawkins is lucky that he is not <u>visible</u> to John Silver and his men.                                       |

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated:
  - I am glad the faithful Jim Hawkins is successful in returning home.
- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students' errors.

## Lesson 15: Unit Assessment

# Unit Assessment



### UNIT ASSESSMENT (75 MIN.)

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions, which evaluate the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.

### Activity Page 15.2



### Check for Understanding

Circulate around the room as students complete the assessment to ensure that everyone is working individually. Assist students as needed, but do not provide them with answers.

## Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is a literary text that tells the story of the escape from the *Hispaniola*, as narrated by Dr. Livesey, one of the characters in *Treasure Island*. The second selection is an informational text that describes how *Treasure Island* has inspired our way of thinking about such things as pirates and buried treasure.

These texts were created using standard quantitative and qualitative measures. These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 4. The texts feature core content and domain vocabulary from the *Treasure Island* unit that students can draw on in service of comprehending the text.

- You may wish to assess students' fluency in reading, using the selection "Robert Louis Stevenson."

**Administration Instructions**

- Turn to the student copy of "Robert Louis Stevenson" that follows the Unit Assessment Analysis section. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
- Using one Recording Copy of "Robert Louis Stevenson" for each student, create a running record as you listen to each student read aloud.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud, and that you are going to take some notes as he or she reads. Also, explain that he or she should not rush, but rather read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an "X" above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace original error mark with "SC."                                                                                |
| <b>Teacher-supplied words</b> | Write a "T" above the word (counts as an error).                                                                      |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.

- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:

**Literal.** How did Stevenson pass the time when he was sick in bed?

- » He made up stories with the help of his nurse.

**Literal.** Why did Stevenson wander over half the world?

- » He was searching for a place that favored, or would be good for, his health.

**Literal.** Where did Stevenson and his wife ultimately settle down?

- » on an island in the South Pacific

**Inferential.** What did people think of Stevenson?

- » He was liked wherever he went because of his graceful, charming ways and his sincerity.

- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute elapsed.



- It may be helpful to refer back to the Pronunciation/Syllabication Chart from Lesson 11.

| Word        | CK Code           | Syllable Type          |
|-------------|-------------------|------------------------|
| enjoyable   | /en*joy*ə*bəl/    | closed*digraph*ə*ə     |
| predictable | /pree*dik*tə*bəl/ | open*closed*ə*ə        |
| comfortable | /kəm*fer*tə*bəl/  | ə*r-controlled*ə*ə     |
| accessible  | /ak*ses*ə*bəl/    | closed*closed*v*ə      |
| visible     | /viz*ə*bəl/       | closed*ə*ə             |
| edible      | /ed*ə*bəl/        | closed*ə*ə             |
| faithful    | /faeth*fəl/       | digraph*ə              |
| successful  | /suk*ses*fəl/     | closed*closed*ə        |
| powerful    | /pou*er*fəl/      | digraph*r-controlled*ə |
| helpless    | /help*les/        | closed*closed          |
| senseless   | /sens*les/        | digraph*closed         |
| endless     | /end*les/         | closed*closed          |

- Students might make the following errors:
  - *enjoyable*: using 'oi' instead of 'oy' for /oi/; using 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/
  - *predictable*: using 'k' instead of 'c' for /k/; using 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/
  - *comfortable*: using 'k' instead of 'c' for /k/; using 'u' instead of 'a' for /ə/; using 'bul' instead of 'ble' for /bəl/
  - *accessible*: using 'k' instead of the first 'c' for /k/; using 's' instead of the second 'c' for /s/; using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
  - *visible*: using 'z' instead of 's' for /z/; using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
  - *edible*: using 'a' or 'u' instead of 'i' for /ə/; using 'bul' instead of 'ble' for /bəl/
  - *faithful*: using 'a' instead of 'ai' for /ae/; using 'll' instead of 'l' for /l/
  - *successful*: using 'k' instead of the first 'c' for /k/; using 's' instead of the second 'c' for /s/; using 'll' instead of 'l' for /l/



- *powerful*: using 'ou' instead of 'ow' for /ou/; using 'll' instead of 'l' for /l/
- *helpless*: using 'les' instead of 'less' for /les/
- *senseless*: using 'sens' instead of 'sense' for /sens/; using 'les' instead of 'less' for /les/
- *endless*: using 'les' instead of 'less' for /les/
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of the words?
  - Is the student consistently making errors in multisyllable words, but not single-syllable words?
- Also examine the dictated sentence for errors in capitalization and punctuation.

---

## UNIT ASSESSMENT ANALYSIS

### Quantitative and Qualitative Analysis of the Text

The texts used in the reading comprehension assessment, “The Escape from the *Hispaniola*” (literary text) and “Pirates, Parrots, and Pieces of Eight” (informational text), have been profiled for text complexity using standard quantitative and qualitative measures.

## Reading Comprehension Item Annotations and Correct Answers

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item                           | Correct Answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Standards                                         |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 1 Part A<br><i>Inferential</i> | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ELA.4.V.1.3;<br>ELA.K12.EE.3.1                    |
| 1 Part B<br><i>Literal</i>     | B, E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ELA.4.V.1.3;<br>ELA.K12.EE.1.1                    |
| 2 Part A<br><i>Inferential</i> | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ELA.4.R.1.1;<br>ELA.K12.EE.3.1                    |
| 2 Part B<br><i>Literal</i>     | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ELA.K12.EE.1.1                                    |
| 3 <i>Inferential</i>           | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ELA.K12.EE.3.1                                    |
| 4 <i>Inferential</i>           | Paragraphs 2, 4, and 17                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ELA.K12.EE.1.1;<br>ELA.K12.EE.3.1                 |
| 5 <i>Literal</i>               | <ol style="list-style-type: none"> <li>1. As Redruth stood guard, the men gathered supplies to take to the stockade.</li> <li>2. The small boat was overloaded with men and supplies when it shoved off from the <i>Hispaniola</i>.</li> <li>3. The men suddenly ducked to avoid a cannonball, causing the boat to tip to one side.</li> <li>4. The men rushed ashore, carrying whatever supplies they could save from the boat.</li> <li>5. Dr. Livesey ran to the stockade and discovered Jim Hawkins, safe and sound.</li> </ol>                                                                                                                                                                                                                                      | ELA.4.R.3.2a                                      |
| 6 <i>Evaluative</i>            | Answers may vary, but should include evidence from the text. If students respond that it was safer to relocate to the stockade, they should include the following details: Dr. Livesey said it would make a good fortress; they brought some supplies from the <i>Hispaniola</i> so they could be somewhat prepared to handle different issues; they would be protected from the pirates; they would be on dry land. If students respond that it was not safer to relocate to the stockade, they should include the following details: staying on the ship would allow them to see enemies coming; there were already supplies on the ship; they wouldn't have to try to escape to land while pirates were attacking them; they could fight off the pirates on the ship. | ELA.4.C.1.3;<br>ELA.K12.EE.1.1;<br>ELA.K12.EE.3.1 |
| 7 <i>Inferential</i>           | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ELA.4.V.1.3                                       |
| 8 <i>Inferential</i>           | Paragraphs 3, 4, and 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ELA.4.R.2.4;<br>ELA.K12.EE.3.1                    |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 9 <i>Inferential</i>            | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ELA.4.V.1.3                    |
| 10 <i>Evaluative</i>            | After Columbus, Spanish conquistadors conquered much of South America, where they set up large silver mines. The silver ore was dug out and melted down to make coins. Each coin, or piece of silver, was worth eight <i>reales</i> , which was a different Spanish coin; thus, the name of the coin was “a piece of eight.” As the Spanish were in control of the silver mines, they were the only ones making and issuing the coins. However, other countries used the coins because the silver was valuable, so people in other countries were willing to accept the coins as payment. | ELA.K12.EE.1.1                 |
| <b>Item</b>                     | <b>Correct Answer(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Standards</b>               |
| 11 <i>Inferential</i>           | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ELA.4.R.2.4;<br>ELA.K12.EE.3.1 |
| 12 Part A<br><i>Inferential</i> | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ELA.4.R.2.2                    |
| 12 Part B<br><i>Literal</i>     | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ELA.4.R.2.2                    |
| 13 <i>Inferential</i>           | B, D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ELA.K12.EE.3.1                 |
| 14 <i>Inferential</i>           | C, F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ELA.K12.EE.3.1                 |

## Writing Prompt Scoring

- The writing prompt addresses

ELA.4.C.1.4; ELA.4.C.3.1; ELA.4.V.1.1; ELA.K12.EE.1.1; ELA.K12.EE.3.1;

ELA.K12.EE.5.1

| Score    | 4                                                                                                                                                                                                                                                 | 3                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                          | 1                                                                                                 |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Criteria | Two details that are likely inaccurate are identified in “The Escape from the <i>Hispaniola</i> .” At least one piece of evidence from “Pirates, Parrots, and Pieces of Eight” is used to support each detail the student chooses to write about. | One detail that is likely inaccurate is identified in “The Escape from the <i>Hispaniola</i> .” At least one piece of evidence from “Pirates, Parrots, and Pieces of Eight” is used to support the detail the student chooses to write about. | One detail that is likely inaccurate is identified in “The Escape from the <i>Hispaniola</i> .” No evidence from “Pirates, Parrots, and Pieces of Eight” is used to support the detail the student chooses to write about. | No details that are likely inaccurate are identified in “The Escape from the <i>Hispaniola</i> .” |

## Grammar Answer Key **ELA.4.C.3.1**

1. are
2. am
3. could
4. will
5. The cup that is green is my favorite.
6. My grandmother, who is a good cook, makes delicious pie.
7. My uncle, whose car is old, sometimes needs a ride to work.
8. He wanted to go to the movie, but it was sold out.
9. Both my uncle and my aunt like peanuts.
10. The water park is a lot of fun, so you all should go there.

## Morphology Answer Key **ELA.4.V.1.2**

1. biodegradable
2. helpful
3. inaudible
4. faith
5. biography
6. important

## Optional Fluency Assessment

The following is the text for the Optional Fluency Assessment, titled “Robert Louis Stevenson.” Turn to this copy of the selection each time you administer this assessment.

You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

### Robert Louis Stevenson

Robert Louis Stevenson was born in Scotland in 1850. He was the son of an engineer who built lighthouses. He was an only child and passed many days sick in bed, where he made up stories with the help of his nurse. All his life he was skinny and prone to illness, usually in his lungs. As an adult, he wandered over half the world in search of a place that favored his health.

He studied first to be an engineer, and then a lawyer. He turned instead to writing essays, plays, and stories. For a while, he wore long hair, floppy hats, and velvet jackets. His parents believed he had become a wanderer.

While hanging out at an artist’s colony near Paris, he met Fanny Osbourne, who would later become his wife.

In 1888, they sailed to the warm South Pacific, hoping the tropics would be good for Stevenson’s health. For a year and a half, they roamed the scattered islands. Finally they settled on one of the islands, where they built a plantation house.

Wherever he went, Stevenson was liked for his graceful, charming ways and his sincerity.

Though his health was better, the cares of his household were heavy. Fanny had a nervous breakdown in 1893. The next year, in 1894, a frail Stevenson died.

In his own time, his wandering life itself seemed a romantic adventure. He wrote *Treasure Island* in 1883 and it made him very popular. His other famous stories include *The Strange Case of Dr. Jekyll and Mr. Hyde* and *Kidnapped*.

## Recording Copy

### Robert Louis Stevenson

|                                                                           |     |
|---------------------------------------------------------------------------|-----|
| Robert Louis Stevenson was born in Scotland in 1850. He was the           | 12  |
| son of an engineer who built lighthouses. He was an only child and        | 25  |
| passed many days sick in bed, where he made up stories with the help      | 39  |
| of his nurse. All his life he was skinny and prone to illness, usually in | 54  |
| his lungs. As an adult, he wandered over half the world in search of a    | 69  |
| place that favored his health.                                            | 74  |
| He studied first to be an engineer, and then a lawyer. He turned          | 87  |
| instead to writing essays, plays, and stories. For a while, he wore       | 99  |
| long hair, floppy hats, and velvet jackets. His parents believed he had   | 111 |
| become a wanderer.                                                        | 114 |
| While hanging out at an artist's colony near Paris, he met Fanny          | 126 |
| Osbourne, who would later become his wife.                                | 133 |
| In 1888, they sailed to the warm South Pacific, hoping the tropics        | 145 |
| would be good for Stevenson's health. For a year and a half, they         | 158 |
| roamed the scattered islands. Finally they settled on one of the islands, | 170 |
| where they built a plantation house.                                      | 176 |
| Wherever he went, Stevenson was liked for his graceful, charming          | 186 |
| ways and his sincerity.                                                   | 190 |

|                                                                         |     |
|-------------------------------------------------------------------------|-----|
| Though his health was better, the cares of his household were           | 201 |
| heavy. Fanny had a nervous breakdown in 1893. The next year, in 1894,   | 214 |
| a frail Stevenson died.                                                 | 218 |
| In his own time, his wandering life itself seemed a romantic            | 229 |
| adventure. He wrote <i>Treasure Island</i> in 1883 and it made him very | 241 |
| popular. His other famous stories include <i>The Strange Case of</i>    | 251 |
| <i>Dr. Jekyll and Mr. Hyde</i> and <i>Kidnapped</i> .                   | 258 |

**Word Count: 258**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Fluency Scoring Sheet

|   |                                    |
|---|------------------------------------|
|   | Words Read in One Minute           |
| — | Uncorrected Mistake in One Minutes |
|   | W.C.P.M.                           |

| W.C.P.M.                           | National Percentiles for Fall,<br>Grade 5 |
|------------------------------------|-------------------------------------------|
| 166                                | 90th                                      |
| 139                                | 75th                                      |
| 110                                | 50th                                      |
| 85                                 | 25th                                      |
| 61                                 | 10th                                      |
| <b>Comprehension Total _____/4</b> |                                           |



## Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.
  - Count *Words Read in One Minute*. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled "Words Read in One Minute."
  - Count the *Uncorrected Mistakes in One Minute*. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled "Uncorrected Mistakes in One Minute" on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
  - Subtract *Uncorrected Mistakes in One Minute* from *Words Read in One Minute* to get *Words Correct*. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.
- As you evaluate W.C.P.M. scores, here are some factors to consider:
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 4 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 4, and a student scored 84 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

## Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

| Percentile | Fall W.C.P.M. | Winter W.C.P.M. | Spring W.C.P.M. |
|------------|---------------|-----------------|-----------------|
| 90         | 145           | 166             | 180             |
| 75         | 119           | 139             | 152             |
| 50         | 94            | 112             | 123             |
| 25         | 68            | 87              | 98              |
| 10         | 45            | 61              | 72              |

### Reference

- Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

## 16

# Planning a Conclusion

## PRIMARY FOCUS OF LESSONS

### Writing

Students will revise the body of a story, identify the features of an effective conclusion, and draft a conclusion for an adventure story.

ELA.4.C.1.2; ELA.4.C.1.5; ELA.4.C.3.1

## FORMATIVE ASSESSMENT

### Activity Page 16.1

**Planning a Conclusion** Students brainstorm ideas for drafting a conclusion paragraph **ELA.4.C.1.5**

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                                                                                                     |
|-----------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------|
| <b>Writing (90 min.)</b>    |             |         |                                                                                                               |
| Revise a Story              | Individual  | 30 min. | <input type="checkbox"/> Adventure Story Rubric<br><input type="checkbox"/> Draft of Body                     |
| Model Drafting a Conclusion | Whole Group | 15 min. | <input type="checkbox"/> <i>Treasure Island</i><br><input type="checkbox"/> Activity Pages 7.2, 8.4, and 16.1 |
| Plan a Conclusion           | Partners    | 15 min. | <input type="checkbox"/> Writing journals                                                                     |
| Draft a Conclusion          | Individual  | 25 min. |                                                                                                               |
| Lesson Wrap-Up              | Whole Group | 5 min.  |                                                                                                               |

## ADVANCE PREPARATION

### Writing

- Ensure that each student has a writing journal or paper to write on for his/her conclusion.
- Display the Adventure Story Rubric from Lesson 8. Refer to Activity Page 8.4.

Start Lesson

### Support

Allow students to continue writing the body of their story if they are not ready to revise.

### ENGLISH LANGUAGE LEARNERS



### Writing Writing

#### Entering/Emerging

Review drafts with students and highlight two areas in which each student could add more detail. Have students talk through their ideas and then revise.

#### Transitioning/Expanding

Review drafts with students and highlight one area in which each student could add more detail. Have students find one other place to add more detail.

#### Bridging

Have students talk through ideas for their revisions, pointing out where they plan to add more detail.

## Lesson 16: Planning a Conclusion

# Writing



**Primary Focus:** Students will revise the body of a story, identify the features of an effective conclusion, and draft a conclusion for an adventure story.

ELA.4.C.1.2; ELA.4.C.1.5; ELA.4.C.3.1

## REVISE A STORY (30 MIN.)

- Direct students' attention to the displayed Adventure Story Rubric, and have them turn to Activity Page 8.4. Have one student read the "Exemplary" column for the "Body" section of the story aloud.
- Have students review the body of their adventure story and find at least two places in which they can add more detail.
- Tell students to make sure they have incorporated dialogue at least twice in the story.
- Have students ensure the dialogue follows the punctuation rules discussed in the previous lessons.
- **Support.** As needed, remind students about the punctuation rules for dialogue:
  - Surround dialogue with quotation marks.
  - Place punctuation for dialogue inside the quotation marks.
  - Begin a new paragraph each time there is a new speaker, starting on a new line and indenting.



### Check for Understanding

Ensure students are revising effectively. Provide reinforcing or corrective feedback, such as:

- I'm pleased that you use dialogue in your story. I notice you have used punctuation differently for moments of dialogue. Does the period go inside or outside the quotation marks?
- I noticed that you have only two moments of Rising Action. What is another example you can include?

### Challenge

Have students add more dialogue and figurative language to their stories.

## MODEL DRAFTING A CONCLUSION (15 MIN.)

- Tell students they will draft the conclusions to their stories today.
- Have students describe the purpose of a conclusion. (to solve the problem or conflict and end the story)
- Explain that effective conclusions include a resolution. They also often circle back to the beginning by referring to the introduction. *Treasure Island* does this effectively.
- Have students turn to page 89 of *Treasure Island*. Select a student to read the last three paragraphs of the story aloud.
- Have students turn to page 2 of *Treasure Island*. Select another student to read the first paragraph aloud.
- Have students explain how the story circles back and references the beginning. (Jim starts the tale by telling the reader he will share a story. He ends the tale by referring to himself as the storyteller again. Jim says “Well, to make a long story short,” which reminds us of the beginning. He ends with the same frame—telling the reader that he will end the story. Using this narrative frame gives the tale a feeling of closure and completion.)
- Tell students that conclusions wrap up the story but may leave some loose ends, meaning the problem or action in the story is not always completely resolved. This keeps the reader wondering and thinking about the story even after finishing it.
- Ask students what is left open-ended in *Treasure Island*, telling them to cite specific examples in the last three paragraphs. (Long John Silver disappears; there is still more treasure remaining on the island.)

## Activity Page 7.2



## Activity Page 16.1



### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening Exchanging Information/Ideas

#### Entering/Emerging

Provide direct teacher support for completing Activity Page 16.1, clarifying meanings of unknown words and asking yes/no questions to support student brainstorm.

#### Transitioning/Expanding

Pair students with strong partners for Activity Page 16.1. Clarify unknown words and ask *wh*- questions to support student brainstorm.

