



# Language Studio

Teacher Guide

Grade 4

## Volume 4

Grade 4

Language Studio 8

# Volume 4

## Teacher Guide



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Language Studio 8

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# Treasure Island

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## 1

# What Is Treasure?

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will demonstrate in writing an understanding of the idea of treasure and learn about the key themes of *Treasure Island* using an anticipation guide.

**Listening**

Students will listen to a description of pirates and talk with a peer about their visualization.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Treasure Anticipation Guide** [Activity Page 1.2]

## LESSON AT A GLANCE

	Time	Materials
<b>Building Background</b>		
What Is a Treasure?	30 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.2
<b>Listen Closely (Optional)</b>		
Pirate Ship Visualization		

## ADVANCE PREPARATION

### Building Background

- Display the following sentence starters on the board:
  - A treasure is \_\_\_\_\_.
  - My most valuable treasure is \_\_\_\_\_.

### Listen Closely (Optional)

- OPTIONAL: Prepare the pirate life visualization. Decide if this activity is appropriate for all students.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the key themes and ideas of <i>Treasure Island</i></li> <li>• Define the term treasure and discuss personal treasures</li> </ul>		
Language Forms and Functions		
A treasure is _____. My most valuable treasure is _____. I predict that <i>Treasure Island</i> will be about....		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
ominously cacophony stroke		

## Lesson 1: What Is Treasure?

## Building Background



**Primary Focus:** Students will demonstrate in writing an understanding of the idea of treasure and learn about the key themes of *Treasure Island* using an anticipation guide.

## Activity Page 1.1



## Activity Page 1.2



## Support

Read statements aloud and review the terms true and false.

## WHAT IS A TREASURE? (30 MIN.)

- Tell students that today they will start a new unit called *Treasure Island*.
- Inform students that *Treasure Island* is the name of a fictional text written by a man named Robert Louis Stevenson.
- Direct students to Activity Page 1.1.
- Tell students to look at the image of the *Treasure Island* map on Activity Page 1.1; ask students to make a prediction about what *Treasure Island* is about.
  - How do you know?
  - What led you to that prediction?
- Tell students that *Treasure Island* is an adventure story about pirates, action, sea travel, big ships, and danger!
- Explain to students that the story features many new types of words and language used by pirates and speakers of English long ago.
- Direct students to Activity Page 1.2.
- Have students fill out the true or false section of Activity Page 1.2.
- Tell students there is no right or wrong answer; this is only their opinion, but they should be prepared to defend their claim.
- Explain that “defend their claim” means that the students will have to explain why they chose true or false.
- After students have completed the true/false section of Activity Page 1.2, tell all students to stand.
- Remind students that there are no right or wrong answers. Tell students who chose true for the first statement to go to one corner of the room and students who thought the statement was false to go to the other corner.
- Prompt student volunteers to defend their claim. Encourage students to expand on answers by saying, “Tell me more about that” or “What do you mean by....”



## Writing

### Entering/Emerging

Provide students with sentence starters for the Your Treasures section of Activity Page 1.2. Encourage students to write using complete sentences. Redefine the word *treasure* if necessary.

### Transitioning/Expanding

Remind students about sentence starters on the board if needed. Encourage students to write using complete sentences. Redefine the word *treasure* if necessary.

### Bridging

Remind students that the word *treasure* can mean different things to different people. Encourage students to write using complete sentences.

- Repeat this process with each portion of the True/False section on Activity Page 1.2.
- Tell students that while reading the adventure story *Treasure Island*, they should remember these ideas from Activity Page 1.2; all of them are connected to the story in some way.
- Inform students that at the end of the unit you will revisit these ideas and see if their opinion has changed.
- Direct students to the Your Treasures section of Activity Page 1.2.
- Ask students to think about things they consider treasures.
- Tell the students to complete the activity page independently.
- When the activity is completed, have students share their responses with a partner or whole class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U8 L1
Activity Name	Treasure Anticipation Guide
Proficiency Levels	
Entering	Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.
Emerging	Student draws pictures and writes words and phrases to represent key information with substantial support.
Transitioning	Student conveys key information in simple sentences with moderate support.
Expanding	Student conveys key information in complete sentences with occasional support.
Bridging	Student conveys key information in complete, detailed sentences independently.



### Lesson 1: What Is Treasure?

## Listen Closely (Optional)

**Primary Focus:** Students will listen to a description of pirate life and talk with a peer about their visualization.

### PIRATE SHIP VISUALIZATION

- Tell students that they are going to imagine what it would be like to be on a pirate ship.
- Ask all students to close their eyes and listen carefully to the description.
- Tell students that they are going to listen to a description of what life would be like on a pirate ship.

- As they listen, tell students to picture the words in their mind. Tell students this is called visualization.
- Tell students to begin imagining that they are living the life of a pirate.
  - **Touch**—During the day, you are hot under all of your robes, and they are itchy. At night, the air is very cold. There are few blankets on the hammock you sleep on underneath the deck of the ship. You constantly feel the rocking of the ship, back and forth, back and forth.
  - **Sight**—You see deep ocean all around you. The wood of the ship is brown, and a black and white flag waves in the wind. It has an image of a skull and crossbones.
  - **Smell**—You can smell the salt in the air and the terrible smell of men who have gone too long without a shower. You can smell fish in the sea.
  - **Hearing**—You can hear “Arrrg!” and other bad language all around you. Your fellow pirates talk loudly and often about other dangerous trips they have taken. You can also hear a parrot repeating the phrase “Polly wants a cracker” over and over.
  - **Taste**—There is not much food aboard your ship, so all you can taste is salty air in your mouth. Usually when you eat, it is mushy food without much flavor.
- Then tell students to slowly open their eyes and lift their heads.
- **Turn and Talk:** Direct students to share what they imagined with a partner. Tell students to describe what senses they imagined.
- Ask students if they think they might like to live the life of a pirate.

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End Lesson

## 2

# “The Old Dog and the Black Spot”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will gain knowledge of domain-specific vocabulary through close reading of a text.

Students will identify key ideas and details from the close reading of *Treasure Island*.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Exit Slip: Chapter 1** [Activity Page 2.1]

## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
Pirate Language Journal	10 min.	<input type="checkbox"/> Pirate Language Journal
<b>Read About It</b>		
Chapter 1: "The Old Dog and the Black Spot"	20 min.	<input type="checkbox"/> <i>Treasure Island</i> Chapter 1 <input type="checkbox"/> Activity Page 2.1

## ADVANCE PREPARATION

### Vocabulary Building

- Select words for the Pirate Language Journal:
  - seafaring
  - spyglass
  - mate
  - aye
  - loot

### Read About It

- Read Chapter 1.
- Pair students in either of the following ways: strong readers with readers who need more support, or readers of similar skill levels.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Summarize key details and events from the story *Treasure Island*
- Use general academic and domain-specific vocabulary to answer text-dependent questions
- Demonstrate understanding of how words have a connotation, or inferred meaning, in context

### Language Forms and Functions

Captain Flint asks each day if Jim has seen other seafaring men, because...

The description of the pirate is (similar/different) to what I imagined, because...

In Chapter 1, I learned that...

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
aye bearings loot magistrate mate sabre seafaring spyglass squire stroke	company mutiny	

## Lesson 2: The Old Dog and the Black Spot

# Vocabulary Building



**Primary Focus:** Students will gain knowledge of domain-specific vocabulary through close reading of a text.

## PIRATE LANGUAGE JOURNAL (10 MIN.)

- Ask students what comes to mind when they think of the word *pirate*. Have several students share their ideas.
- Ask if visualizing a pirate gives students a positive or negative feeling.
- Ask students if they know any pirate words or phrases from movies or books.
  - If yes, write the word/phrase on the board/chart paper and ask a student volunteer to use it in a sentence.
- Ask students if the meaning of this word or phrase is positive or negative.
- Encourage students to share how they know the meaning is positive or negative.
- Tell students this is called making an inference, or the inferred meaning or connotation.
  - Write *Inferred Meaning* and *Connotation* on the board/chart paper.
- Ask students to say the word in the language they are most familiar with. This can be their home language or in English.
- Tell students that this process of analyzing pirate language is what they will do in their Pirate Language Journal.
- Explain to students that today they will start reading the exciting story *Treasure Island*, but first they will need a way to keep track of all the new pirate language and vocabulary that they will be reading in the story.
- Explain to students each section of the Pirate Language Journal.
  - **Word or Saying**—Copy the word or phrase as it appears in the text.
  - **Quotation from the Text**—Students should copy down the whole sentence in which the word or phrase is found.
  - **Inferred Meaning**—Students will circle whether the word has a positive or negative meaning or connotation.