#### Bridging

Pair students with capable partners for Activity Page 16.1. Check in with students to ensure completion of all four areas of brainstorm.

- Effective conclusions often end with memorable language or imagery. Ask students what memorable language and/or imagery is present at the end of *Treasure Island*. (Jim having a nightmare and hearing the parrot calling out, “Pieces of eight! Pieces of eight!”)
- Tell students that sometimes writers must revise the introduction—and even the body—of a story after they write the conclusion. Students will have the opportunity to revise and edit their adventure stories after drafting their conclusions.

### PLAN A CONCLUSION (15 MIN.)

- Have students turn to Activity Page 7.2. Remind them that they wrote ideas for resolving their stories. Students may want to use Activity Page 7.2 to help them plan their conclusions.
- Pair students to brainstorm ideas for conclusions using Activity Page 16.1.
- If time permits, ask students to share ideas for their conclusions with the class.

### DRAFT A CONCLUSION (25 MIN.)

- Explain that a conclusion should summarize and wrap up the story, but it should also leave the reader with memorable language or imagery. Students might create an interesting image, insert meaningful dialogue, or circle back in some way to the beginning of the story.
- If students would like to circle back in some way to the beginning of the story, as in *Treasure Island*, they may need to revise the introduction as well.



---

### Check for Understanding

Circulate and check in with students, ensuring that they are drafting effectively. Provide reinforcing or corrective feedback, such as:

- I like the way you end with a metaphor.
- I noticed that your conclusion is only two sentences. Can you add more detail? How does the main character get home? What has he/she learned from his/her adventure?

### Support

Have students discuss ideas for their conclusions in pairs or small groups.

---

### LESSON WRAP-UP (5 MIN.)

- As time permits, have students share their conclusions with the whole group.

---

End Lesson



## 17

# Create a Title

## PRIMARY FOCUS OF LESSONS

### Writing

Students will create an effective title as well as revise and edit an adventure story. **ELA.4.C.1.5; ELA.4.C.3.1**

## FORMATIVE ASSESSMENT

### Activity Page 17.1

**Titles** Students analyze chapter titles from Treasure Island and select a title for their adventure story.

**ELA.4.C.1.5**

### Activity Page 17.2

**Adventure Story Editing Checklist** Students edit their adventure story using criteria outlined on the checklist. **ELA.4.C.1.5; ELA.4.C.3.1**

## LESSON AT A GLANCE

|                                 | Grouping                    | Time    | Materials                                                                                                      |
|---------------------------------|-----------------------------|---------|----------------------------------------------------------------------------------------------------------------|
| <b>Writing (90 min.)</b>        |                             |         |                                                                                                                |
| Model Creating a Title          | Whole Group/<br>Small Group | 30 min. | <input type="checkbox"/> Activity Pages 8.4, 17.1, and 17.2<br><input type="checkbox"/> Adventure Story Rubric |
| Create a Title                  | Small Group                 | 15 min. | <input type="checkbox"/> Adventure Story Editing Checklist<br><input type="checkbox"/> adventure story drafts  |
| Revise and Edit Adventure Story | Individual                  | 35 min. |                                                                                                                |
| Lesson Wrap-Up                  | Whole Group                 | 10 min. |                                                                                                                |

## ADVANCE PREPARATION

### Writing

- Plan to divide students into small groups to complete Activity Page 17.1.
- Display Activity Page 8.4, the Adventure Story Rubric, from Lesson 8.
- Prepare and display the Adventure Story Editing Checklist. Alternatively, you may access a digital version in the digital components for this unit.

| Editing Checklist                                                                                                                                  | After checking for each type of edit, place a check here. |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Meaning (It sounds right when I read it aloud.)</b>                                                                                             |                                                           |
| All my sentences have a subject and predicate.                                                                                                     |                                                           |
| I included all the words I wanted to write.                                                                                                        |                                                           |
| I removed repeated words or information.                                                                                                           |                                                           |
| I have checked the lengths of my sentences and have split run-on sentences into two.                                                               |                                                           |
| I have used strong verbs and figurative language where possible.                                                                                   |                                                           |
| <b>Format</b>                                                                                                                                      |                                                           |
| All my paragraphs are indented.                                                                                                                    |                                                           |
| I have a title on the front.                                                                                                                       |                                                           |
| <b>Capitals</b>                                                                                                                                    |                                                           |
| I began each sentence with a capital letter.                                                                                                       |                                                           |
| I used capital letters for all proper nouns.                                                                                                       |                                                           |
| <b>Spelling</b>                                                                                                                                    |                                                           |
| I have checked the spelling for any words I was unsure of or my teacher marked.                                                                    |                                                           |
| <b>Punctuation</b>                                                                                                                                 |                                                           |
| I read my writing aloud to check for commas at pauses and to check for periods, question marks, and exclamation points at the end of my sentences. |                                                           |
| I used commas and quotation marks in places where they belong.                                                                                     |                                                           |

## Lesson 17: Create a Title

# Writing



**Primary Focus:** Students will create an effective title as well as revise and edit an adventure story. **ELA.4.C.1.5; ELA.4.C.3.1**

### MODEL CREATING A TITLE (30 MIN.)

- Explain that a title is important because it is the author's first chance to make an impression on the reader.
  - Tell students that Robert Louis Stevenson originally titled his adventure story *The Sea Cook*.
1. Would you rather read a book entitled *The Sea Cook* or *Treasure Island*? Why?
    - » Most people would rather read *Treasure Island* because it implies excitement and possible adventure. We immediately ask questions like, "What kind of treasure?" and, "Who will find it?" *The Sea Cook* is not as interesting a title. We might ask ourselves, "Who is the sea cook?" and, "Why is there a story about a sea cook?" There is little interest and excitement beyond that.
  - Ask students what an effective title should accomplish (grab the reader's attention; tell what the story will be about.)
  - Explain that effective titles are also typically short and do not end with a period.
  - Tell students they will use *Treasure Island* to explore titles in more depth.
  - Divide students into small groups and have them complete Activity Page 17.1.



### Check for Understanding

Circulate and check in with students, ensuring they are completing the activity effectively. Provide guidance and support as needed.

- Once students have completed Activity Page 17.1, have them remain in their small groups, but discuss the answers as a whole group.



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking and Listening  
Offering Opinions

### Entering/Emerging

Place student in a strong peer group and prompt with yes/no questions to complete Activity Page 17.1.

### Transitioning/Expanding

Place student in a capable peer group and prompt with *wh-* questions to complete Activity Page 17.1.

### Bridging

Clarify meaning of unknown words and phrases and ensure student understands learning task.

### Activity Page 17.1





### Entering/Emerging

Provide direct teacher support while student edits/revises his or her story. Highlight areas for editing/revision (especially under heading “Meaning.”)

### Transitioning/Expanding

Review Activity Page 17.2 to ensure student understanding of types of edits. Allow student to work with a partner to edit/revise story.

### Bridging

Review Activity Page 17.2 to ensure student understanding of types of edits.

### Activity Page 8.4



### Activity Page 17.2



## CREATE A TITLE (15 MIN.)

- Have students remain in their small groups, but work independently to create their own title, keeping in mind the features of titles discussed. Students may write their title on their adventure story draft.
- Ask each student to share his or her title in a small group.
- Have students within the small group give a piece of positive feedback to the presenter. Students should be specific in their feedback. For example: “Your title made it easy to picture the setting.” “Your title made me think your character is going to be interesting.”



### Check for Understanding

Circulate and check in with students, encouraging them to offer suggestions to one another about how to make titles stronger. Have students discuss those suggestions and revise the titles as needed. Provide reinforcing or corrective feedback, such as:

- How can you shorten your title?
- Ask others what they think your story will be about. Are they right? If not, what can you change?

## REVISE AND EDIT AN ADVENTURE STORY (35 MIN.)

- Tell students that they will revise and edit their adventure story.
- Remind students that they have revised the introduction and body of their story once during the drafting process.
- Refer to the displayed Adventure Story Rubric and Adventure Story Editing Checklist. Have students turn to Activity Pages 8.4 and 17.2.
- Have students explain the difference between revising and editing. (Revising is making changes to large issues, like organization or adding details. Editing is making smaller changes, like correcting grammar and spelling.)
- Review the rubric and editing checklist as needed.
- Encourage students to begin by revising based on the rubric, tackling the larger issues first before moving on to smaller details.

- Tell students to rearrange paragraphs or sentences to improve the organization.
- Remind students that they should incorporate dialogue at least twice. They should also use figurative language and strong verbs when possible.
- Tell students to add details whenever necessary.
- Explain that they should look at their story to make sure that each item mentioned in the Editing Checklist is evident. If any items are not evident, students should use this opportunity to edit accordingly.
- Encourage students to read their story aloud, quietly, to catch mistakes.



### Check for Understanding

Circulate and check in with students, ensuring they are revising and editing effectively. Provide reinforcing or corrective feedback, such as:

- Is the conflict resolved clearly and creatively?
- I noticed that your conclusion is only two sentences. Can you add more detail? How does the main character get home? What has the character learned from his or her adventure?
- Does the conclusion include memorable language or imagery?

### **WRAP-UP (10 MIN.)**

- Ask students to share their favorite sentence(s) with the class, and explain their choice.

End Lesson

### Challenge

Have students try two different orders for their sentences in a paragraph, then have them select one to use in their papers. Have them write a sentence explaining why it is better than the other order.

### Support

Have students exchange papers with a partner to help revise and edit their stories.

### Support

Allow students to continue revising and editing.

# 18

# Publish a Story

---

## PRIMARY FOCUS OF LESSON

### Writing

Students will publish an adventure story. **ELA.4.C.1.2; ELA.4.C.5.2**

## LESSON AT A GLANCE

|                          | Grouping   | Time    | Materials               |
|--------------------------|------------|---------|-------------------------|
| <b>Writing (90 min.)</b> |            |         |                         |
| Create a Final Draft     | Individual | 60 min. | ☐ adventure story draft |
| Create the Title Page    | Individual | 30 min. |                         |
| Publishing Activity      | Individual |         |                         |





### Entering/Emerging

Check in directly with students to ensure they have all drafts, comments, and revisions to compile in a final draft. Support students in developing plans for completing anything that needs to be finished.

### Transitioning/Expanding

Ensure students have all materials needed to move forward with publishing their stories. Provide students with any materials they may need to finish.

### Bridging

Ensure students understand next steps for publishing their adventure stories.

### Challenge

If students finish, have them begin working on the title page and illustrations.

## ADVANCE PREPARATION

### Writing

- Plan to divide students into small groups to practice reading their stories aloud.
- Consider inviting other adults, such as parents or school administrators, to help with the optional class publication activity listed at the end of this lesson. Alternatively, the class publication activity could be produced during a Pausing Point day.
- If needed, ensure students have access to computers.

Start Lesson

### Lesson 18: Publish a Story

## Writing



**Primary Focus:** Students will publish an adventure story. **ELA.4.C.1.2; ELA.4.C.5.2**

## CREATE A FINAL DRAFT (60 MIN.)

- Tell students that today they will create a final draft and publish their completed adventure story.
- Explain that students should gather all their drafts, comments, and revisions to compile a final draft.
- If students have access to computers, have them type a final copy of their story. Otherwise, have students write a clean copy using their own paper.
- Tell students to number the pages.



### Check for Understanding

Circulate and check in with students, ensuring they are creating a final draft effectively. Provide guidance and support as needed.

## CREATE THE TITLE PAGE (30 MIN.)

- Explain that once students have a final draft of their adventure story, they will create a title page.
- If students have access to computers, have them type a title page. Otherwise have students create one using their own paper.
- Remind students that a title page includes the author's name as well as the story title. They may also include the publication date, if they choose.
- Encourage students to illustrate the cover page with appropriate and related images.

## PUBLISHING ACTIVITY

- With guidance and support from adults, have students explore a variety of digital tools with which to produce and publish a class book of adventure stories. You may look at some electronic publishing programs or create a slide presentation.
- You can bind the pages to make a book for the classroom library so students can read one another's stories.

~~~~~  
End Lesson  
~~~~~



**ENGLISH  
LANGUAGE  
LEARNERS**

**Writing**  
**Writing**

### **Entering/Emerging**

Provide students with a model of a title page for reference.

### **Transitioning/Expanding**

Provide students with a checklist of components included on a title page.

### **Bridging**

Check in with students to ensure they have included all necessary elements of a title page.

### **Support**

Help students identify illustrations for their covers.

### **Challenge**

Have students practice reading their stories aloud to prepare to share them in the next lesson.

## 19

# Sharing Adventure Stories

**PRIMARY FOCUS OF LESSON****Writing**

Students will present their own adventure stories as well as listen to and comment effectively on their classmates' stories.

ELA.4.C.2.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1

**FORMATIVE ASSESSMENT****Activity Page 19.1**

**Feedback on Student Presentations** Students provide two pieces of positive feedback to each presenting classmate. **ELA.K12.EE.5.1**

## LESSON AT A GLANCE

|                          | Grouping    | Time    | Materials                                                                                         |
|--------------------------|-------------|---------|---------------------------------------------------------------------------------------------------|
| <b>Writing (90 min.)</b> |             |         |                                                                                                   |
| Discuss Listening Skills | Whole Group | 10 min. | <input type="checkbox"/> Published adventure story<br><input type="checkbox"/> Activity Page 19.1 |
| Share Adventure Stories  | Small Group | 75 min. |                                                                                                   |
| Lesson Wrap-Up           | Whole Group | 5 min.  |                                                                                                   |

## ADVANCE PREPARATION

### Writing

- Plan to divide students into small groups to share their stories.
- Consider inviting other adults, such as parents or school administrators, to help during the sharing activity in this lesson.

Start Lesson

## Lesson 19: Sharing Adventure Stories

# Writing



**Primary Focus:** Students will present their own adventure stories as well as listen to and comment effectively on their classmates' stories.

ELA.4.C.2.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1

## DISCUSS LISTENING SKILLS (10 MIN.)

- Take a few minutes to set some norms for behavior when a classmate presents a story. Norms could include:
  - Listen silently when the presenter is speaking.
  - Watch the presenter.
  - Be a respectful listener.
  - Clap at the end of a presentation.
- Have students turn to Activity Page 19.1. Tell them that after each presentation, they will take several minutes to write two pieces of positive feedback on the activity page. Their feedback should be as specific as possible.
- Read the following examples of positive feedback aloud and ask students to give a thumbs-up if the feedback is effective and a thumbs-down if feedback is too general. Call on some students to explain why they responded the way they did.
  - I like your story. (This is too general and therefore not effective. It doesn't tell the author what he or she did well.)

### Activity Page 19.1



### Support

Provide sentence frames or starters, such as, "It was great when your story..." to assist students in assembling feedback.

- The introduction makes me want to keep reading because you create a mysterious character. (This comment is effective because it tells the writer why the reader wants to keep reading.)
  - The metaphor in the middle of the story right after the storm helped me picture the action. (This comment is effective because it points to a particular place in the text, and because it explains the effect it had on the reader.)
  - The conclusion made me keep thinking about the story because I wondered what happened to the main character's sister. (This comment is effective because it tells the author what he or she did well, and why the reader continues to think about the story.)
- Remind students to listen carefully and write two pieces of positive feedback on Activity Page 19.1 at the end of each presentation.
  - Divide students into small groups to share their stories.

### SHARE ADVENTURE STORIES (75 MIN.)

- Have students read their stories in small groups.



#### Check for Understanding

Circulate as students share their stories and ensure that students are listening politely and writing positive feedback on Activity Page 19.1.

### LESSON WRAP-UP (5 MIN.)

- Collect Activity Page 19.1 at the end of class and assess the feedback.
- Collect adventure stories and prepare feedback to be returned during a Pausing Point day.

End Lesson

### Challenge

Have students suggest other strong examples of positive feedback.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Speaking and Listening Offering Opinions

#### Entering/Emerging

Ask students yes/no questions to prompt them in writing specific feedback for each presenter.

#### Transitioning/Expanding

Ask students *wh-* questions to prompt them in writing specific feedback for each presenter.

#### Bridging

If students write comments that are too general for feedback, prompt them to be more specific.

## End-of-Year Assessment

# Assessment Day 1

### LESSON AT A GLANCE

|                                  | Time    | Materials                                        |
|----------------------------------|---------|--------------------------------------------------|
| <b>End-of-Year Assessment</b>    |         |                                                  |
| Reading Comprehension Assessment | 90 min. | <input type="checkbox"/> Activity Pages A.1, A.2 |

### ADVANCE PREPARATION

#### End-of-Year (EOY) Assessment

- Prepare to distribute Activity Page A.1 that you collected from students at the beginning of the unit.
- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

The primary purpose of the EOY Assessment is to determine students' preparedness for Grade 5 CKLA instruction.

### END-OF-YEAR ASSESSMENT

During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the EOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the EOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

Beginning on Day 2 of the EOY Assessment, all students will work independently on the Grammar Assessment (Activity Page A.3).

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or 11–13, as time allows). Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.4 (Word Reading in Isolation Assessment Scoring Sheet), which you will have collected from students, as well as the Word Reading in Isolation Assessment located in the Teacher Resources section of this Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included in Assessment Day 2.

The Fluency Assessment uses Activity Pages A.2 and A.5 (which you will have collected from students), as well as the student copy of the Fluency Assessment text “Paul Bunyan,” located in the Teacher Resources section. You will use Activity Page A.5 (End-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (End-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

On Day 3 of the EOY Assessment, all students will complete the Morphology Assessment (Activity Page A.6). You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

## **READING COMPREHENSION ASSESSMENT (90 MIN.)**

- Ensure each student has a copy of Activity Page A.1. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s EOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“Mercury and the Woodman” (literary text), “Benjamin Banneker” (informational text), and “The Circulatory System” (informational text)—have been profiled for text complexity using standard quantitative and qualitative measures.



The reading comprehension questions pertaining to these texts are aligned to standards and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response items address Writing standards. To prepare students for digital assessments, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

## Item Annotations and Correct Answers

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item                                                             | Correct Answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Standards                                         |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1. <b>Inferential</b>                                            | <i>Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ELA.K12.EE.3.1                                    |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| 2. <b>Inferential</b>                                            | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ELA.4.V.1.3;<br>ELA.K12.EE.3.1                    |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| *3. Part A. <b>Literal</b>                                       | <i>The Woodman showed honesty by:</i><br><i>saying the golden axe wasn't his</i><br><i>saying the silver axe wasn't his</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ELA.K12.EE.1.1                                    |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| *3. Part B. <b>Evaluative</b>                                    | <i>The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ELA.K12.EE.1.1;<br>ELA.K12.EE.5.1                 |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| 4. <b>Inferential</b>                                            | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ELA.K12.EE.3.1                                    |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| 5. <b>Evaluative</b>                                             | <i>Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ELA.4.R.1.2;<br>ELA.K12.EE.1.1;<br>ELA.K12.EE.5.1 |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| 6. <b>Inferential</b>                                            | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ELA.4.V.1.3                                       |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| *7. Part A. <b>Literal</b><br>*7. Part B. <b>Inferential</b>     | <table border="1"> <thead> <tr> <th>Part A: What Benjamin Banneker built or made</th> <th>Part B: Why he built or made this</th> </tr> </thead> <tbody> <tr> <td><i>large clock with the same working parts as a pocket watch</i></td> <td><i>He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.</i></td> </tr> <tr> <td><i>irrigation system</i></td> <td><i>He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.</i></td> </tr> <tr> <td><i>cabin with a skylight</i></td> <td><i>He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.</i></td> </tr> <tr> <td><i>almanac of all the useful information he gathered</i></td> <td><i>He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advice on farming.</i></td> </tr> </tbody> </table> | Part A: What Benjamin Banneker built or made      | Part B: Why he built or made this | <i>large clock with the same working parts as a pocket watch</i> | <i>He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.</i> | <i>irrigation system</i> | <i>He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.</i> | <i>cabin with a skylight</i> | <i>He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.</i> | <i>almanac of all the useful information he gathered</i> | <i>He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advice on farming.</i> | ELA.K12.EE.1.1;<br>ELA.K12.EE.3.1;<br>ELA.K12.EE.5.1 |
| Part A: What Benjamin Banneker built or made                     | Part B: Why he built or made this                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                   |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| <i>large clock with the same working parts as a pocket watch</i> | <i>He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                   |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| <i>irrigation system</i>                                         | <i>He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                   |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| <i>cabin with a skylight</i>                                     | <i>He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                   |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |
| <i>almanac of all the useful information he gathered</i>         | <i>He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advice on farming.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                   |                                   |                                                                  |                                                                                                                                                                                                                                                                                          |                          |                                                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                     |                                                          |                                                                                                                                                                                        |                                                      |

| Item                    | Correct Answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Standards                                                            |                               |                                                  |       |                                       |       |        |                                                |       |                                |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------|--------------------------------------------------|-------|---------------------------------------|-------|--------|------------------------------------------------|-------|--------------------------------|
| 8. Inferential          | Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ELA.K12.EE.1.1;<br>ELA.K12.EE.3.1                                    |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| 9. Evaluative           | Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities. Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.                                                                                                                                                                                                                                                                                                                                                                                                                                   | ELA.K12.EE.1.1                                                       |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| 10. Inferential         | A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ELA.4.V.1.3;<br>ELA.K12.EE.3.1                                       |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| *11. Part A. Literal    | <p>Important Jobs Blood Has in the Body</p> <p>carries life-giving oxygen to body cells</p> <p>removes carbon dioxide from body cells</p> <p>moves nutrients from food to body tissues</p> <p>carries away waste products from body tissues</p> <p>protects the body against disease</p> <p>helps distribute heat throughout the body</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ELA.K12.EE.1.1                                                       |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| *11. Part B. Evaluative | Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ELA.4.R.2.2;<br>ELA.K12.EE.1.1                                       |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| 12. Literal             | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ELA.K12.EE.1.1                                                       |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| 13. Literal             | B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ELA.4.R.3.2b;<br>ELA.K12.EE.1.1                                      |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| *14. Part A. Literal    | <table border="1"> <thead> <tr> <th></th> <th>How Blood is Used in the Body</th> <th>Where Blood Starts before Going through the Body</th> </tr> </thead> <tbody> <tr> <td>Galen</td> <td>blood is made and used up in the body</td> <td>liver</td> </tr> <tr> <td>Harvey</td> <td>blood is used over and over again, not used up</td> <td>heart</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                      | How Blood is Used in the Body | Where Blood Starts before Going through the Body | Galen | blood is made and used up in the body | liver | Harvey | blood is used over and over again, not used up | heart | ELA.4.R.2.2;<br>ELA.K12.EE.1.1 |
|                         | How Blood is Used in the Body                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Where Blood Starts before Going through the Body                     |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| Galen                   | blood is made and used up in the body                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | liver                                                                |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| Harvey                  | blood is used over and over again, not used up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | heart                                                                |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| *14. Part B. Evaluative | Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves that stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body. | ELA.4.R.2.2;<br>ELA.K12.EE.1.1;<br>ELA.K12.EE.5.1                    |                               |                                                  |       |                                       |       |        |                                                |       |                                |
| 15. Inferential         | Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very long time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.                                                                                                                                                                                                                                                                                                                                                                                                                                           | ELA.4.R.2.2;<br>ELA.K12.EE.1.1;<br>ELA.K12.EE.3.1;<br>ELA.K12.EE.5.1 |                               |                                                  |       |                                       |       |        |                                                |       |                                |

## Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions appear to have **minimal preparation** for Grade 5. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skill deficits and may not be ready for Grade 5. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the CKLA grade level materials when they reach Grade 5.

Students who answered 11–13 questions correctly out of 15 total questions appear to have **adequate preparation** for Grade 5. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation in Grade 5.

Students who answered 14–15 questions correctly out of 15 total questions appear to have **outstanding preparation** for Grade 5. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted in Grade 5.

The following chart provides an overview of how to interpret students' scores.

| Reading Comprehension Assessment Analysis |                                                                                                                                                                                  |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of Questions Answered Correctly    | Interpretation                                                                                                                                                                   |
| 10 or fewer                               | Student appears to have minimal preparation for Grade 5; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3                                |
| 11–13                                     | Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment |
| 14–15                                     | Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment |

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## End-of-Year Assessment

# Assessment Day 2

### LESSON AT A GLANCE

|                                                             | Time    | Materials                                                                                   |
|-------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------|
| <b>End-of-Year Assessment</b>                               |         |                                                                                             |
| Grammar Assessment                                          | 45 min. | <input type="checkbox"/> Activity Page A.3                                                  |
| Word Reading in Isolation Assessment;<br>Fluency Assessment | Ongoing | <input type="checkbox"/> Activity Pages A.2, A.4, A.5<br><input type="checkbox"/> stopwatch |

### ADVANCE PREPARATION

#### End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

### END-OF-YEAR ASSESSMENT

During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 25 items assessing knowledge of parts of speech, sentence elements (subject/predicate), conjunctions, sentence fragments and run-ons, sentence types, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

**GRAMMAR ASSESSMENT (45 MIN.)**

ELA.4.C.3.1

- Make sure each student has a copy of Activity Page A.3. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores into the Grammar Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.







## WORD READING IN ISOLATION ASSESSMENT (ONGOING)

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 10 or fewer on the Reading Comprehension Assessment and to students who scored 11–13, as time permits, to gain further insight as to possible weaknesses.

This section of the EOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

### Administration Instructions

- Locate the Word Reading in Isolation Assessment on the next page of this Teacher Guide. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.4 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an 'X' above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

## End-of-Year Assessment Materials

| Word Reading in Isolation Assessment |            |           |           |            |            |
|--------------------------------------|------------|-----------|-----------|------------|------------|
| 1.                                   | steady     | asphalt   | oxygen    | dovetail   | birthplace |
| 2.                                   | bravo      | washtub   | consume   | delight    | council    |
| 3.                                   | accuse     | riddle    | trolley   | scoreboard | cruise     |
| 4.                                   | marvelous  | betrayal  | freighter | floored    | guarantee  |
| 5.                                   | blizzard   | prairie   | concrete  | crescent   | bowful     |
| 6.                                   | breakwater | peachy    | spiffier  | gherkin    | qualify    |
| 7.                                   | yearning   | exercise  | loathe    | ivory      | disprove   |
| 8.                                   | audit      | baboon    | continue  | taught     | overdue    |
| 9.                                   | chasm      | human     | pulled    | warning    | worthless  |
| 10.                                  | scowl      | avoidance | paperboy  | courses    | woodchuck  |
| 11.                                  | switch     | crumb     | whopper   | sprinkle   | knitting   |
| 12.                                  | calculate  | mustache  | partridge | singe      | assign     |
| 13.                                  | wriggle    | bizarre   | recommit  | youthful   | mistletoe  |

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 5. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 43 or fewer words out of 65 correctly appear to have **minimal preparation** for Grade 5.
- Students who score 44–51 out of 65 words correctly appear to have **adequate preparation** for Grade 5.
- Students who score 52–65 out of 65 words correctly appear to have **outstanding preparation** for Grade 5.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

| Score required to meet benchmark of 80%        |      |      |      |       |         |
|------------------------------------------------|------|------|------|-------|---------|
| Phonemes                                       |      |      |      |       |         |
| Consonants                                     |      |      |      |       | Totals  |
| /b/                                            | /d/  | /f/  | /g/  | /h/   | 166/208 |
| /j/                                            | /k/  | /l/  | /m/  | /n/   |         |
| /p/                                            | /r/  | /s/  | /t/  | /v/   |         |
| /w/                                            | /x/  | /y/  | /z/  | /ch/  |         |
| /sh/                                           | /th/ | /th/ | /ng/ | /qu/  |         |
| Vowels                                         |      |      |      |       | 108/136 |
| /a/                                            | /e/  | /i/  | /o/  | /u/   | 39/49   |
| /ae/                                           | /ee/ | /ie/ | /oe/ | /ue/  | 25/31   |
| /ə/                                            | /oo/ | /oo/ | /aw/ | /ou/  | 19/23   |
| /oi/                                           | /ar/ | /er/ | /or/ | /aer/ | 27/33   |
| Syllabication (words with 2 or more syllables) |      |      |      |       |         |
| Closed Syllable/short                          |      |      |      |       | 39/49   |
| Open Syllable/long                             |      |      |      |       | 13/17   |
| Magic E and Digraph Syllable                   |      |      |      |       | 21/26   |
| R-Controlled Syllable                          |      |      |      |       | 16/20   |
| ə Syllable                                     |      |      |      |       | 7/9     |
| -le Syllable                                   |      |      |      |       | 4/4     |

## WORD READING IN ISOLATION REMEDIATION GUIDE

Write the names of students who missed questions under each header in the following chart. This will help you determine what kind of remediation may be needed in Grade 5.

Refer to the Table of Contents in the *Decoding and Encoding Remediation Supplement* to locate information about specific phonemes and syllabication for remediation purposes.

**Phonemes—Consonants (Item numbers in parentheses)**

|                                                                                                          |                                                                                                       |                                                                                      |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)</b>                                                | <b>/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)</b>                                     | <b>/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)</b>                                             |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/g/ (4e, 6d, 13a)</b>                                                                                 | <b>/h/ (9b)</b>                                                                                       | <b>/j/ (1c, 12c, 12d)</b>                                                            |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)</b>               | <b>/l/ (1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)</b>                                 | <b>/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)</b>                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)</b>                          | <b>/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)</b>                                               | <b>/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)</b> |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)</b> | <b>/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)</b> | <b>/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)</b>                                             |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)</b>                                                               | <b>/x/ (1c, 7b)</b>                                                                                   | <b>/y/ (7a, 13d)</b>                                                                 |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)</b>                                                                | <b>/ch/ (6b, 10e, 11a)</b>                                                                            | <b>/sh/ (2b, 12b)</b>                                                                |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/th/ (1e, 9e, 13d)</b>                                                                                | <b>/th/ (7c)</b>                                                                                      | <b>/ng/ (7a, 9d, 11d, 11e)</b>                                                       |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
| <b>/qu/ (6e)</b>                                                                                         |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |
|                                                                                                          |                                                                                                       |                                                                                      |

**Phonemes—Vowels (Item numbers in parentheses)**

|                                                   |                                                     |                                                                                                      |
|---------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>/a/ (1b, 8b, 9a, 12a, 12b)</b>                 | <b>/e/ (1a, 5d, 7b, 9e, 10d)</b>                    | <b>/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)</b> |
|                                                   |                                                     |                                                                                                      |
|                                                   |                                                     |                                                                                                      |
| <b>/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)</b>      | <b>/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)</b> | <b>/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)</b>                                                           |
|                                                   |                                                     |                                                                                                      |
|                                                   |                                                     |                                                                                                      |
| <b>/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)</b> | <b>/ie/ (2d, 6e, 7b, 7d, 12e)</b>                   | <b>/oe/ (2a, 5e, 7c, 8e, 13e)</b>                                                                    |
|                                                   |                                                     |                                                                                                      |
|                                                   |                                                     |                                                                                                      |
| <b>/ue/ (3a, 8c, 9b, 12a)</b>                     | <b>/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)</b>   | <b>/oo/ (2c, 3e, 7e, 8b, 8e, 13d)</b>                                                                |
|                                                   |                                                     |                                                                                                      |
|                                                   |                                                     |                                                                                                      |
| <b>/oo/ (9c, 10e)</b>                             | <b>/aw/ (1b, 8a, 8d)</b>                            | <b>/ou/ (2e, 10a)</b>                                                                                |
|                                                   |                                                     |                                                                                                      |
|                                                   |                                                     |                                                                                                      |
| <b>/oi/ (10b, 10c)</b>                            | <b>/ar/ (4a, 12c, 13b)</b>                          | <b>/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)</b>                                       |
|                                                   |                                                     |                                                                                                      |
|                                                   |                                                     |                                                                                                      |
| <b>/or/ (3d, 4d, 9d, 10d)</b>                     | <b>/aer/ (4e, 5b)</b>                               | <b>/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)</b>                                            |
|                                                   |                                                     |                                                                                                      |
|                                                   |                                                     |                                                                                                      |

**Syllabication (words with 2 or more syllables; Item numbers in parentheses)**

|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)</b> | <b>Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)</b> | <b>Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)</b> |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
| <b>R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)</b>                                                                                     | <b>ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)</b>                                   | <b>-le Syllable (3b, 11d, 13a, 13e)</b>                                                                                                        |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |

Begin to administer the Fluency Assessment individually to all students.

This section of the EOY Assessment assesses students' fluency in reading, using the selection "Paul Bunyan" (literary text) located on the next page of this Teacher Guide.

### Administration Instructions

- Turn to the student copy of "Paul Bunyan" on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Paul Bunyan" (Activity Page A.5) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an 'X' above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace original error mark with an 'SC'.                                                                             |
| <b>Teacher-supplied words</b> | Write a 'T' above the word (counts as an error).                                                                      |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.



# End-of-Year Fluency Assessment

## Student Copy

### Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!”

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.

**Word Count:** 250

- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:
  1. **Literal** What did Paul Bunyan’s parents have to do to keep his baby bottle filled?
    - » milk four dozen cows every morning and evening
  2. **Inferential** Why did Paul’s father think it would be better if Paul didn’t sleep in town?
    - » When Paul snored, neighbors thought an earthquake was happening, so it would be better if Paul didn’t sleep near neighbors and cause that kind of problem.
  3. **Literal** What happened when Paul slept on a large raft?
    - » When he turned over in his sleep, he created gigantic waves that knocked down houses along the coast.
  4. **Inferential** Why was moving out West the best plan for the Bunyan family?
    - » Americans were moving west and building things as they moved so they would have schools, churches, and furniture. All these new things were built because they didn’t exist yet, which meant there was a lot of space out West. Paul needed a lot of space.
- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

### **Guidelines for Fluency Assessment Scoring**

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student’s EOY Assessment Summary (Activity Page A.2).

To calculate a student’s Words Correct Per Minute (W.C.P.M) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider:

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grades 4 and 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the spring of Grade 4, and a student scored 113 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

## Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)

| Percentile | Spring Grade 4 W.C.P.M. | Fall Grade 5 W.C.P.M. |
|------------|-------------------------|-----------------------|
| 90         | 180                     | 166                   |
| 75         | 152                     | 139                   |
| 50         | 123                     | 110                   |
| 25         | 98                      | 85                    |
| 10         | 72                      | 61                    |

### Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

## End-of-Year Assessment

# Assessment Day 3

### LESSON AT A GLANCE

|                                                             | Time    | Materials                                                                                   |
|-------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------|
| <b>End-of-Year Assessment</b>                               |         |                                                                                             |
| Morphology Assessment                                       | 45 min. | <input type="checkbox"/> Activity Page A.6                                                  |
| Word Reading in Isolation Assessment;<br>Fluency Assessment | Ongoing | <input type="checkbox"/> Activity Pages A.2, A.4, A.5<br><input type="checkbox"/> stopwatch |

### ADVANCE PREPARATION

#### End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

### END-OF-YEAR ASSESSMENT

During the third day of the three-day assessment, all students will complete the Morphology Assessment independently. It includes 20 items assessing knowledge of the prefixes *un-*, *non-*, *en-*, *im-*, and *in-*; suffixes *-y*, *-ly*, *-able*, *-ible*, *-ful*, and *-less*; and roots *arch*, *graph*, *rupt*, *port*, and *bio*, all of which were taught in CKLA prior to the end of Grade 4. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Assessment Day 2.

## MORPHOLOGY ASSESSMENT (45 MIN.)

ELA.4.V.1.2

- Make sure each student has a copy of Activity Page A.6. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.







## INTERPRETING END-OF-YEAR ASSESSMENT SCORES

You should use the results of three assessments to determine students' preparedness for Grade 5 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 4 End-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most challenging to analyze results for students **with ambiguous or borderline scores**. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 5 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 5 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from the additional practice of certain grammar and morphology skills taught in CKLA prior to beginning the Grade 5 grammar and/or morphology instruction.

# Pausing Point

## PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

- Please use the final four days of this unit to address results of spelling assessments and the Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology).
- Note that the Pausing Point activity pages (PP.1-PP.6) provide additional practice on *to be* verbs and modal auxiliary verbs, relative pronouns, conjunctions, the roots *bio* and *port*, the prefixes *im-* and *in-*, and the suffixes *-ful* and *-less*.
- You may also choose to use the final four days of this unit to complete the End-of-Year Assessment. Based on students' scores, you may also address results of this assessment by tracking back through reading comprehension, fluency, grammar, or morphology lessons taught in earlier units throughout the year.

## REMIEDIATION

### Content

- For a detailed description of remediation strategies that address lagging skills in Reading Comprehension, Fluency, Grammar, Morphology, and Spelling, refer to the Program Guide.

### Writing

- Use time during the Pausing Point to share adventure stories if there was not enough time in Lesson 19. Allow students to finish publishing their stories, if necessary. You may also choose to complete the optional publishing activity outlined in Lesson 18. Meet briefly with individual students to discuss areas in which improvement is needed.
- You may wish to suggest that students who need more time to revise their writing do so at this point. Methods of revision may include the following:
  - adding more details to the story
  - using more descriptive language and examples of imagery
  - connecting the conclusion to the introduction
  - presenting a character in more detail

- Provide additional structure and guidance for students, making copies of both the Adventure Story Rubric and the Adventure Story Editing Checklist available (see the Teacher Resources section), and circulate and check in with students as they write.
- You may choose to have students engage in peer review during this time. Students partner up to share their adventure stories. A partner uses the Editing Checklist to comment on the story and provide suggestions for further edits and revisions.