- **In My Own Words**—Students will translate the word or phrase into their own words; this can be done in the student’s home language or in English.
- Tell students that today you will select the words for the Pirate Language Journal; however, some days they will have a chance to choose their own words.
- Suggested Pirate Language Journal words for Chapter 1:
  - seafaring
  - spyglass
  - mate
  - aye
  - loot

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## Lesson 2: The Old Dog and the Black Spot

# Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

### CHAPTER 1: “THE OLD DOG AND THE BLACK SPOT” (20 MIN.)

- Tell students that they are going to read Chapter 1: “The Old Dog and the Black Spot.”
- Direct students to Chapter 1: “The Old Dog and the Black Spot.”
- Point out the bold words. Tell students that the definition of these words is on the page.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read aloud the following pages in *Treasure Island*.



## 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

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.

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.

“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.

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.

“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?”

- Ask students to make a prediction about what will happen next. Write student predictions on the board.
- Tell students they will read with a partner to find out what happens next!

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.



### Partner Reading *Treasure Island*

- Pair students in either of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the page silently, and then one partner will read the page aloud. Next, they will both read the second page silently, and then the other partner will read the page aloud, and so on.

“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.

- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

- After reading, give students time to complete the vocabulary words in the Pirate Language Journal.
- Direct students to Activity Page 2.1.
- Have students complete the exit slip.
- Encourage students to spend time rereading Chapter 1 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.
- If time permits, have students share their responses on Activity Page 2.1.

## LANGUAGE PROFICIENCY ASSESSMENT

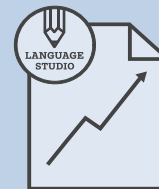
### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U8 L2
Activity Name	Exit Slip: Chapter 1
Proficiency Levels	
Entering	Student answers yes/no and wh- comprehension questions in single words or phrases and/or underlines relevant lines of text with 1:1 support.
Emerging	Student answers wh- comprehension questions in short phrases with substantial support.
Transitioning	Student answers all comprehension questions in complete sentences with moderate support.
Expanding	Student answers all comprehension questions in complete sentences with light support.
Bridging	Student independently answers all comprehension questions in complete sentences.

End Lesson

## Activity Page 2.1



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

#### Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Assist students in identifying text-dependent concepts.

## 3

# Character Descriptions

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write character descriptions with a partner.

Students will add adjectives to character descriptions.

**FORMATIVE ASSESSMENT****Writing****Characterization of Your Favorite Character**

[Activity Page 3.1]

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Characterization of the Old Seaman [Activity Page 3.2]**

## LESSON AT A GLANCE

	Time	Materials
<b>Write About It</b>		
Characterization: Writing Character Descriptions	15 min.	☐ Activity Page 3.1
<b>Looking at Language</b>		
Character Description Expansions	15 min.	☐ Activity Page 3.2 ☐ Activity Page 3.3

## ADVANCE PREPARATION

### Write About It

- Display the following sentence starter on the board/chart paper:
  - *My favorite character is \_\_\_\_\_.*

### Looking at Language

- Pair students for the Looking at Language activity.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Demonstrate active listening of a Read-Aloud by identifying key ideas and examples of figurative language</li> <li>• Use adjectives and/or descriptive details to create a character</li> </ul>		
Language Forms and Functions		
<p>My favorite character is _____.</p> <p>My action story will take place _____.</p> <p>_____, _____, and _____ are words that I will use to describe my character.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
characterization		

## Lesson 3: Character Descriptions

## Write About It



**Primary Focus:** Students will write character descriptions with a partner.

### CHARACTERIZATION : WRITING CHARACTER DESCRIPTIONS (15 MIN.)



Writing  
Interacting via  
Written English

#### Entering/Emerging

Remind students about the sentence starter on the board; allow students ample time to prepare to share with a partner.

#### Transitioning/Expanding

Remind students about the sentence starter on the board. Encourage students to build on peer responses. Allow students time to prepare to share with a partner.

#### Bridging

Work with students to create statements without using the sentence starters. Encourage students to build on peer responses.

- Tell students that one of the most important parts of a story is the characters. Writers create characters to help tell the story. In *Treasure Island* Stevenson created many exciting characters for his audience to read about.
- **Think-Pair-Share:** Ask students who some of their favorite characters from literature, movies, or television are.
  - Encourage them to think about their favorite character and share with a partner.
  - Encourage students to talk about how the character helped tell the story.
- Ask one student to share the name of a well-known (universal) character, possibly from a popular novel, film, or television show.
- Record the attributes of the character:
  - looks like
  - says
  - thinks/feels
  - actions
  - Other qualities students think are important about the character
- Explain to students that writers reveal the personality and details about a character through *characterization*.
- Write *characterization* on the board/chart paper.
- Tell students they have just done a character analysis.