## ENRICHMENT

- If students have mastered the skills in the Treasure Island unit, their experience with the unit concepts may be enriched by the following activities:
- Students may read the enrichment selections contained in the Reader. “The Voyage” is a chapter from the original *Treasure Island* text written by Robert Louis Stevenson. The “Blackbeard” selection tells of the life of Blackbeard, one of the best-known pirates in history. The Activity Book contains activity pages (E1.1 and E2.1) that students can complete as they read these selections.
- Students may revisit Activity Page 14.1, which was completed during Lesson 14. Students may share, either with a small group or with the class, their responses to the questions on the activity page. Students may compare and contrast with others. Students may also expand upon their answers and discussions with further writing on the subject.
- Students may respond to any of the following writing prompts, conducting independent research when necessary to support their response:
  - “I would recommend *Treasure Island* to my friends because \_\_\_\_\_.”
  - “\_\_\_\_\_ is the most interesting character because \_\_\_\_\_.”
  - Write an alternate ending to *Treasure Island*.
  - Rewrite one scene from *Treasure Island* from the perspective of Long John Silver.
  - Write a book review of *Treasure Island*.
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

# Teacher Resources

**In this section you will find:**

- Core Connections Schooner Diagram
- Glossary for *Treasure Island*
- Pronunciation Guide for *Treasure Island*
- Adventure Story Rubric
- Adventure Story Editing Checklist
- Resources for the Enrichment Selections in *Treasure Island*
- Activity Book Answer Key



## Core Connections: Schooner Diagram



# Glossary

## A

**abeam, adv.** from one side to the other across a ship

**aloft, adv.** above the deck of a ship

**alow, adv.** below the deck of a ship

**ambush, v.** to make a surprise attack

## B

**bearings, n.** the location or position of something based on information from a compass

**berth, n.** an area below the deck where crew members sleep (berths)

**brim, v.** to become full or overflowing (brimming)

**broach, v.** to open (broached)

**buccaneer, n.** a pirate

**bulk, n.** most; the larger part of something

**bulkhead, n.** a wall in a ship dividing it into watertight sections

## C

**cabin boy, n.** someone hired to wait on the passengers and crew of a ship

**cache, n.** a hiding place for supplies or treasures

**captivate, v.** to fascinate or capture one's attention (captivated)

**coach, n.** a horse-drawn carriage with four wheels

**company, n.** 1. visitors or guests; 2. companionship; 3. a ship's crew and officers

**cove, n.** a small area along a coast sheltered by hills or mountains

**craft, n.** a ship or boat

**cutlass, n.** a short, thick sword with a curved blade

## D

**deduce, v.** to figure out or draw a conclusion (deduced)

**dell, n.** a small, secluded valley with trees and grass

**depose, v.** to remove someone from office or a high rank (deposed)

**desertion, n.** a departure without permission and without the intention to return; the act of giving up and ignoring responsibilities

**desolate, adj.** lacking people, plants, animals, and other things that make a place feel welcoming

**doubloon, n.** a gold coin formerly used in Spain and Spanish America (doubloons)

**duplicity, n.** dishonest behavior meant to trick someone

## E

**ensue, v.** to follow right after another event (ensued)

**excavation, n.** a place in the ground where material has been dug up and removed

**excursion, n.** a short trip

## F

**farthing, n.** a coin worth less than a penny formerly used in Great Britain

**fathom, n.** a length of about six feet used to measure water depth (fathoms)

**forelock, n.** a lock of hair at the top of one's forehead

## G

**gargoyle, n.** a stone carving of a strange figure used as decoration on a building, usually a cathedral or Gothic structure

**guinea, n.** a gold coin formerly used in Great Britain (guineas)

---

**H**

**helm, n.** a wheel or lever used to steer a ship

**hostage, n.** a person held prisoner until another group or person meets demands

**hourglass, n.** a tool that uses sand to measure a fixed amount of time, usually an hour

**hummock, n.** a rounded hill or mound

---

**I**

**iconic, adj.** commonly known and widely recognized

**impending, adj.** about to occur

**insolence, n.** rude behavior or speech

---

**L**

**lash, v.** to tie down with a rope or cord (lashed)

**league, n.** a unit of length measuring about three miles (leagues)

**loot, n.** things that have been stolen

**luff, n.** the front edge of a sail

---

**M**

**magistrate, n.** a local government official who has some of the powers of a judge (magistrates)

**maroon, v.** to abandon someone on an island (marooned)

**moidore, n.** a gold coin formerly used in Portugal or Brazil (moidores)

**muck, v.** to make dirty (mucked)

**mutiny, n.** a rebellion or uprising against those in charge on a ship

---

**N**

**nautical, adj.** relating to the sea or sailors

---

**O**

**onslaught, n.** an attack

**outlandish, adj.** odd, unusual, bizarre

---

**P**

**pardon, n.** a release from being punished for a crime

**pitch, n.** a thick, black, sticky substance made from tar, used to cover roofs and pave roads

**predicament, n.** a difficult or dangerous situation

**pretext, n.** a pretend reason given to hide one's true reason for doing something

---

**Q**

**quay, n.** a dock; an area at the edge of a waterway where ships land, load, and unload

---

**R**

**ransack, v.** to search thoroughly, causing damage or disorder (ransacked)

**right, v.** to correct or put in an upright position (righting)

**ringleader, n.** the leader of a group that causes trouble or gets involved in illegal activity

---

**S**

**sabre, n.** a heavy sword with a sharp, curved edge

**scarper, v.** to flee or run away

**schooner, n.** a sailing ship with two or more masts

**scoundrel, n.** a wicked or disreputable person

**scout, v.** to explore an area to find information about it (scouted)

**scurvy, adj.** mean; not worthy of respect

**seafaring, adj.** working, traveling, or living on the sea

**sequin, n.** a gold coin formerly used in Venice, Malta, or Turkey (sequins)

**shipwreck, v.** to cause a passenger or crew member to experience the destruction of a ship (shipwrecked)

**shroud, v.** to cover or conceal (shrouded)

**spyglass, n.** a small telescope used to see things in the distance



**squall, n.** a sudden, powerful wind with rain, snow, or sleet (squalls)

**squire, n.** an English gentleman who owns a large estate or piece of land

**stave, n.** a verse or stanza of a song

**stockade, n.** a barrier made of upright posts used for protection or defense

**stroke, n.** a sudden loss of feeling or consciousness brought on by a lack of oxygen in the brain caused by a broken or blocked blood vessel

**stun, v.** to shock or amaze (stunned)

**superstitious, adj.** having irrational fears about mysterious things or the unknown

---

**T**

**taunt, v.** to make fun of or tease (taunted)

**treacherous, adj.** dangerous or difficult to handle

**treachery, n.** a betrayal; an act of hurting someone who trusts you

**truce, n.** an agreement between enemies to stop fighting for a certain period

---

**U**

**Union Jack, n.** the official flag of Great Britain

**unison, n.** agreement; the same way at the same time

---

**W**

**well-being, n.** the state of being happy, healthy, and comfortable

---

**Y**

**yarn, n.** a tale or an adventure story

## PRONUNCIATION GUIDE FOR *TREASURE ISLAND*

The following are pronunciations for unique words in the order in which they first appear in *Treasure Island*, translated into Core Knowledge code. Syllables are divided with an asterisk (\*).

| Chapter 2         |                  |
|-------------------|------------------|
| Caracas           | /kə*rok*ə s/     |
| <i>Hispaniola</i> | /his*pan*yoe*lə/ |

| Chapter 3 |       |
|-----------|-------|
| quay      | /kee/ |

| Chapter 6 |             |
|-----------|-------------|
| coracle   | /kor*ə*kəl/ |

| Chapter 9 |           |
|-----------|-----------|
| guinea    | /gin*ee/  |
| Moidore   | /moi*dor/ |

| Enrichment: "The Voyage" |                 |
|--------------------------|-----------------|
| Madagascar               | /mad*ə*gas*kar/ |
| Malabar                  | /mal*ə*bar/     |
| Surinam                  | /ser*ə*nom/     |

## ADVENTURE STORY RUBRIC

|                     | <b>Exemplary</b>                                                                                   | <b>Strong</b>                                                                         | <b>Developing</b>                                                                                         | <b>Beginning</b>                                   |
|---------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <b>Introduction</b> | The main characters are memorable and clearly described.                                           | The main characters are described but may need more detail.                           | The main characters are described but details are unclear.                                                | The main characters are not described.             |
|                     | The setting is creative and clearly described.                                                     | The setting is described but may need more detail.                                    | The setting is described but details are unclear .                                                        | The setting is not described.                      |
|                     | The hook grabs the reader's attention effectively.                                                 | The hook grabs the reader's attention somewhat effectively.                           | The hook does not grab the reader's attention.                                                            | A hook is not included.                            |
| <b>Body</b>         | The story has a clear, interesting problem or conflict .                                           | The story has a clear problem or conflict.                                            | The story has a problem or conflict, but it is unclear.                                                   | The story does not have a problem or conflict.     |
|                     | The story includes at least three effective Rising Action events.                                  | The story includes at least three Rising Action events that are somewhat effective.   | The story includes fewer than three Rising Action events that are either effective or somewhat effective. | The story does not include Rising Action events.   |
|                     | The story proceeds in a suspenseful, logical sequence.                                             | The story proceeds in a logical sequence.                                             | The story proceeds in a somewhat logical sequence.                                                        | The story does not proceed in a logical sequence.  |
|                     | The story has a clear, interesting climax or turning point.                                        | The story has a clear climax or turning point                                         | The story has a climax or turning point, but it is unclear.                                               | The story does not have a climax or turning point. |
| <b>Conclusion</b>   | The conflict is resolved clearly and creatively.                                                   | The conflict is clearly resolved.                                                     | The conflict is not clearly resolved.                                                                     | The conflict is not resolved.                      |
| <b>Language</b>     | The story uses figurative language effectively.                                                    | The story uses figurative language somewhat effectively.                              | The story uses figurative language, but not effectively.                                                  | The story does not use figurative language.        |
|                     | The story incorporates several instances of dialogue that sound natural and further the plot line. | The story includes some dialogue, but it does not contribute to the plot development. | The story includes dialogue only once.                                                                    | The story does not include any dialogue.           |
|                     | The author effectively shows rather than tells.                                                    | The author somewhat effectively shows rather than tells.                              | The author shows rather than tells, but not effectively.                                                  | The author does not show rather than tell.         |
|                     | The story develops the characters creatively and effectively.                                      | The story develops the characters effectively.                                        | The story develops characters somewhat effectively.                                                       | The story does not develop the characters.         |

## **Guidance for Teacher Use of Rubrics**

Rubrics are provided for evaluation of the content and structure of student writing composed within each unit. The criteria within the descriptions correspond to what is taught in the writing lessons. “Exemplary” to “Beginning” performance columns provide graduated descriptions for each criterion. The columns for “Strong,” “Developing,” and “Beginning” performance are shaded to help students initially attend to the description for “Exemplary” performance. The rubrics allow teachers and students to identify graduated steps for improvement when aspects of the writing do not meet all the taught criteria. To do this, teachers (and students) may highlight the language from each row that best describes the student writing.

| Adventure Story Editing Checklist                                                                                     | Notes |
|-----------------------------------------------------------------------------------------------------------------------|-------|
| <b>Meaning</b>                                                                                                        |       |
| <i>Is correct grammar used?</i>                                                                                       |       |
| Sentences are complete with subject and predicate.                                                                    |       |
| Sentences are appropriate length (no run-ons).                                                                        |       |
| The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structure. |       |
| Strong verbs and figurative language are included and used appropriately.                                             |       |
| <b>Format</b>                                                                                                         |       |
| <i>Does the student use appropriate formatting for the piece of writing?</i>                                          |       |
| Paragraphs are indented.                                                                                              |       |
| There is a title on the front.                                                                                        |       |
| <b>Capitals</b>                                                                                                       |       |
| <i>Is capitalization appropriately applied?</i>                                                                       |       |
| All sentences begin with a capital letter.                                                                            |       |
| All proper nouns are capitalized.                                                                                     |       |
| <b>Spelling</b>                                                                                                       |       |
| <i>Are all words spelled correctly?</i>                                                                               |       |
| Words for which Core Knowledge Code is given are spelled accurately.                                                  |       |
| Words from spelling and morphology lessons are spelled accurately.                                                    |       |
| Misspellings have been identified and student has looked up correct spellings in reference sources as needed.         |       |
| <b>Punctuation</b>                                                                                                    |       |
| <i>Is punctuation appropriately applied?</i>                                                                          |       |
| All sentences have appropriate ending punctuation.                                                                    |       |
| Commas and quotation marks are used as they have been taught.                                                         |       |

## Guidance for Teacher Use of Editing Checklists

Editing checklists allow students and teachers to evaluate students' command of language conventions and writing mechanics within unit writing projects. They serve a different purpose from rubrics; rubrics measure the extent to which students apply specific instructional criteria they have been building toward across the unit, whereas editing checklists measure the extent to which students apply English language conventions and general writing mechanics. With regard to expectations for accountability, we recommend using the editing checklist to measure students' command of language conventions and writing mechanics only when students have received the appropriate instructional support and a specific opportunity to review their writing for that purpose.

### Evaluating Student Writing

Make enough copies of the rubric and editing checklist found in this section to evaluate each student's writing piece.

## RESOURCES FOR THE ENRICHMENT SELECTIONS IN *TREASURE ISLAND*

The enrichment selections in *Treasure Island* are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than Chapters 1–9. You may want to assign these chapters to students who need more challenging reading material. An introduction to the selections is provided here. Core vocabulary is also listed for each selection; these words are bolded in the Reader and appear in the glossary. Following the vocabulary chart, pronunciations are provided for words that may be challenging to decode.

### Core Vocabulary for “The Voyage”

“The Voyage” is a selection from the original *Treasure Island* text by Robert Louis Stevenson. It picks up after Jim brings the papers he finds in the captain's sea chest to Dr. Livesey and Squire Trelawney. Students can read to find out how the selection is similar to and how it is different from the adapted text in the Reader. Activity Page E1.1 corresponds to this enrichment selection.

The following core vocabulary words are bolded in the selection and appear in the glossary. Remind students they can look up a word in the glossary if necessary.

**stave, n.** a verse or stanza of a song (91)

**bulkhead, n.** a wall in a ship dividing it into watertight sections (92)

**yarn, n.** a tale or an adventure story (94)

**pitch, n.** a thick, black, sticky substance made from tar, used to cover roofs and pave roads (94)

**muck, v.** to make dirty (mucked) (94)

**forelock, n.** a lock of hair at the top of one's forehead (95)

**broach, v.** to open (broached) (95)

**abeam, adv.** from one side to the other across a ship (96)

**alow, adv.** below the deck of a ship (96)

**aloft, adv.** above the deck of a ship (96)

**helm, n.** a wheel or lever used to steer a ship (97)

**luff, n.** the front edge of a sail (97)

| Vocabulary Chart for "The Voyage"      |                                                                                                    |                               |
|----------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------|
| Vocabulary Type                        | Tier 3 Domain-Specific Words                                                                       | Tier 2 General Academic Words |
| Core Vocabulary                        | stave<br>bulkhead<br>yarn<br>pitch<br>forelock<br>broach<br>abeam<br>alow<br>aloft<br>helm<br>luff | muck                          |
| Spanish Cognates for Core Vocabulary   |                                                                                                    |                               |
| Multiple-Meaning Core Vocabulary Words | yarn<br>pitch<br>aloft<br>helm                                                                     |                               |
| Sayings and Phrases                    | dog-tired<br>made no bones about                                                                   |                               |

### Pronunciation Guide for “The Voyage”

|            |                 |
|------------|-----------------|
| Madagascar | /mad*ə*gas*kar/ |
| Malabar    | /mal*ə*bar/     |
| Surinam    | /ser*ə*nom/     |

### Core Vocabulary for “Blackbeard”

The “Blackbeard” selection tells of the life of Blackbeard. This offers students an opportunity to learn more about one of the most infamous pirates in history, who is briefly mentioned in Chapter 2 of the *Treasure Island* Reader: “In fact, Blackbeard was a child compared to Flint!” This selection describes Blackbeard’s rise and fall as an immensely powerful pirate in the 1700s. Activity Page E2.1 corresponds to this enrichment selection.

The following core vocabulary words are bolded in the selections and appear in the glossary. Remind students they can look up a word in the glossary if necessary.

**iconic, adj.** commonly known and widely recognized (101)

**hourglass, n.** a tool that uses sand to measure a fixed time, usually an hour (101)

**pardon, n.** a release from being punished for a crime (102)

### Vocabulary Chart for “Blackbeard”

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|----------------------------------------|---------------------------------|----------------------------------|
| Core Vocabulary                        | hourglass<br>pardon             | iconic                           |
| Spanish Cognates for Core Vocabulary   | perdonar                        | icónica                          |
| Multiple-Meaning Core Vocabulary Words | pardon                          |                                  |
|                                        |                                 |                                  |
| Sayings and Phrases                    |                                 |                                  |





# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ **13** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Character Chart

As new information about characters is introduced in the story, complete the following chart.

| Chapter(s)          | Character             | Key Details                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                   | Billy Bones (Captain) | old seaman with a scar on his face; stays at Admiral Benbow Inn; has a sea chest and knows where other treasure is located; dies in Chapter 1                                                                                                                                                                                                                                                                         |
| 1                   | Black Dog             | one of Captain Flint's men; missing two fingers; comes to the inn to find Billy Bones and get his treasure                                                                                                                                                                                                                                                                                                            |
| 1, 2, 4, 6, 7, 8, 9 | Jim Hawkins           | narrator; young boy; helps family run the inn; his father dies; seems naive; cabin boy on the <i>Hispaniola</i> ; overhears pirates planning mutiny and exposes their plan to the doctor and the squire; takes Ben Gunn's boat to secure the ship; kills Israel Hands in a fight; becomes the pirates' hostage; makes a deal with Silver to protect one another; gets back home safely with a portion of the treasure |
| 2                   | Dr. Livesey           | doctor; cares for Billy Bones when he has a stroke; helps plan trip to find treasure; will be the ship's doctor                                                                                                                                                                                                                                                                                                       |
| 2                   | Pew                   | blind man; gives Billy Bones the black spot; leads the men to ransack the inn to search for the treasure; part of Captain Flint's crew with Silver                                                                                                                                                                                                                                                                    |

| Chapter(s)       | Character                   | Key Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2                | Squire Trelawney            | friend of Dr. Livesey; helps plan trip to find treasure; goes to Bristol to find ship and crew; appoints himself as admiral of the <i>Hispaniola</i>                                                                                                                                                                                                                                                                                                                                                                 |
| 2, 3, 4, 6, 8, 9 | Long John Silver (Barbecue) | hired as a cook on the <i>Hispaniola</i> ; helps recruit crew for the voyage; missing a leg; owns Spyglass Tavern; teaches Jim nautical terms; has a pet parrot named Captain Flint; was a crew member for Captain Flint; is a pirate and plans a mutiny to get the treasure; appointed captain of the pirates; tries to bargain with the original captain; leads a fight against the original captain and his men; makes a deal with Jim to protect one another; escapes to South America with some of the treasure |
| 3, 6             | Captain Smollett            | captain of the <i>Hispaniola</i> ; doesn't like or trust Silver; doesn't like the doctor's choice of crew or voyage; has a bad feeling about the trip and tells the men to keep the treasure map hidden; refuses to bargain with Silver; injured in fight with pirates                                                                                                                                                                                                                                               |
| 5, 9             | Ben Gunn                    | pirate marooned on Treasure Island; knows about Silver; plans to change his ways; claims to be rich; tells the doctor where the treasure is; helps the doctor outsmart the pirates; helps Silver escape; gets home safely with a portion of the treasure but doesn't keep it long                                                                                                                                                                                                                                    |
| 8, 9             | George Merry                | pirate and mutineer; leads the mutiny against Silver; turns on Silver when he discovers the treasure is gone; killed by Silver in the last chapter                                                                                                                                                                                                                                                                                                                                                                   |

NAME: \_\_\_\_\_ **14** TAKE-HOME  
 DATE: \_\_\_\_\_ CONTINUED

- A simile is a literary device that compares two different things, usually using *like* or *as*. Identify the simile on page 4 of the excerpt. Then explain what is being compared and why.  
 "Then he stood inside the door, peering out like a hungry cat waiting for a mouse." Black Dog is compared to a hungry cat waiting for a mouse to show that he is anxious and excited about finding the captain because he has been looking for him for a while. Black Dog plans to surprise the captain and probably scare him as well.
- At different points in the excerpt, the captain is described as growling, hissing, and croaking. These are verbs usually used to describe the actions of animals. Why might these words accurately describe the actions of the captain?  
 These sounds are made by animals when they are about to attack.  
 Using these words to describe the captain suggests that he is dangerous, ruthless, and frightening.

- Why might the captain direct Jim to go to the doctor and tell him to "send all hands" to the inn? What does he want them to do?  
 The captain wants Jim to get help if Black Dog returns or if the captain is given the black spot. When he says "send all hands," he means send all the help possible, including the doctor and the magistrate. He hopes these men will protect him and prevent Black Dog and his men from finding the sea chest.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 2.2 TAKE-HOME

### to be Verbs and Modal Auxiliary Verbs

Fill in the blank with the correct to be verb for agreement in the present tense.

Example: He \_\_\_\_\_ is \_\_\_\_\_ happy.

1. We \_\_\_\_\_ are \_\_\_\_\_ loved.
2. I \_\_\_\_\_ am \_\_\_\_\_ sleepy.
3. You \_\_\_\_\_ are \_\_\_\_\_ thoughtful.
4. They \_\_\_\_\_ are \_\_\_\_\_ sweet.
5. You all \_\_\_\_\_ are \_\_\_\_\_ funny.
6. The pie \_\_\_\_\_ is \_\_\_\_\_ delicious.

Select the modal auxiliary verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

Example: I need to finish my homework. \_\_\_\_\_ I be excused from the dinner table?

- \_\_\_\_\_ will  
 X may  
\_\_\_\_\_ couldn't

1. We have been planning a trip for a year to see my family in Greece. Tomorrow, we \_\_\_\_\_ finally begin our trip.  
\_\_\_\_\_ can't  
\_\_\_\_\_ might  
 X will

2. \_\_\_\_\_ you help me with chores right now or are you busy?

X Can  
\_\_\_\_\_ Might  
\_\_\_\_\_ Cannot

3. At the carnival, we \_\_\_\_\_ play games, but we'll probably ride amusement rides instead.

\_\_\_\_\_ will  
 X might  
\_\_\_\_\_ couldn't

4. They are stuck in traffic right now, so they most likely \_\_\_\_\_ make it to the party before it ends.

X won't  
\_\_\_\_\_ couldn't  
\_\_\_\_\_ can't

5. He \_\_\_\_\_ ride a bicycle yet, but he plans to learn.

X can't  
\_\_\_\_\_ couldn't  
\_\_\_\_\_ won't

6. Last year, I \_\_\_\_\_ read faster than my brother, but now he reads faster than me.

\_\_\_\_\_ might  
\_\_\_\_\_ can  
 X could

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 2.2 CONTINUED TAKE-HOME

Write two sentences, using a different to be verb of your choice in each. Be sure to use correct capitalization and punctuation.

1. **Answers may vary, but should include the correct use of a form of the verb to be.**  
\_\_\_\_\_  
\_\_\_\_\_

2. **Answers may vary, but should include the correct use of a form of the verb to be.**  
\_\_\_\_\_  
\_\_\_\_\_

Write two sentences, using a different modal auxiliary verb of your choice in each. Be sure to use correct capitalization and punctuation.

1. **Answers may vary, but should include the correct use of a modal auxiliary verb.**  
\_\_\_\_\_  
\_\_\_\_\_

2. **Answers may vary, but should include the correct use of a modal auxiliary verb.**  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 2.3 TAKE-HOME

### Root bio

Write the correct word to complete each sentence.

|                 |                     |                     |
|-----------------|---------------------|---------------------|
| _____ symbiotic | _____ biography     | _____ biosphere     |
| _____ biology   | _____ biodegradable | _____ autobiography |

1. Instead of buying regular trash bags, my family now buys \_\_\_\_\_ **biodegradable** trash bags because they are more environmentally friendly.
2. Even though many plants and animals live on land, water makes up the majority of Earth's \_\_\_\_\_ **biosphere**.
3. It might be fun to research a pirate's life and write a(n) \_\_\_\_\_ **biography** about him.
4. The study of \_\_\_\_\_ **biology** is important so people can learn how plants and animals live and grow.
5. My dog protects me and I take care of him in return, so we have a(n) \_\_\_\_\_ **symbiotic** relationship.
6. After the president left office, he wrote a(n) \_\_\_\_\_ **autobiography**, or a book about his own life.

Write a complete sentence for each of the following words. Be sure to use correct capitalization and punctuation.

1. *autobiography*

Answers may vary, but should correctly use the word *autobiography*.

\_\_\_\_\_

2. *biology*

Answers may vary, but should correctly use the word *biology*.

\_\_\_\_\_

3. *biodegradable*

Answers may vary, but should correctly use the word *biodegradable*.

\_\_\_\_\_

4. Dialogue is used on page 13 to show rather than tell. Just like Jim and his mother, the reader overhears the dialogue. What do we learn from the conversations?

- A. Pew and his men have found Flint's map.
- B. The items Pew and his men are looking for are gone.
- C. Pew is more interested in Flint's map than the money.
- D. Pew knows Jim has taken the key and Flint's map.

E. B, C, and D

5. In the following sentence on page 14, what does the idiom *hold their ground* mean?

Pew, however, attempted to convince the others to hold their ground and not flee like scalded rats.

- A. collect dirt from the side of the road
- B. stay in place and not give up
- C. run away quickly
- D. have a meeting

6. In the following sentence on page 20, how does the use of the phrase *do not breathe a word* of contribute to the meaning of the passage?

Remember, do not breathe a word of what we've found.

- A. The phrase suggests the men must keep their findings secret.
- B. The phrase suggests the information and journey are dangerous.
- C. The phrase suggests that the squire should tell people what they have found so that he can assemble the best crew possible.
- D. The phrase suggests that the squire is feeling ill.

E. A and B

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.1**

ACTIVITY PAGE

### The Sea Chest and the Blind Man

As you and your partner read Chapter 2, "The Sea Chest and the Blind Man," answer the following questions. Use complete sentences and include page numbers where appropriate.

1. Why did Jim and his mother wait in a ditch?
- A. They wanted to avoid a mob of angry townspeople.
  - B. They were looking for their dog.
  - C. They were hiding from pirates ransacking the inn.
  - D. They were lost.

Page(s) 12

2. A simile is a comparison of two different things, usually using *like* or *as*. Paraphrase the following simile from page 15 in your own words.

They scattered like rabbits in every direction.

Answers may vary, but should be similar to: The men ran away quickly in all different directions.

3. Chapter 2 contains two different settings. Name the two places where the action happens in this chapter.

Admiral Benbow Inn (or just outside) and Dr. Livesey's house

Page(s) 10, 15

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.1**

ACTIVITY PAGE

CONTINUED

This question has two parts. Answer Part A and then answer Part B.

7. **Part A:** What is the Jolly Roger?

the flag pirates flew

**Part B:** What was the purpose of the Jolly Roger?

The skull and cross bones was an intimidating symbol meant to

identify a pirate ship and to scare merchant sailors.

Page(s) 16

8. What do Jim, Dr. Livesey, and Squire Trelawney decide to do after opening the treasure map?

- A. They turn the map over to the authorities.
- B. Squire Trelawney decides to go to Bristol to hire a ship and crew.
- C. The doctor and squire agree to pay Jim a handsome sum for the map.
- D. Dr. Livesey decides to go to Bristol to hire a ship and crew.

Page(s) 18

9. Whom does Squire Trelawney hire to be the cook on the *Hispaniola*?

Squire Trelawney hires Long John Silver to be the cook.

Page(s) 21

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

**The Real Adventure Begins**

Answer each question, citing the page number(s) where you found evidence in the text for your answer.

1. What does Jim see at the quay in Bristol and how does he react?  
He sees ships from all over the world and sailors working on the ships, including some men high up in the rigging. He also sees sailors with pigtailed in their hair and rings in their ears. Jim is excited. The reader can infer Jim's reaction because he says "I was captivated."

Page(s) 22

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A:** What is Jim's first impression of Long John Silver?  
Jim seems relieved. He says Silver seems very smart. He also says that Long John Silver doesn't look like a buccaneer, but rather a likeable, clean landlord. He seems to have a positive first impression of Long John Silver.

**Part B:** Is there anything that might suggest that Jim's positive first impression of Long John Silver may be wrong?

Jim sees Black Dog in Long John Silver's tavern. This suggests Long John Silver might be connected to the pirates that ransacked the Admiral Benbow Inn in Chapter 2. This could mean Long John Silver isn't as honest and good as Jim first thinks.

Page(s) 25

3. What does Jim think of Long John Silver after seeing Black Dog in Silver's tavern?  
Answers may vary, but should include that Jim seems to have mixed feelings. He likes that Silver explained ship terms to him, but senses that something isn't quite right because Black Dog was in Silver's tavern. Silver is honest about not catching Black Dog. He also later pays Jim a compliment. But something isn't right.
4. Why is Captain Smollett upset?  
Answers may vary, but may include that Captain Smollett is upset because he thinks treasure voyages are dangerous, he doesn't trust the crew, and he is worried about the location of the guns and powder.

Page(s) 28, 29

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.2** CONTINUED ACTIVITY PAGE

5. What do you think Jim means when he says that he wonders about Silver's choice of name for his parrot, Captain Flint?  
Answers may vary, but may include that Jim might think it is odd that Long John Silver's parrot is named after the pirate Captain Flint. Billy Bones was Captain Flint's first mate, and the journey to Treasure Island is to find Captain Flint's buried treasure. Earlier in the story, Squire Trelawney describes Flint as "the bloodthirstiest pirate that ever flew the Jolly Roger." Naming a parrot after a known pirate is not necessarily something that an average person would do.

Page(s) 30

6. What does Jim mean when he says that Silver "smiled in a way that made me think he was either the best of men—or the worst of men"?  
Answers may vary, but should include: Jim still doesn't know whether or not to trust Silver. On the one hand, Silver could be an honest man that would be good to be around. On the other hand, Silver could be acting honest to hide the fact that he isn't. Jim just isn't sure about Silver.

Page(s) 32

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.3** TAKE-HOME

**Relative Pronouns**

| Relative Pronoun | Use                           |
|------------------|-------------------------------|
| who              | refers to or replaces subject |
| whom             | refers to or replaces object  |
| whose            | indicates possession          |

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun. Be sure to use correct capitalization and punctuation.

Example: Tom is in my class. I borrowed Tom's book.  
Tom whose book I borrowed is in my class.

1. I asked Elizabeth for a pen. I sit next to Elizabeth in class.  
I asked Elizabeth, whom I sit next to in class, for a pen.
2. My neighbor's flowers are pretty. My neighbor loves to garden.  
My neighbor, whose flowers are pretty, loves to garden.
3. My brother likes to tell jokes. My brother is funny.  
My brother, who likes to tell jokes, is funny.

4. I gave the tourist directions. The tourist was lost.

I gave the tourist, who was lost, directions.

5. My sister is smart. My sister works at the library.

My sister, who works at the library, is smart.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**4.4** ACTIVITY PAGE

### Root bio

Write the correct word to complete each sentence.

1. He wrote a(n) autobiography about his life as a dancer, singer, and actor.  
(biology, symbiotic, autobiography, biodegradable)
2. When an animal in the wild develops a relationship with an animal of another species that benefits both animals, it is considered a(n) symbiotic relationship.  
(biodegradable, biosphere, biography, symbiotic)
3. Our teacher wrote an interesting biography about the life of Blackbeard, a famous pirate.  
(biosphere, autobiography, biography, biology)

Read the following pairs of sentences containing words with the root bio. Within each pair, one of the sentences uses the word correctly and one of the sentences uses it incorrectly. Circle the sentence that uses the word correctly.

1. I read a biography about the baseball player Babe Ruth.  
I read a biography about baseball.
2. A pencil has a symbiotic relationship with a crayon because you can draw with a pencil and color with a crayon.  
A person has a symbiotic relationship with a pet cat because a person takes care of a cat and a cat shows affection to a person.
3. The biosphere is one layer of Earth's atmosphere.  
The biosphere includes any portion of Earth where animals and plants live.

**Challenge:** Write a complete sentence using two words with the root bio. Be sure to use correct capitalization and punctuation.

Answers may vary, but should correctly use two words with the root bio.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.2** ACTIVITY PAGE

### What I Heard in the Apple Barrel

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. What new information is revealed by Long John Silver's statement, "Flint was cap'n and I was part of the crew. I lost my leg on that voyage, and old Pew lost his eyes. But I got my hands on some money, and it's all safe in the bank"?  
Long John Silver knows all of the pirates who tried to steal the treasure map from the Admiral Benbow Inn, as described in earlier chapters. He was actually one of the crew members on the original voyage when the treasure was hidden and buried.  
Page(s) 36
2. Why do you think Jim says he wants to pounce on Silver when he hears Silver say "you're as smart as paint" to another crew member?  
Jim wants to pounce on Silver because he realizes Silver is not the honest man Jim believed him to be. Silver used the same compliment for a crew member that he had used for Jim, making it obvious that Silver says things like that just to get people on his side. Jim feels tricked and deceived.  
Page(s) 36

3. Why do you think Silver suddenly breaks off when he is talking about what he will do to other crew members once the treasure is found?

Answers may vary, but may include that perhaps Silver thinks he has already said too much

about his plans to steal the treasure and get rid of the other crew members. Perhaps he wants

to change the topic or distract the others so he doesn't reveal anything else he is thinking of

doing, in case the men he is speaking with tell others about his plans.

Page(s) 38

4. Why does Captain Smollett have a copy of the map that does not show where the treasure is buried?

Answers may vary, but should include that Captain Smollett asks early on that the treasure map be

hidden from the crew, including himself. The captain suspects some of the crew may be dishonest.

So he likely made a copy of the map that does not show where the treasure is buried to protect the

actual location of the treasure from people who likely can't be trusted, including Silver.

Page(s) 39

5. Why does Captain Smollett want Silver to get the dishonest crew members under his control?

The captain is concerned the men may begin to fight among

themselves, overthrow Silver, and mutiny on their own. If Silver can

talk them out of starting a mutiny, it will give the captain more control

and more time to think about the problems at hand.

Page(s) 41

4. The bicycle was green. The bicycle had a flat tire.

The bicycle, which was green, had a flat tire.

5. The mailbox's flag is broken. The mailbox needs to be replaced.

The mailbox whose flag is broken needs to be replaced.

NAME: \_\_\_\_\_

**6.3** TAKE-HOME

DATE: \_\_\_\_\_

### Relative Pronouns

| Relative Pronoun | Use                                                                                               |
|------------------|---------------------------------------------------------------------------------------------------|
| that             | introduces a section of the sentence that is needed to understand the meaning of the sentence     |
| which            | introduces a section of the sentence that is not needed to understand the meaning of the sentence |
| whose            | indicates possession                                                                              |

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: She got a card for her birthday. The card was signed by all of her friends.

She got a card for her birthday that was signed by all of her friends.

1. The guitar's strings were broken. The guitar was in its case.

The guitar, whose strings were broken, was in its case.

2. The balloon floated away. The balloon was red.

The balloon, which was red, floated away.

3. The mop was left outside in the rain. The mop was soaking wet.

The mop that was soaking wet was left out in the rain.

NAME: \_\_\_\_\_

**6.4** TAKE-HOME

DATE: \_\_\_\_\_

### Prefixes *im-* and *in-* and Roots *port* and *bio*

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

|            |              |              |
|------------|--------------|--------------|
| immature   | dependent    | porter       |
| amphibious | measurable   | inaudible    |
| mature     | independent  | biodiversity |
| important  | immeasurable | audible      |

- Frogs, toads, and salamanders are all amphibious animals.
- The stranger was very kind to act as a(n) porter for the elderly woman and carry her bags to the train.
- Treasure Island was a(n) measurable size—about nine miles long and five miles wide.
- The secret conversation of Long John Silver and his men is only inaudible to Jim Hawkins because he happens to be inside a nearby apple barrel when it takes place.
- The immature puppy isn't trained yet, so he doesn't know to stay in the yard or to only go to the bathroom outside.
- The sound of the floor creaking must have been audible to everyone except me, as I woke up every time I heard it while my sisters and brothers slept soundly.

7. My grandma cannot drive, so she is dependent on other people for rides.

8. The people aboard the *Hispaniola* set off to Treasure Island in hopes of finding so much treasure that the amount would be immeasurable.

9. With lots of different plants and animals, Earth is considered a planet with great biodiversity.

10. Before we went to the Treasure Island play, our mom reminded us to act mature, be polite, and sit quietly while we were in the theater.

For each of the words remaining in the word bank, write a sentence using the words.

11. Answers may vary, but should correctly use the word important or independent.

12. Answers may vary, but should correctly use the word important or independent.

NAME: \_\_\_\_\_ 6.6 TAKE-HOME  
DATE: \_\_\_\_\_

### Practice Spelling Words

List the spelling words in alphabetical order. Remember to say and spell the words syllable by syllable.

|           |           |           |
|-----------|-----------|-----------|
| captain   | ferocious | treasure  |
| voyage    | fortune   | commotion |
| buccaneer | mutiny    | nautical  |
| league    |           |           |

- buccaneer
- captain
- commotion
- ferocious
- fortune
- league
- mutiny
- nautical
- treasure
- voyage

NAME: \_\_\_\_\_ 8.2 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### The Man on the Island

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. How does the reader know the exchange between John Silver and the seaman Tom takes place? Why is the interaction important?  
The narrator, Jim, witnesses the exchange from a distance. He hides in a nearby area, watching and listening to them. The narrator's main point in describing the interaction is to confirm Long John Silver is planning to lead a mutiny. This interaction is important because it shows Long John Silver is willing to hurt people who are not willing to join his mutiny and those who might go against him.  
Page(s) 45

2. What do you think Ben Gunn means when he says, "If I ever get back to England, I'm changing my ways and the company I keep"?  
Ben Gunn was a pirate until another group of pirates marooned him on the island. When he says he's going to change his ways, he means that he is going to stop being a buccaneer. When he says he will change the company he keeps, he means that he will not associate with pirates anymore.  
Page(s) 47

3. Do you think Ben Gunn is a trustworthy character? Support your opinion with evidence from the text.  
Answers may vary, but students should support their opinions with evidence from the text. Students may say Ben Gunn is not a trustworthy character because he is a pirate and so far in the text, it has become apparent that pirates are often disloyal and not trustworthy. Alternatively, students may say Ben Gunn is a trustworthy character because, after being marooned on an island, he has vowed to change his ways, stop being a pirate, and live a more honest life.  
Page(s) 49

4. Based on what you have read, would you characterize buccaneers or pirates as trustworthy or untrustworthy? Why?  
Answers may vary, but students should support their position with evidence from the text. For example, buccaneers are not trustworthy people, as they lie, steal, and treat one another poorly. Marooning Ben Gunn on an island is an example of how buccaneers can be disloyal and not trustworthy. Ben Gunn wanting to take Captain Flint's treasure is also an example of being disloyal, as that treasure does not belong to Ben.  
Page(s) 51



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.3** TAKE-HOME

**Excerpts from “The Man on the Island”**

Read each excerpt from “The Man on the Island” and then answer the question(s) that follow it.

At first, Treasure Island seemed a fascinating place. There were marshes full of willows and odd, outlandish, swampy plants and trees. Here and there I saw snakes, and one raised his head from a rock and hissed at me with a noise not unlike that of a spinning a top. I explored for a while until I wandered into a thicket of live oak trees, which grew along the sand.

1. Why do you think the narrator describes Treasure Island as “a fascinating place”?

Answers may vary, but should include evidence from the text.

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All of a sudden, he was interrupted. Faraway out in the marsh arose an angry roar, then another. Tom jumped at the sound, like a horse pricked by a rider’s spurs, but Silver winked not an eye. He stood resting lightly on his crutch, watching his companion, like a snake about to strike.