### Check for Understanding

Ask students if they are ready to try this process on their own. Ask for thumbs-up/thumbs-down to indicate preparedness. If students are ready, direct them to Activity Page 3.1; otherwise, review each aspect of characterization with a new character.

### Activity Page 3.1



- Tell students on Activity Page 3.1 they will do a character analysis.
- Direct students to Activity Page 3.1.
- Tell students to write the name of the character in the space provided.
- Check in on students' chosen characters to ensure they are school appropriate.

### Lesson 3: Character Descriptions

# Looking at Language



**Primary Focus:** Students will add adjectives to character descriptions.

## CHARACTER DESCRIPTION EXPANSIONS (15 MIN.)

### Activity Page 3.2



### Activity Page 3.3



### Challenge

Encourage students to use complete sentences when completing the activity page.

- Tell students that now that they are experts in character analysis, they are going to examine some of Stevenson's character descriptions in *Treasure Island*.
- Ask students what part of speech a character is. Guide students to say *noun*, as a character is a person.
- Ask students what part of speech is used to add details to nouns. (adjectives)
- Ask students why they think adjectives relate to characterization.
- Explain to students that adjectives are a very important part of characterization because they teach readers about what characters look like, think, feel, say, and do.
- Direct students to Activity Page 3.2.
- Tell students to underline any words/phrases on Activity Page 3.3 that add characterization to the old seaman (Captain Flint).
- Tell students to work in pairs to complete Activity Page 3.2.
- If there is available time, have students share out.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U8 L3
Activity Name	Characterization of the Seaman
Proficiency Levels	
Entering	With 1:1 support, student uses simple adjectives to dictate simple sentences.
Emerging	With substantial support, student uses adjectives to write simple sentences.
Transitioning	With moderate support, student uses adjectives and figurative language to write simple and compound sentences.
Expanding	With occasional support, student uses adjectives, adjective phrases, and figurative language to write sentences of varying lengths and structures.
Bridging	Student independently uses adjectives, adjective phrases, and figurative language to write sentences of varying lengths and structures.

~~~~~  
End Lesson  
~~~~~



### Writing Using Nouns and Noun phrases

#### Entering/Emerging

Provide students 1:1 support by pointing out to students how the adjectives add details about the noun. Assist transfer of underlined phrases to Activity Page 3.2, and add information in their own words.

#### Transitioning/Expanding

Offer students support with underlining adjectives and phrases. Assist in transferring the underlined phrases to Activity Page 3.2, and add information in their own words.

#### Bridging

Help students transfer the underlined phrases to Activity Page 3.2, and add information in their own words using complete sentences.

## 4

# “The Sea Chest and the Blind Man”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

**Writing**

Students will write character descriptions with a partner.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Characterization of a New Character**

[Activity Page 4.1]

## LESSON AT A GLANCE

	Time	Materials
<b>Read About It</b>		
Chapter 2: “The Sea Chest and the Blind Man”	20 min.	▢ <i>Treasure Island</i> Chapter 2
<b>Write About It</b>		
Characterization: Writing Character Descriptions	10 min.	▢ Activity Page 4.1

## ADVANCE PREPARATION

### Read About It

- Read Chapter 2.

### Write About it

- Display the attributes of characterization:
  - looks like
  - says
  - thinks/feels
  - actions
- Draw a model of Activity Page 4.1 on the board.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use general academic and domain-specific vocabulary to answer text-dependent questions
- Demonstrate comprehension of a text by identifying key details and events
- Elaborate on ideas orally and in writing

### Language Forms and Functions

Pew is...

Pew's character changes from Chapter 1 to Chapter 2 by...

Jim learned that Captain Flint..

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
buccaneer cabin boy farthing fathoms gargoyle hummock schooner	bulk ensured impending ransacked scarper stunned	

## Lesson 4: The Sea Chest and the Blind Man

## Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

**CHAPTER 2: “THE SEA CHEST AND THE BLIND MAN” (20 MIN.)**

- Review answers to Activity Page 2.1 Exit Slip with students.
- Tell students that they are going to read Chapter 2: “The Sea Chest and the Blind Man.”
- Direct students to Chapter 2 on Activity Page 4.1.
- Point out the bold words. Tell students that the definition of these words is on the page.
- **Think-Pair-Share:** Ask students to make a prediction about what Jim and his mother will find in the sea chest. Tell students to share their predictions with a partner.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read the following *Treasure Island* pages.