This question has two parts. Answer Part A and then answer Part B.

2. **Part A:** There are two similes in the passage. Underline each one.

**Part B:** Choose one of the similes and explain the comparison it makes.

Like a horse pricked by a rider’s spurs: A rider on a horse sometimes wears spurs on his or her boots, which are sharp, metal objects that can be poked into the horse’s sides to make the horse move faster.

This simile means that Tom jumped up quickly, as if something sharp suddenly poked at him.

Like a snake about to strike: A snake gets very still and watches what it will prey on before attacking. This simile means Silver stood watching his companion very carefully, without moving, as if he was about to attack.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.3** TAKE-HOME  
CONTINUED

The figure flitted from trunk to trunk like a deer, but it ran on two legs like a man. I was tempted to cry for help, when another sighting reassured me that the creature was indeed a man. I took some comfort in this discovery, and in the fact I had just remembered I carried a pistol in my pocket. I put one hand on my pistol and took a few steps forward. At that precise moment, the man leaped out in the open, threw himself on his knees, and held out his hands as if begging for mercy.

I could see that he was an Englishman like myself, but his clothes were old and tattered, and his skin had been burned by the sun. In fact, his bright eyes looked quite startling on a face so burned.

“Who are you?” I demanded.

“I’m Ben Gunn, I am,” he replied. His voice sounded like a rusty lock. “I haven’t spoken with a man for three years! I am surprised I still know how to speak.”

3. What about Ben Gunn might suggest to Jim Hawkins that he is an Englishman?

Jim could tell the old, tattered clothes Ben Gunn wore were once like the style of clothes Jim was wearing.

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4. The narrator describes Ben Gunn’s voice as sounding “like a rusty lock.” How does this simile help support the description of Ben Gunn?

A rusty lock has likely not been used for a while, squeaks when someone tries to open it, and is often hard to operate. Ben Gunn hadn’t used his voice for a very long time, having been marooned on the island alone for so long, which made his voice sound odd and out of use when he did speak.

“Well, now, Jim,” he said. “If I ever get back to England, I’m changing my ways and the company I keep. I’m a changed man.

“And, Jim . . .” he continued, looking around and lowering his voice to little more than a whisper. “I’m rich! You’ll thank your lucky stars, you will, that you was the first that found me!”

5. Foreshadowing is a technique authors use to give a warning or suggestion of events to come before those events happen. How might Ben Gunn’s statement that he is rich be an example of foreshadowing? What might this mean?

Answers may vary, but may include: Ben Gunn tells Jim he is rich and indicates that later Jim will be glad he was the first to help Ben.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

After talking with Ben Gunn for a few minutes, I no longer feared him. In fact, I told him the story of our voyage, and he heard it with the keenest of interest.

"Well," he said, "you and your friends are in a pinch, ain't you? Well, never you mind. Just put your trust in Ben Gunn. But tell me one thing—is this squire of yours an honest man?"

6. What do you think the phrase *in a pinch* means in this context?

In a pinch means in a difficult situation. In this context, it means that Jim and the others are in a tough situation being on the island with Silver and his supporters having carried out a mutiny and with everyone trying to get their hands on the treasure.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### Excerpt from "The Plan"

Read the excerpt from Chapter 6 and then answer the questions that follow it.



Chapter 6  
The Plan

The next morning, I was awakened by the sound of loud voices.

"Flag of truce!" I heard someone yell. Then, "It's Silver!"

I got up and rubbed my eyes. Sure enough, two men stood just outside the stockade—one of them was waving a white cloth, and the other was Silver himself.

"Stay inside," said the captain. "Ten to one says this is a trick." Then he shouted to the buccaneers, "Who goes there? Stand or we'll fire!"

"Flag of truce!" cried Silver.

"What do you want with your flag of truce?" Captain Smollett shouted back.

"Cap'n Silver wishes to make terms," the other man called out.

"Captain Silver?" said the captain. "Don't know him. Who's he?"

John Silver answered: "Me, sir. These poor lads have chosen me

1. Why do you think Captain Smollett says he doesn't know who Captain Silver is?

Captain Smollett is the captain of the Hispaniola. Long John Silver was aboard the ship but he was not the captain. When Silver calls himself Captain, he claims it is because Captain Smollett deserted the ship, rather than the fact that Silver and the others decided to mutiny.

2. Why do you think Captain Smollett and his men refuse to give Silver a hand up?

Answers may vary, but should include the fact that at this point, because of the mutiny planned and executed by Silver and his dishonest ways, nobody is willing to help Silver with anything, even something as simple as helping him get up off the ground.

3. Summarize this scene in your own words.

Answers may vary, but should include evidence from the text and an accurate summary of the scene in the excerpt.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### Relative Pronouns

| Relative Pronoun | Use                                                                                               |
|------------------|---------------------------------------------------------------------------------------------------|
| who              | refers to or replaces subject                                                                     |
| whom             | refers to or replaces object                                                                      |
| that             | introduces a section of the sentence that is needed to understand the meaning of the sentence     |
| which            | introduces a section of the sentence that is not needed to understand the meaning of the sentence |
| whose            | indicates possession                                                                              |

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: I have a new harmonica. My grandfather gave me a harmonica.

I have a new harmonica that my grandfather gave me.

1. The girl is usually quiet. The girl spoke a lot in class today.

The girl who is usually quiet spoke a lot in class today.

2. I know the lady. The lady lives across the street.

I know the lady who lives across the street.

3. The alarm clock's buzzer went off. The alarm clock is loud.

The alarm clock, whose buzzer is loud, went off.

4. I love my grandma. I visit my grandma every Sunday.  
I love my grandma, whom I visit every Sunday.

5. David's cookies are delicious. He is good at baking.  
David, whose cookies are delicious, is good at baking.

6. The ball is bright red. The ball is bouncy.  
The ball, which is bright red, is bouncy.

7. The building had all of its lights on. The building was made of brick.  
The building, which had all of its lights on, was made of brick.

8. They collected the jars. The jars were recyclable.  
They collected the jars that were recyclable.

9. Jerry loves apples. Jerry doesn't like bananas.  
Jerry, who loves apples, doesn't like bananas.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **9.3** ACTIVITY PAGE  
CONTINUED

10. I want to mail a letter to my friend. I miss my friend.  
I want to mail a letter to my friend, whom I miss.

**Challenge:** Write your own sentence using one of the relative pronouns used to refer to or replace people.  
Answers may vary, but should correctly use the chosen relative pronoun.

**Challenge:** Write your own sentence using one of the relative pronouns used to refer to or replace things.  
Answers may vary, but should correctly use the chosen relative pronoun.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **9.4** ACTIVITY PAGE

**Prefixes *im-* and *in-* and Roots *port* and *bio***

Write the correct word to complete each sentence.

1. My sister said that it was immature to be afraid of the dark, but my dad told me that even adults are afraid of things.  
(important, independent, immature, inaudible)

2. I wanted to be independent and make some money on my own over the summer, so I mowed lawns and took care of gardens for my neighbors.  
(important, independent, immature, inaudible)

3. I slept through my alarm because the volume was turned down so low that it was inaudible.  
(important, independent, immature, inaudible)

4. My teacher says that it is important to be on time for class so that you do not miss anything.  
(important, independent, immature, inaudible)

Working in pairs, write a complete sentence for each of the following words. Be sure to use correct capitalization and punctuation.

1. *porter*  
Answers may vary, but should correctly use the word *porter*.

2. *immeasurable*  
Answers may vary, but should correctly use the word *immeasurable*.

3. *biodiversity*  
Answers may vary, but should correctly use the word *biodiversity*.

4. *amphibious*  
Answers may vary, but should correctly use the word *amphibious*.

**Challenge:** Write a sentence that includes one word with the prefix *im-* or *in-* and one word with the root *port* or *bio*.  
Answers may vary, but should correctly use the targeted word.

NAME: \_\_\_\_\_

10.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

### “Shiver Me Timbers”

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. Jim seems much more mature in the scene on page 62 than in earlier chapters. How does he show maturity and leadership on the *Hispaniola*?

Jim acts fairly but authoritatively with Israel Hands. He gives him a drink and addresses him politely, as a gentleman or captain would. However, Jim also speaks confidently, telling Hands he will now take over the ship and be his captain. Jim takes charge of the situation, which makes him seem more mature.

2. Why does Jim take down the Jolly Roger and shout “God save the king!”?

- A. Jim takes down the Jolly Roger to show the pirates no longer control the ship.  
B. “God save the king” is a victory cheer meant to intimidate Hands.  
 C. Both actions in A and B assert Jim’s authority and give Jim courage to proceed with his plans to secure the ship.  
D. none of the above

Page(s) 62

3. How does Jim know that Hands will turn against him?

- A. Hands has a look of treachery on his face.  
B. The other pirate on the ship tells him.  
C. Jim sees Hands grab a dagger and hide it in his shirt.  
D. Jim reads a note Hands has written.  
 E. A and C

Page(s) 64

4. Why does Hands say “I reckon I’ll have to give up”?

- A. Hands can’t decide what to do.  
 B. Hands tries to trick Jim into thinking he will surrender, so he can surprise Jim by throwing the dagger when he is least expecting it.  
C. Hands is too injured to fight.  
D. Hands expects another pirate to rescue him.

Page(s) 67

5. How does Long John Silver try to convince Jim to join the pirates?

Silver flatters Jim by telling him he’s always liked him, praising his spirited nature, and telling him he should get a share of the treasure. Silver argues that Jim has no choice but to join the pirates because the captain and the doctor have turned against him.

Page(s) 69

6. In the following excerpt, why does Jim give Silver a choice rather than simply beg for his life?

“Kill me and do yourself no good, or spare me and keep a witness to save yourself from the fate of a judge and jury.”

Jim offers arguments that show his cleverness and bravery. Jim hopes if he can convince Silver that he is not only brave and smart, but also more valuable as an ally and witness, Silver will not have the pirates kill him. Even though Jim is probably scared, he doesn’t show it.

NAME: \_\_\_\_\_

11.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### My Life Hangs in the Balance

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

This question has two parts. Answer Part A and then answer Part B.

1. **Part A:** How is the explanation that Silver gives the pirates for why he is protecting Jim different from the one he gives Jim himself?

Answers may vary, but may include that Silver tells Jim he is on his side, yet he tells the pirates he is on their side. Silver tells Jim that he is on the squire’s side and is protecting him because they are on the same side. Silver tells the pirates that he is on their side and protecting Jim as a way to bargain with the other side later and to keep the pirates under control.

**Part B:** Of the two reasons Silver gives for protecting Jim, which do you think is more likely to be true? Support your answer with evidence from the text.

Answers may vary, but should include evidence from the text. Some students may say the reason he gives Jim is true because he wants to side with the squire and his men, thinking that is the best option for getting off the island. Other students may say the reason he gives the pirates is true because, despite what he tells Jim, his allegiance is to his pirate crew and he knows he will need to bargain with the other men.

Page(s) 75

2. Why do the pirates decide not to go forward with their mutiny?

The pirates decide not to mutiny when Silver produces the treasure map. They decide they still have an opportunity to retrieve the treasure if they continue on with Silver as their leader, so they decide not to mutiny.

Page(s) 76

3. The following sentences include slang. Rewrite the sentences in standard English.

“Aye,” said Silver. “You wouldn’t find a Bishop here, I reckon, but what sort of a way is that for bones to lie? It ain’t in nature.”

Answers may vary, but should resemble something like, “Yes,” said Silver. “You probably wouldn’t find a Bishop here to make sure a proper burial takes place for the bones, but look at those bones. You will not find bones naturally positioned that way.”

Page(s) 79

4. Put the following significant events in the order that they happen in the story, with 1 happening first and 4 happening last.

- 3 Long John Silver shows the men that he has Flint’s treasure map.  
4 Long John Silver and his men set out in search of the treasure.  
2 The crew gives Long John Silver the black spot, indicating they are going to mutiny.  
1 Long John Silver and Jim Hawkins make a deal to look out for one another.

Page(s) 73–77

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### 11.3 TAKE-HOME

#### Conjunctions

Underline the coordinating conjunction in each sentence. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

Example: Do you want to come to the park with my sister and me?  
She thought we should take a walk, but I thought we should stay home.

1. It was cold outside, so we put on our coats.
2. He was going to go to the swimming pool but decided not to go.
3. He was sick, yet he looked well.
4. She is afraid of the dark, so her parents leave a light on for her.
5. He walked the dog on Tuesday, and I walked the dog on Thursday.
6. She requested a glass of ice water, but the server brought lemonade instead.
7. She enjoys listening to music and reading books in her spare time.
8. He loves peanut butter but is allergic to it.
9. People said my neighbor wasn't friendly, yet she was very nice to me.
10. He wanted to be a superhero for Halloween, but his mother wanted him to be a robot.

11. My favorite colors are blue and orange.
12. It was very dark outside, yet it was still early in the evening.
13. They wanted ice cream, so I took them to the ice cream shop.
14. I wanted to go to the party, yet I had to miss it.
15. I was really tired, so I went to bed early.
16. They have two dogs and two cats.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### 11.4 TAKE-HOME

#### Suffixes *-ful* and *-less*

Write the correct word to complete each sentence.

|         |           |          |
|---------|-----------|----------|
| helpful | senseless | endless  |
| faith   | sense     | faithful |
| flaw    | helpless  | end      |

1. Would you read my sentence and make sure that it makes sense?
2. When her brother was nervous about trying out for the school play, she told him she had faith in his abilities.
3. They didn't understand why the woman would hurt someone on purpose; it seemed senseless and illogical to them.
4. The list of chores on the fridge seemed endless.
5. When buying clothes, my mother always inspects the material to make sure there are no flaw(s).
6. When I was struggling with math, my tutor was very helpful and explained things in a way that I could understand.
7. Write a sentence using one of the words left in the box.

Answers may vary, but should include a complete sentence correctly using end, faithful, or helpless.

Write the correct word to complete each sentence.

|          |            |           |
|----------|------------|-----------|
| powerful | power      | powerless |
| success  | successful | help      |
| careless | careful    | care      |

8. When we won our baseball championship, we felt like a successful team that had really accomplished something.
9. Everyone else voted against me, so I was powerless to change their minds.
10. On a ship, the captain makes decisions, gives orders, and is the most powerful person.
11. My sister saw me struggling and asked me if I needed help with my homework.
12. A king holds the power and authority in a kingdom.
13. When the neighbor ran over the toy left in the driveway, the boy knew he should not have been so careless.
14. Write a sentence using one of the words left in the box.

Answers may vary, but should include a complete sentence correctly using success, careful, or care.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.6** TAKE-HOME

**Practice Spelling Words**

Sort the spelling words into categories based on the suffix in each word.

|           |            |             |
|-----------|------------|-------------|
| enjoyable | helpless   | successful  |
| endless   | visible    | predictable |
| faithful  | senseless  | powerful    |
| edible    | accessible | comfortable |

| -able       | -ible      | -ful       | -less     |
|-------------|------------|------------|-----------|
| enjoyable   | visible    | successful | helpless  |
| predictable | edible     | faithful   | endless   |
| comfortable | accessible | powerful   | senseless |

List the spelling words in alphabetical order. Remember to say and spell the words syllable by syllable.

1. accessible
2. comfortable
3. edible
4. endless
5. enjoyable
6. faithful
7. helpless
8. powerful
9. predictable
10. senseless
11. successful
12. visible

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.1** ACTIVITY PAGE

**My Life Hangs in the Balance**

As you and your partner read Chapter 8, "My Life Hangs in the Balance," answer the following questions thoughtfully, citing the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. In the second paragraph on page 72, how does the phrase *to feed the fishes* contribute to the meaning of the passage in which it is used?
  - A. The phrase suggests the pirates want to go fishing.
  - B. The phrase suggests the sea cook plans to make fish for dinner.
  - C.** The phrase suggests that if the men don't obey Silver, he will throw them in the ocean.
  - D. B and C

2. The idiom *tit for tat* means given in exchange for something equal or comparable. How does this apply to the story?
 

This applies to the story in that Long John Silver tells Jim Hawkins that he will save Jim's life if Jim saves his life in return. Silver will protect Jim from his group of pirates, but if he does, he expects Jim to protect him from Jim's group of honest men. He expects an even trade—protecting Jim's life in exchange for protection of his own life.

Page(s) 73

3. In the conversation between Silver and Jim Hawkins, dialogue is used to show rather than tell what happens. What do you learn from that conversation?
  - A.** The doctor has given Flint's treasure map to Silver.
  - B. Jim tells Silver that he overheard his plans to mutiny.
  - C. Silver tells Jim why he only trusts his parrot.
  - D. George Merry is the meanest pirate of all.

Page(s) 73

4. The text says that Jim has a hard time sleeping while Silver does not. What is being conveyed about these two characters? Are they similar or are they different? What does this suggest about them as people?
 

Answers may vary, but should include evidence from the text. Students may say that Jim is a good person with a conscience while Silver is not. Jim feels bad about what happened with the man earlier that day so he thinks about it and is kept up at night by his thoughts; Silver does not feel bad about the things that he does, so he is able to sleep well without worrying.

Page(s) 76, 77

5. A simile is a comparison of two different things, usually using *like* or *as*. There are several similes in this chapter, some of which are located on pages 78 and 79. Record one simile exactly as it appears in the text.
 

Answers may include: "We'll keep him like gold, in case we need him later." (Page 77)

"I had a line about my waist and followed after Silver like an obedient puppy." (Page 78)

"The dead man lay perfectly straight, with both arms raised above his head like a diver." (Page 79)

6. At the end of the chapter, Silver says, "Should be child's play to find the loot now!" From the context of the sentence, will it be easy or hard to find the treasure? Use evidence from the text to support your answer.
 

It will be easy to find the treasure. This is evident by the fact that Silver takes bearings with his compass and says, "There are three tall trees, and they are in the right line." The way he says this suggests that they have followed the map correctly and that the map and compass indicate that they are near the treasure, and the hard part is over.

Page(s) 79

NAME: \_\_\_\_\_

13.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### The Adventure Comes to an End

Answer the following questions as you read Chapter 9.

This question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Who do the pirates think they hear calling out? Who is actually calling out?

The pirates think they hear Captain Flint's ghost calling out. Ben Gunn is calling out. The reader can see from the image that Ben Gunn is hiding in a tree, calling out so the pirates below can hear him.

**Part B:** Why might the voice frighten the pirates?

Because the pirates are superstitious, they are frightened by the thought of Captain Flint's ghost coming back to haunt them. They are searching for Captain Flint's buried treasure, which he intended to claim for himself before he died. It is possible they are concerned the ghost will hurt them or keep them from finding the treasure.

Page(s) 80, 81

2. In your own words, describe what happens when the pirates finally reach the spot where the treasure is supposed to be buried.

Answers may vary, but may include: When the pirates reach the spot where the treasure is supposed to be buried, they discover the treasure is gone. Someone had already dug up the treasure and taken it away. They are also caught off guard when Dr. Livesey, Gray, and Ben Gunn come out of the bushes attacking, sending most of the pirates fleeing the scene.

Page(s) 82-83

3. Who do you think is a more trustworthy pirate in this chapter—Ben Gunn or Long John Silver? Support your answer with evidence from the text.

Answers may vary, but students should support their opinion with evidence from the text. Some students may say Ben Gunn is more trustworthy because he helps Jim, the doctor, and the others defend themselves against the pirates and, to the reader's knowledge, has been honest with these men. Alternatively, students may say Silver is more trustworthy, as he does not kill or harm Jim when given the opportunity. He makes a deal with Jim to protect him, and to the reader's knowledge, has upheld the deal. He shoots George Merry, which suggests that he is indeed on the doctor's side as he says.

Page(s) 86

4. Is the voyage to Treasure Island ultimately a success? Why or why not? Support your answer with evidence from the text.

Answers may vary, but students should support their opinion with evidence from the text. Some students may say the voyage is ultimately a success because the honest men find the treasure and most of them return home safely with a share of it. Alternatively, some students may say the voyage is unsuccessful because many of the men do not return from the island safely, and many men do not receive a portion of the treasure.

Page(s) 86, 88, 89

NAME: \_\_\_\_\_

14.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Reflect on *Treasure Island*

Answer the following questions in complete sentences.

1. The story follows Jim on his journey to discover buried treasure. Based on the following passage, how would you describe Jim's reaction when he finally finds the treasure? Use evidence from the text to support your answer.

In the flickering light of the cave, I beheld heaps of coins and stacks of golden bars. That was Flint's treasure that we had come so far to seek, and that had already cost the lives of a number of men. How many lives had it cost to gather all this gold? How many seamen had been shot, or marooned, or sent to the bottom of the ocean? There's no way to tell.

Answers may vary, but may include that Jim realized how much had been lost in trying to find this treasure and he reflected on whether all that loss had really been worth it now that the treasure was found.

2. Now that you have read the entire story, how do you think Jim changed over the course of *Treasure Island*? What is Jim like at the beginning of the story? How is he different at the end? Use evidence from the text to support your answer.

Answers may vary, but may include that at the beginning of the story, Jim is cautious and wary of people, trying to figure out their intentions. He experiences many new things over the course of the story and encounters dangerous situations. By the end of the story, Jim stands up for himself, takes charge in certain situations, and knows the right thing to say in the presence of certain people in order to protect himself and serve his own purposes.

3. How does Jim's perception of Long John Silver change over the course of *Treasure Island*? What does Jim think of him at the beginning of the story? What does he think of him at the end? Use evidence from the text to support your answer.

Answers may vary, but may include that at the beginning of the story, Jim alternates between liking Silver and trusting him to being cautious regarding Silver and considering whether Silver was honest and trustworthy. By the end, Jim knows Silver cannot be trusted but Jim acts in certain ways and says certain things to make Silver believe Jim when Jim has real and good reasons for speaking and acting the way he does towards Silver.

4. The theme is the main idea or meaning of a story. Two themes in *Treasure Island* are greed and duplicity. Remember, *greed* means selfish desire for things one doesn't need and *duplicity* means dishonest behavior meant to trick someone. Select one theme and provide examples from the text to support your choice.

Answers may vary, but should include evidence from the text to support the chosen theme.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.2** ACTIVITY PAGE

**Coordinating Conjunctions**

For each sentence, underline the coordinating conjunction. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

Example: It was snowing really hard, so we waited to go to my grandmother's house.

1. We waited for my mom and dad to get home.
2. I offered to carry their bags, but I didn't realize how heavy they were.
3. A thunderstorm came through, so they told us to get out of the pool.
4. She likes to write with pencils, and he likes to write with pens.
5. They wanted to go to the bookstore, yet they didn't know how to get there.
6. I asked him a question, but he did not answer me.

Choose the correct coordinating conjunction to complete the sentence and write it on the line. Words will not be used more than once.

|     |     |    |     |
|-----|-----|----|-----|
| and | but | so | yet |
|-----|-----|----|-----|

Example: We met my uncle \_\_\_\_\_ and \_\_\_\_\_ aunt at the train station.

1. She asked me to be on time, \_\_\_\_\_ yet \_\_\_\_\_ she was late.
2. They wanted to ride the Ferris wheel \_\_\_\_\_ but \_\_\_\_\_ couldn't.
3. He loves drawing \_\_\_\_\_ and \_\_\_\_\_ painting.
4. I lost my notebook, \_\_\_\_\_ so \_\_\_\_\_ I had to go look for it.

**Challenge:** Write a sentence using one of the coordinating conjunctions. Be sure to use appropriate punctuation.

Answers may vary, but should correctly use a coordinating conjunction.

\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.3** TAKE-HOME

**Suffixes -ful and -less**

Write the correct word to complete each sentence.

1. It is dangerous for Jim Hawkins to be in the coracle with \_\_\_\_\_ powerful \_\_\_\_\_ waves crashing around him.  
(power, powerful, powerless)
2. Ben Gunn proves to be a \_\_\_\_\_ helpful \_\_\_\_\_ person to Jim Hawkins.  
(helpful, helpless, help)
3. Before setting out on their voyage, Dr. Livesey tells Squire Trelawney that he must be \_\_\_\_\_ careful \_\_\_\_\_ to keep the treasure map a secret.  
(careless, care, careful)
4. Even though many crew members are disloyal, some remain \_\_\_\_\_ faithful \_\_\_\_\_ to Captain Smollett and Dr. Livesey.  
(powerful, helpful, faithful)
5. Billy Bones is left weak and \_\_\_\_\_ helpless \_\_\_\_\_ after Black Dog hurts him at the inn.  
(help, helpful, helpless)
6. When Ben Gunn was marooned on the island, he was \_\_\_\_\_ powerless \_\_\_\_\_ to leave.  
(power, powerful, powerless)
7. There is a struggle for \_\_\_\_\_ power \_\_\_\_\_ between John Silver and his pirates and Captain Smollett and his crew.  
(help, power, carelessness)

For each of the following words, write a complete sentence using the word. Be sure to use correct capitalization and punctuation.

1. success  
Answers may vary, but should correctly use the word success.

2. successful  
Answers may vary, but should correctly use the word successful.

3. sense  
Answers may vary, but should correctly use the word sense.

4. senseless  
Answers may vary, but should correctly use the word senseless.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.3** TAKE-HOME  
CONTINUED

**Challenge:** Based on the following sentences from *Treasure Island* and your knowledge of the suffix *-ful*, what do you think *useful* means?

The captain and the others would be safe—and they would not need my help. I thought it might be more useful for me to go ashore.

Answers may vary, but should include something related to the meaning of *useful* as being full of use or capable of being put to use.

\_\_\_\_\_  
\_\_\_\_\_

8. The movie lasted so long that it seemed to be endless.
9. The pretend food looked very real but it was not edible.
10. We had a(n) enjoyable and fun experience at the carnival.
11. That door is not accessible from the outside of the building; you can only use it from the inside.
12. Elephants often live in large groups and are loyal and faithful to the other members of their herd.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.4** ACTIVITY PAGE

### Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once.

|            |             |             |
|------------|-------------|-------------|
| enjoyable  | predictable | comfortable |
| accessible | visible     | edible      |
| faithful   | successful  | powerful    |
| helpless   | senseless   | endless     |

1. Wearing sandals during a snowstorm would be pretty senseless and silly.
2. The fog was so thick that, even if I held my hand up to my face, it would not have been visible.
3. The canned food drive was very successful; we collected hundreds of cans to help feed those in need.
4. I tried sleeping outside in my sleeping bag but the ground was cold, hard, and not very comfortable at all.
5. I wasn't doing my fair share of the chores until my brother told me he felt helpless and explained he couldn't do it all by himself.
6. I thought this day would be like any other predictable day, but it turned out differently because something completely unexpected happened.
7. My uncle was a(n) powerful official in the U.S. Army, so he had lots of responsibility and authority.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ASSESSMENT

### Unit Assessment — Treasure Island

#### Reading Comprehension

Today you will read two selections related to the story of *Treasure Island*. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

#### The Escape from the *Hispaniola*

(As told by Dr. Livesey)

1. Much of *Treasure Island*, by Robert Louis Stevenson, is narrated from the first-person point of view of young Jim Hawkins. However, many events occur when the narrator is not around. For example, while Jim is exploring the island, the other crew members are embarking on adventures of their own. In the story that follows, Dr. Livesey is the narrator. He explains what happened to him and the other men while Jim was off exploring the island.
2. It was about half-past one when the *Hispaniola* reached *Treasure Island*. Thirteen men were to go ashore and six were to remain on the *Hispaniola*. Shortly afterward, we learned that Jim Hawkins had sneaked into a boat and gone ashore. It never occurred to us to doubt Jim, but we were worried about him. We were not sure we would ever see him again.
3. Hunter, one of the squire's men, and I decided to go ashore as well. We steered a small rowboat ashore and discovered a stockade. I recognized that it would be a splendid fortress if ever we needed one. An abundant spring flowed with fresh water and small holes dotted the walls for weapons. It would be easy to defend the place against an entire regiment of experienced soldiers.
4. While we were inspecting the stockade, Hunter and I heard a blood-curdling scream. It was the anguished cry of a man who had been injured seriously. My first thought was, "Jim Hawkins is gone!"

### Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** In paragraph 3, what does the word *stockade* mean?

A. brush along the seashore  
B. sailing ship  
C. barrier used for protection or defense  
D. weapon

**Part B:** From the following answers, choose two phrases from paragraph 3 that best help the reader understand the meaning of *stockade*.

A. go ashore  
B. splendid fortress  
C. abundant spring  
D. squire's men  
E. to defend  
F. small row boat

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ASSESSMENT  
CONTINUED

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A:** How do Dr. Livesey, Hunter, the squire, and others feel after Dr. Livesey and Hunter row back to the *Hispaniola*?

A. fearful  
B. adventurous  
C. bored  
D. thrilled

**Part B:** Which phrase from the text best supports the answer to Part A?

A. in our best interest  
B. It became evident  
C. stay on board  
D. were all shaken

3. What does the reader learn from the captain's words in paragraph 10?

A. that the boat was filling up with water  
B. that the men on the *Hispaniola*, especially Israel Hands, are dangerous  
C. that Trelawney can stop Israel Hands  
D. that Israel Hands wants to help Trelawney and the captain

4. Draw a circle around the paragraphs that help the reader infer Dr. Livesey is concerned about what happens to Jim.

Paragraphs 2, 4, and 17

5. Put the following events in the correct order they occurred in the selection. Use the number 1 for the first event.

4 The men rushed ashore, carrying whatever supplies they could save from the boat.

5 Dr. Livesey ran to the stockade and discovered Jim Hawkins, safe and sound.

2 The small boat was overloaded with men and supplies when it shoved off from the *Hispaniola*.

1 As Redruth stood guard, the men gathered supplies to take to the stockade.

3 The men suddenly ducked to avoid a cannonball, causing the boat to tip to one side.

6. Was it safer for the men to relocate to the stockade than stay on the ship with the pirates? Why or why not? Use evidence from the text to support your answer.

Answers may vary, but should include evidence from the text. If students respond that it

was safer to relocate to the stockade, they should include details about how Dr. Livesey

said it would make a good fortress, they brought some supplies from the *Hispaniola* so

they could be somewhat prepared to handle different issues, they would be protected

from the pirates, and they would be on dry land.

If students respond that it was not safer to relocate to the stockade, they should

include details about how staying on the ship would allow them to see enemies coming,

there are already supplies on the ship, they wouldn't have to try to escape to land while

pirates were attacking them, and they could fight off the pirates on the ship.

Literary Text Comprehension Score: \_\_\_\_\_ /6 points

To receive a point for a two-part question (i.e., 1, 2), students must correctly answer both parts of the question.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ASSESSMENT  
CONTINUED

### Questions

7. In paragraph 4, what word or phrase helps the reader understand what the word *tropical* means?

A. warm climates  
B. species  
C. parrot  
D. native

8. The text says that many details about parrots in *Treasure Island* are accurate. Circle the three paragraphs that support the idea that many of the details about parrots in *Treasure Island* are accurate.

Paragraphs 3, 4, and 5

9. In paragraph 2, which word helps the reader understand the meaning of the word *iconic*?

A. difficult  
B. danger  
C. pet  
D. well-known

10. Why was Spain the only country that issued pieces of eight but not the only country to use them? Use evidence from the text to support your answer.

Spanish conquistadors after Columbus conquered much of South America, where they set up large silver mines. The silver ore

was dug out and melted down to make coins. Each coin, or piece of silver, was worth eight reales, which was a different Spanish

coin; thus the name of the coin was a piece of eight. As the Spanish were in control of the silver mines, they were the only ones

making and issuing the coins. However, other countries used the coins because the silver in the coins was valuable so people in

other countries were willing to accept the coins as payment.



For each sentence, underline the coordinating conjunction. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

8. He wanted to go to the movie, but it was sold out.
9. Both my uncle and my aunt like peanuts.
10. The water park is a lot of fun, so you all should go there.

Grammar Score: \_\_\_\_\_ /10 points

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ASSESSMENT  
CONTINUED

### Morphology

Write the correct word to complete each sentence.

1. He stopped using plastic grocery bags because they are not biodegradable.  
(symbiotic, biosphere, biodegradable, biology)
2. When we asked the police officer for directions, he was very helpful and told us exactly where we needed to go.  
(helpful, helpless, powerful, powerless)
3. The music was turned down so low that it was inaudible, so we had to turn up the volume.  
(audible, inaudible, immature, mature)
4. I have faith and hope that everything will work out for the best.  
(sense, senseless, power, faith)
5. She read a(n) biography about Benjamin Franklin's life written by a famous historian.  
(biosphere, autobiography, biography, biology)
6. It is important to arrive on time for the meeting so the others aren't waiting for us.  
(measurable, amphibious, immeasurable, important)

Morphology Score: \_\_\_\_\_ /6 points

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**17.1** ACTIVITY PAGE

### Titles

Use the following list of chapter titles from *Treasure Island* to complete the chart below.

|                                                |                                            |
|------------------------------------------------|--------------------------------------------|
| Chapter 1, "The Old Seadog and the Black Spot" | Chapter 6, "The Plan"                      |
| Chapter 2, "The Sea Chest and the Blind Man"   | Chapter 7, "Shiver Me Timbers"             |
| Chapter 3, "The Real Adventure Begins"         | Chapter 8, "My Life Hangs in the Balance"  |
| Chapter 4, "What I Heard in the Apple Barrel"  | Chapter 9, "The Adventure Comes to an End" |
| Chapter 5, "The Man on the Island"             |                                            |

|                                                                     |                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What do you notice about the capitalization of words in each title? | Answers may vary, but could include that each title grabs the reader's attention in a way that makes the reader want to know what information is in that chapter; each title is interesting and unique; important words are capitalized. |
| How many words are there in the longest title?                      | 7                                                                                                                                                                                                                                        |
| Which title is your favorite? Why?                                  | Answers may vary, but should include an explanation for the choice.                                                                                                                                                                      |

|                                         |                                                                     |
|-----------------------------------------|---------------------------------------------------------------------|
| Which title seems most mysterious? Why? | Answers may vary, but should include an explanation for the choice. |
| Which title is least effective? Why?    | Answers may vary, but should include an explanation for the choice. |

NAME: \_\_\_\_\_

**PP.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### to be Verbs and Modal Auxiliary Verbs

Fill in the blank with the correct to be verb for agreement in the present tense.

Example: I am tired.

- We are excited.
- She is nice.
- You are ready.
- They are smart.
- You all are so sweet.
- The museum is crowded.
- I am shy.
- Write a sentence using a to be verb.

Answers may vary, but should include a complete sentence correctly using a to be verb.

\_\_\_\_\_

\_\_\_\_\_

Select the modal auxiliary verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

Example: He \_\_\_\_\_ go to the park tomorrow, but he hasn't made up his mind yet.

X might

\_\_\_\_\_ could not

\_\_\_\_\_ will

- I \_\_\_\_\_ definitely come by your house next week.  
X will  
\_\_\_\_\_ could  
\_\_\_\_\_ won't
- We \_\_\_\_\_ go out for pizza or get sandwiches. We haven't decided yet.  
\_\_\_\_\_ could  
\_\_\_\_\_ will  
X might
- Even though they wanted to, it turns out they \_\_\_\_\_ arrive tomorrow.  
\_\_\_\_\_ could  
\_\_\_\_\_ will  
X won't

NAME: \_\_\_\_\_

**PP.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

CONTINUED

- You \_\_\_\_\_ do anything you set your mind to doing.

X can

\_\_\_\_\_ won't

\_\_\_\_\_ could

- A few years ago, I \_\_\_\_\_ cook anything. Now, I cook all the time.

\_\_\_\_\_ can't

X couldn't

\_\_\_\_\_ could

- The store \_\_\_\_\_ be closed tomorrow, so we should check before we try to go there.

\_\_\_\_\_ couldn't

\_\_\_\_\_ won't

X may

- I \_\_\_\_\_ roller skate even though I have tried to learn many times.

X can't

\_\_\_\_\_ may

\_\_\_\_\_ could

- Write a sentence using a modal auxiliary verb.

Answers may vary, but should include a complete sentence correctly using a modal auxiliary verb.

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

**PP.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Relative Pronouns

| Relative Pronoun | Use                           |
|------------------|-------------------------------|
| who              | refers to or replaces subject |
| whom             | refers to or replaces object  |
| whose            | indicates possession          |

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: I took my younger sister to the park. I babysit my younger sister.

I took my younger sister, whom I babysit, to the park.

- I visited my uncle. I hadn't seen my uncle in a year.  
I visited my uncle, whom I hadn't seen in a year.
- The girl's hands were cold. The girl lost her gloves.  
The girl, whose hands were cold, lost her gloves.
- My grandmother is good at telling stories. My grandmother loves to write.  
My grandmother, who is good at telling stories, loves to write.

4. The boy didn't eat. The boy's food was cold.  
The boy, whose food was cold, didn't eat.

5. The librarian helped me find a book. The librarian is very nice.  
The librarian, who helped me find a book, is very nice.

| Relative Pronoun | Use                                                                                               |
|------------------|---------------------------------------------------------------------------------------------------|
| that             | introduces a section of the sentence that is needed to understand the meaning of the sentence     |
| which            | introduces a section of the sentence that is not needed to understand the meaning of the sentence |
| whose            | indicates possession                                                                              |

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: The storage bin is full. The storage bin is made of plastic.  
The storage bin, which is made of plastic, is full.

1. The pencil is dull. The pencil needs to be sharpened.  
The pencil that is dull needs to be sharpened.

2. The book was old. The book's pages were missing.  
The book, whose pages were missing, was old.

NAME: \_\_\_\_\_ **PP.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_ CONTINUED

3. The glass is dirty. The glass should be clean.  
The glass that is dirty should be clean.

4. The sweater is brand new. The sweater is green.  
The sweater, which is green, is brand new.

5. The restaurant is closed. The restaurant's food is delicious.  
The restaurant, whose food is delicious, is closed.

NAME: \_\_\_\_\_ **PP.3** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Conjunctions

Underline the coordinating conjunction in each sentence. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

Example: It was cold outside, so we stayed inside all day.

- They tried to finish the puzzle, yet they didn't have all of the pieces.
- He tried to go inside the building, but the door was locked.
- The restaurant was very busy, so they decided to go somewhere else for dinner.
- We love to eat eggs and toast for dinner.
- They tried to ice skate but couldn't.
- We were told the test would be very difficult, yet it was pretty easy.
- They wanted to go to a movie, and we wanted to go shopping.
- My grandmother felt sick, so she went to the doctor.
- I hadn't heard from my friend, so I called to check on her.
- She wanted chocolate ice cream, but the shop was sold out.
- My sister and I walked to the swimming pool.
- He went to the library, yet he did not check out a book.

NAME: \_\_\_\_\_ **PP.4** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Root bio

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

|           |               |               |
|-----------|---------------|---------------|
| symbiotic | biography     | biosphere     |
| biology   | biodegradable | autobiography |

- Earth's biosphere is the area that covers much of its surface and is divided into sections where different animals live.
- My grandmother has had an incredible life and I keep encouraging her to write her autobiography.
- My brother wants to study biology when he goes to college because he's very interested in how plants and animals live.
- "You scratch my back and I'll scratch yours" is a saying that represents a symbiotic relationship because each person benefits from the relationship.

Write the correct word to complete each sentence.

- In order to become a doctor or a veterinarian, you first have to learn about biology so you understand how humans' and animals' bodies function.  
(biography, biosphere, biology, autobiographer)
- My neighbor pays me to mow her lawn, so we have a symbiotic relationship.  
(biosphere, symbiotic, biodegradable, biology)
- Will you read the biography of George Washington?  
(biography, biosphere, biology, autobiographer)
- Would you like to write a(n) autobiography about your life?  
(biography, symbiotic, biodegradable, autobiography)

For each of the following words, write a sentence using the word. Be sure to use correct capitalization and punctuation.

- biography*  
Answers may vary, but should correctly use the word biography.
- biodegradable*  
Answers may vary, but should correctly use the word biodegradable.

For each of the following words, write a sentence using the word. Be sure to use correct capitalization and punctuation.

- immeasurable*  
Answers may vary, but should correctly use the word immeasurable.
- inaudible*  
Answers may vary, but should correctly use the word inaudible.
- porter*  
Answers may vary, but should correctly use the word porter.
- amphibious*  
Answers may vary, but should correctly use the word amphibious.
- important*  
Answers may vary, but should correctly use the word important.

NAME: \_\_\_\_\_ PP.5 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Prefixes *im-* and *in-* and Roots *port* and *bio*

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

|            |              |              |
|------------|--------------|--------------|
| immature   | dependent    | porter       |
| amphibious | measurable   | inaudible    |
| mature     | independent  | biodiversity |
| important  | immeasurable | audible      |

- Julia got a summer job babysitting so she could have her own money and feel more independent.
- Please ask the porter to take our bags and put them in the taxi.
- We walked a measurable distance of two miles today.
- The national park has biodiversity as there are all sorts of different plants and animals living there.
- She watched the flower she planted grow, bloom, and become mature.
- Babies are dependent on their parents because they are too young to do things for themselves.
- The sound was so high-pitched that I couldn't hear it, but it was audible to my dog.
- Our older cat showed the immature kitten what to do.

NAME: \_\_\_\_\_ PP.6 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Suffixes *-ful* and *-less*

Write the correct word to complete each sentence.

- My uncle is a faithful fan of his favorite football team; he watches every game.  
(faithful, faith, power, powerful)
- The baby raccoon was helpless without its mother around to take care of it.  
(help, helpless, senseless, sense)
- We went to the store to buy new shoes and had a successful trip, as we all found shoes we like.  
(helpful, success, successful, careful)

Write the correct word to complete each sentence.

|          |            |          |
|----------|------------|----------|
| helpful  | senseless  | powerful |
| helpless | successful | power    |

- If you want to learn another language, it is helpful to practice speaking it.
- It would seem senseless to take a shower while wearing a coat.
- When my parents are not home, my older sister has the power to make the rules.
- Write a sentence using one of the words left in the box.  
Answers may vary, but should correctly use helpless, successful, or powerful.
- Write a sentence using one word with the suffix *-ful* and one word with the suffix *-less*.  
Answers may vary, but should correctly use the chosen words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **E1.1** ACTIVITY PAGE

### The Voyage

| Word(s) from Chapter | Pronunciation   | Page |
|----------------------|-----------------|------|
| Madagascar           | /mad*ə*gas*kar/ | 94   |
| Malabar              | /mal*ə*bar/     | 94   |
| Surinam              | /ser*ə*nom/     | 94   |

As you read the enrichment selection, "The Voyage," answer the following questions using complete sentences.

- At what point in the storyline of *Treasure Island* does the action in "The Voyage" take place?  
The action takes place as the real adventure begins and the ship sets sail, but before Jim overhears Silver's plans from the apple barrel.
  - Describe the scene on the ship as preparation for the voyage begins.  
Jim describes it as being busy but exciting. Jim is tired from working hard, but the scene is stimulating and inspiring: "the shrill note of the whistle...the glimmer of the ship's lanterns." Silver leads the men in song, which increases their excitement.
- Page(s) 90, 91

- What do the descriptions of Silver's movement around the ship tell us about his character?  
He doesn't make excuses for his disability and has unique ways of moving around the ship. Most of the crew respect his resourcefulness, but some of the men pity him. However, the coxswain says Silver needs no pity because he is braver than a lion.  
Page(s) 92
- How does Jim characterize the voyage?
  - It was extremely difficult because the men suffered from hunger and disease.
  - The men were depressed and unhappy.
  - They were treated very well.
  - It was a typical voyage with both hardship and relaxation.
- Why does Jim climb in the apple barrel?  
He is looking for an apple, but there are very few left, so he has to climb inside to search for one.  
Page(s) 97
- How does the language in Stevenson's original version differ from that in the Reader?  
Answers may vary, but may include that Stevenson's language is more detailed and uses more nautical terms. The sentences tend to be longer in the original.  
Page(s) 90-97

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **E2.1** ACTIVITY PAGE

### Blackbeard

As you read the enrichment selection, "Blackbeard," answer the following questions using complete sentences.

- How did Blackbeard use his appearance and flag to intimidate his enemies?  
He would light pieces of cord and put them in his hat brim and carried three pistols and a cutlass when he expected trouble. He flew his own version of the Jolly Roger that depicted an hourglass, which symbolized time running out for those who didn't agree to his demands, and a spear pointed at a heart, which suggested he would kill his enemies.  
Page(s) 99, 101
- What strategy did Blackbeard use to defeat what is now Charleston, South Carolina?  
He blockaded the city.  
Page(s) 102
- How did the British react to Blackbeard being successful?  
Many law-abiding people noticed Blackbeard's success and decided to do something about it. The British government passed a law that pardoned pirates who agreed to retire. The British also hunted down pirates.  
Page(s) 102



4. How did Maynard trick Blackbeard?  
Maynard ordered his men to hide under the deck so that it looked like the ship did not have many men aboard. When Blackbeard saw there were only a few men on the ship, he thought he could take it over easily and went aboard. When Blackbeard arrived, Maynard's other men swarmed on deck, defeating Blackbeard.

Page(s) 105

5. Discuss some similarities between the story of "Blackbeard" and *Treasure Island*.  
Answers may vary, but may include discussion of pirates in general, and/or a discussion of pirates' dishonest, violent behavior.
- \_\_\_\_\_
- \_\_\_\_\_

**Part B:** What could the Woodman have done that would not have shown honesty?  
The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.

4. What good fortune did the other Woodmen in the village hope to easily win?  
 A. getting a golden axe and a silver axe in addition to their own  
 B. losing their own axes in the pool in the forest  
 C. returning the next day to find their hidden axes  
 D. showing honesty to Mercury when he asked what the trouble was
5. The moral of the story is "Honesty is the best policy." Explain what this moral means, using evidence from the text.  
Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

Questions 1–5 pertain to Passage 1: "Mercury and the Woodman," by Aesop.

1. Explain why the axe slipped and flew out of the Woodman's hands into the pool.  
Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.
2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?  
 A. He didn't finish cutting down the tree he had started cutting down.  
 B. He didn't want to tell Mercury what had happened.  
 C. He wanted the golden axe.  
 D. He didn't know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

|                                         |
|-----------------------------------------|
| The Woodman showed honesty by:          |
| <u>saying the golden axe wasn't his</u> |
| <u>saying the silver axe wasn't his</u> |

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

Questions 6–9 pertain to Passage 2: "Benjamin Banneker."

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

Benjamin Banneker's abilities were outstanding.

- A. unpaid  
 B. excellent  
 C. poor  
 D. average

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A:** Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled "Part A: What Benjamin Banneker built or made."

| Part A: What Benjamin Banneker built or made | Part B: Why he built or made this                       |
|----------------------------------------------|---------------------------------------------------------|
|                                              | <u>See Teacher Guide, Assessment Day 1 for answers.</u> |
|                                              |                                                         |
|                                              |                                                         |
|                                              |                                                         |

**Part B:** Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled "Part B: Why he built or made this."

8. In paragraph 6, the text states the following:

Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.

\_\_\_\_\_

\_\_\_\_\_

9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities.

Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that

Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.

\_\_\_\_\_

**Part B:** Using information from the chart, write complete sentences to give at least two reasons why blood is important to the body.

Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?

- A. Veins carry blood away from the heart; arteries carry blood back to the heart.
- B. Veins carry blood away from the heart; capillaries carry blood back to the heart.
- C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.
- D. Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?

- A. heart → lungs → heart → veins → capillaries → arteries → heart
- B. heart → lungs → heart → arteries → capillaries → veins → heart
- C. lungs → veins → heart → capillaries → veins → heart → lungs
- D. lungs → arteries → heart → capillaries → veins → heart → lungs

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Questions 10–15 pertain to Passage 3: "The Circulatory System."

10. In paragraph 5, what does the following sentence mean?

You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

- A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.
- B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.
- C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.
- D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A:** List the important jobs blood has in the body in the following chart.

| Important Jobs Blood Has in the Body          |
|-----------------------------------------------|
| carries life-giving oxygen to body cells      |
| removes carbon dioxide from body cells        |
| moves nutrients from food to body tissues     |
| carries away waste products from body tissues |
| protects the body against disease             |
| helps distribute heat throughout the body     |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

|        | How Blood Is Used in the Body                  | Where Blood Starts before Going through the Body |
|--------|------------------------------------------------|--------------------------------------------------|
| Galen  | blood is made and used up in the body          | liver                                            |
| Harvey | blood is used over and over again, not used up | heart                                            |

**Part B:** Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves to stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body.

15. In paragraph 8, the text states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the passage, explain why it might seem that blood would take so long to circulate through your body.

Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very long time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.

End-of-Year Reading Comprehension total \_\_\_\_\_ /15 points  
To receive a point for a two-part question (i.e., 3, 7, 11, and 14), students must correctly answer both parts of the question.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT

**End-of-Year Grammar Assessment**

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

adj. n. adj. n. adj. n.  
Strong storms caused extensive damage to the new bank.

n. n. adj. n. adj. n.  
Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

**Part B:** Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: excitedly Verb the adverb describes: waved

3. Write a sentence using the verb and adverb provided.

verb: looked adverb: quickly

Answers may vary.

4. Which of the following sentences contains an adverb that describes the verb?

- A. Rabbits hop quietly in the meadow.
- B. We hung our towels outside so the warm breeze would dry them.
- C. The strong winds shook the tent at the campsite.
- D. Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

5. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeux Tapestry tells the story of the Norman Conquest.

**Part B:** Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

6. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: missed soccer practice

Corrected Sentence:

Answers may vary.

Fragment: the new family on our street

Corrected Sentence:

Answers may vary.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

7. Correct the following run-on sentences by breaking each into two sentences and adding correct capitalization and punctuation.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

We didn't go to school for a week after the massive snowstorm dumped so much snow. We made snowmen and went sledding.

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

Becoming a monk took many years. Men started the process by learning to read and write.

8. For each sentence, add appropriate punctuation for the sentence type indicated.
- Imperative: Sit down.
  - Declarative: The sky is blue.
  - Interrogative: Do you know how to get to the grocery store?
  - Exclamatory: Today is my birthday!

9. Write an exclamatory sentence.

Answers may vary.

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10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- Kendra put her homework, math book, and lunch in her backpack.
- Kendra put her homework math book and lunch in her backpack.
- Kendra put her homework, math book and lunch in her backpack.
- Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

July 4, 1776

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

12. Which of the following shows the correct use of a comma in an address?

- Marcus Wilhelm  
1326 Bellevue Lane  
Fayetteville, NC 28301
- Marcus Wilhelm  
1326, Bellevue Lane  
Fayetteville NC 28301
- Marcus Wilhelm  
1326 Bellevue Lane  
Fayetteville NC, 28301
- Marcus Wilhelm  
1326 Bellevue, Lane  
Fayetteville NC 28301

13. Which of the following is the correct way to use a comma and quotation marks to note a quotation from a text?

- On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
- On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech.

- Ramon was serious when he said "I think you should go talk to Mr. Barnes before you make a decision!"
- Ramon was serious when he said, "I think you should go talk to Mr. Barnes before you make a decision."
- Ramon was serious when he said, I think you should go talk to Mr. Barnes before you make a decision.
- Ramon was serious when he said I think you should talk to Mr. Barnes before you make a decision!

15. Choose the answer that demonstrates the correct way to sequence multiple adjectives.

- She wears a pretty, green dress.
- She wears a green pretty dress.
- A green, pretty dress she wears.
- She wears pretty, a green dress.

The following question has two parts. Answer Part A and then answer Part B.

16. **Part A:** Identify the subject and the verb in the present tense in the following sentence and write each on the lines that follow the sentence.

We are first in line for tickets to the new movie.

Subject: we                      Verb: are

**Part B:** Write a new subject or a new verb in the present tense to agree with the following changes to the previous sentence.

New Sentence: He/she is first in line for tickets to the new movie.

New Sentence: I am first in line for tickets to the new movie.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

17. Write the correct form of the verb in the present tense to agree with the subject and complete the sentence.

Verb: choose

Maria chooses nonfiction books each time she goes to the library.

18. Complete the "Agreement" column of the following chart, using the information provided. Remember to use the present tense (action is happening now).

| Subject     | Action Verb | Agreement                 |
|-------------|-------------|---------------------------|
| You         | read        | <u>You read</u>           |
| Jim Hawkins | write       | <u>Jim Hawkins writes</u> |
| The pirates | fight       | <u>The pirates fight</u>  |
| She         | learn       | <u>She learns</u>         |

19. Complete the "Agreement" column of the following chart for *to be* verbs, using the information provided. Remember to use the present tense (action is happening now).

| Subject      | Agreement  |
|--------------|------------|
| I            | <u>am</u>  |
| he/she/it    | <u>is</u>  |
| we           | <u>are</u> |
| you (plural) | <u>are</u> |

20. Select the modal auxiliary verb that correctly completes the sentence.

We didn't get to go to the park today, but we \_\_\_\_\_ definitely go tomorrow.

- might
- will
- may
- couldn't

21. Select the modal auxiliary verb that correctly completes the sentence.

I took swimming lessons last summer, so now I \_\_\_\_\_ swim.

- A. can  
B. can't  
C. won't  
D. could
22. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

My neighbor is friendly. My neighbor lives across the street.

- A. My neighbor, who is friendly, lives across the street.  
B. My neighbor whom is friendly lives across the street.  
C. My neighbor whose is friendly lives across the street.  
D. My neighbor, which is friendly, lives across the street.
23. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

I found the notebook. The notebook was lost.

- A. I found the notebook, which was lost.  
B. I found the notebook, who was lost.  
 C. I found the notebook that was lost.  
D. I found the notebook whose lost.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.3** ASSESSMENT  
CONTINUED

24. Select the sentence that correctly uses a coordinating conjunction with appropriate punctuation.
- A. My aunt, and I wanted to go to the beach.  
B. He loves peanut butter but I do not like it.  
C. They wanted to take a walk so we did.  
 D. She was sick, yet she looked well.
25. Add commas in the appropriate places for the following sentences using coordinating conjunctions. Some sentences will not need punctuation.
- A. I went to the library on Thursday and my sister went to the library on Friday.  
B. We planned to walk a mile every day but didn't.  
C. The weather forecast predicted snow, yet it did not snow.  
D. She asked me to bring her a pencil, so I did.

End-of-Year Grammar Assessment total \_\_\_\_\_ /25 points

To receive a point for a multiple-part question (i.e., 1, 2, 5, 6, 7, 16, 18, and 19), students must correctly answer all parts of the question.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.6** ASSESSMENT

### End-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
- A. It is not rare.  
 B. It is rare.  
C. It is well-known.  
D. It is easy to find.
2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.
- Answers may vary, but should demonstrate understanding of the meaning of *nonthreatening*.
3. Which of the following words correctly completes the sentence below?

The tour guide \_\_\_\_\_ my brother with reading the map for the group during the hike.

- A. enjoyed  
B. enclosed  
C. endangered  
 D. entrusted

4. Choose the sentence that does **not** demonstrate an example of what the word *patriarch* means.
- A. My grandfather is the head of our family.  
B. The king is the leader of the country.  
C. The archbishop is the most important leader in the Church.  
 D. My mother is the head of our family.
5. Someone who is skilled in *calligraphy* is skilled at what?
- A. writing his or her signature  
 B. the art of beautiful handwriting  
C. the art of making pictures to provide information  
D. telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?  
New Word: tasty

**Part B:** What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: verb

Part of Speech of new word: adjective

7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
- A. easily  
B. speedily  
 C. temporarily  
D. daily

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.6** ASSESSMENT  
CONTINUED

8. If you *interrupt* someone while he or she studies, what are you doing?

Answers may vary, but should demonstrate understanding of the meaning of *interrupt*.

9. Which word pair shares the same root and means the opposite of each other?

- A. import and export  
B. biography and biology  
C. erupt and rupture  
D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got \_\_\_\_\_ *patient* with me as I dug in my bag for correct change for the fare.

- A. *un-*  
B. *non-*  
 C. *im-*  
D. *in-*

**Part B:** Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: impatient

Meaning: not patient

11. Complete the following sentence:

If my homework is *incomplete*, that means it is not complete, or not done.

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten  
B. able to bend  
 C. able to be carried around  
D. able to be seen

13. Which of the following items is *edible*?

- A. paint  
B. folder  
C. poison ivy  
 D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Which of the following roots means "life"?

- A. *rupt*  
 B. *bio*  
C. *graph*  
D. *loc*

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**A.6** ASSESSMENT  
CONTINUED

**Part B:** Choose the word with the root that means "life" and write a sentence using the word.

- A. disrupt  
 B. biography  
C. autograph  
D. relocate

**Sentence:**

Answers may vary, but should demonstrate understanding of the meaning of *biography*.

15. Which of the following demonstrates the meaning of the word *purposeful*?

- A. having the TV on in the background while you finish math homework  
 B. working hard to finish a science project so you can go to a friend's house the next day  
C. asking your dad if you can ride your bike to the park  
D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

-y      -ly      -ful       -less      -able      -ible

There were *end* \_\_\_\_\_ possibilities for who to choose as the topic of the biography project.

17. Complete the following sentence:

She accidentally Answers may vary, but should demonstrate understanding of the meaning of *accidentally*.

18. If someone disrupts something, what do they do?

- A. They make something messy.  
B. They send out rock, lava, and ash in a sudden explosion.  
C. They break or burst something.  
 D. They stop something from happening.

19. Explain what the following statement means.

The house was still visible from the top of the hill.

You can still see the house from the top of the hill.

20. Which of the following words with the root *bio* means "able to be broken down naturally"?

- A. autobiography  
 B. biodegradable  
C. biography  
D. symbiotic

End-of-Year Morphology Assessment total \_\_\_\_\_ /20 points

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

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39, 43, 45, 48, 68/70/90/92, 69/91, 71/93, 74/96, 77, 78-79, 106/111/129, 107, 110/128, 114/132, 115/133,  
144, 147, 162/323, 164, 166-167, 169, 184/189, 185, 188, 190, 192, 204/209, 206, 208, 210/230/246, 231/247,  
234, 237, 238

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### Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

### Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