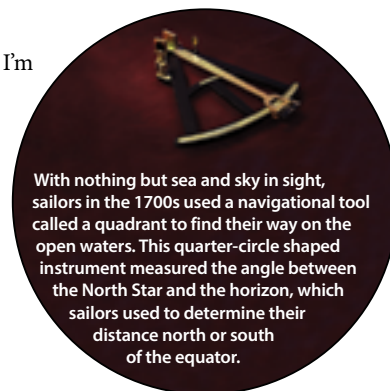


## Chapter 2 The Sea Chest and the Blind Man

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’.



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.



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

“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!”

“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.

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



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.

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.



### Check for Understanding

Ask students to do a quick sketch of the Jolly Roger. If students are unsure of the meaning, reread the callout box from Chapter 2 and direct students to the image below.

---



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.

- Tell students they will read with a partner to find out what happens next!



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

“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’.

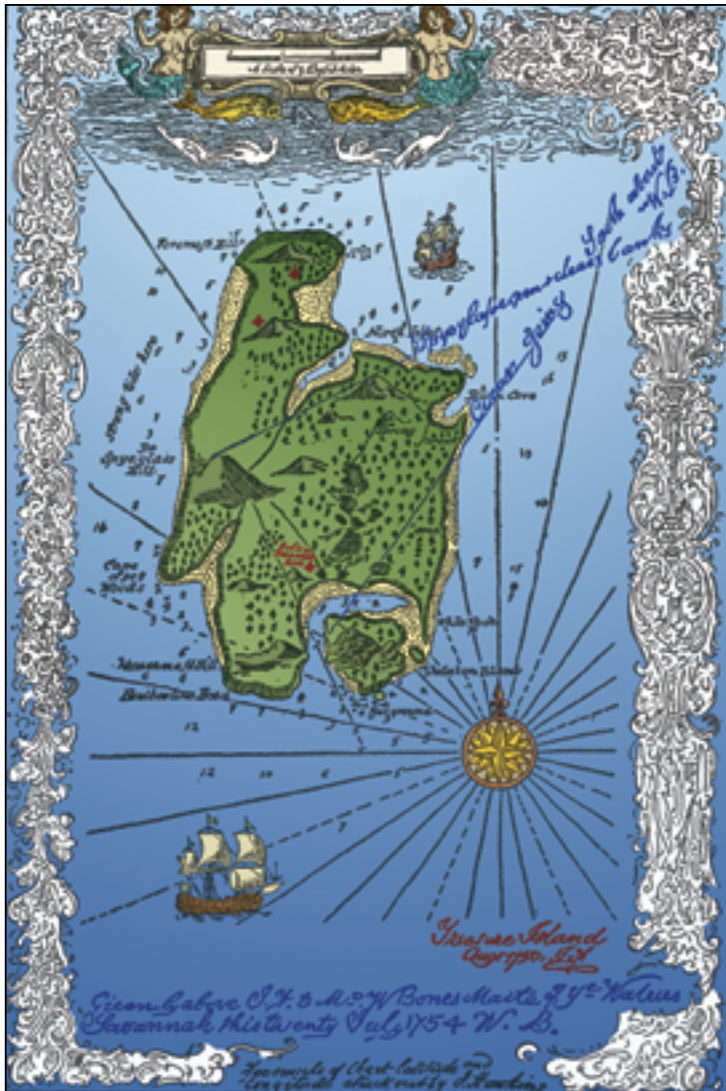
Several things had been added to the map in red ink. There were three crosses—two on the north part of the island and one in the southwest. Next to one of these, written in a small, neat hand, very different from the captain’s, were the words: ***Bulk** of treasure here.*

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.



Several things had been added to the map in red ink.

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.



*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.*

## Partner Reading *Treasure Island*

- Pair students in one of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.
- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.



### Check for Understanding

After reading, ask the following questions:

- What do Jim and his mother find in the old sea chest?
- Who is Pew?
- How does Pew's character change from Chapter 1 to Chapter 2?
- What does Jim learn about Captain Flint?
- What plan do Doctor Livesey and Squire Trelawney plan to do with the treasure map?

- Encourage students to spend time rereading Chapter 2 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support by asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict etc.). Read and help students identify text-dependent concepts.

#### Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict etc.). Read and help students identify text-dependent concepts.



Writing  
Interacting via  
Written English

### Entering/Emerging

Support students by providing a model on the board. Assist students in generating character traits and actions. Allow students to use images if necessary.

### Transitioning/Expanding

Support students by providing a model on the board. Give students light support in generating character traits and actions.

### Bridging

Encourage students to write using longer full sentences including many details.

### Activity Page 4.1



## Lesson 4: The Sea Chest and the Blind Man

# Write About It



**Primary Focus:** Students will write character descriptions with a partner.

### CHARACTERIZATION (10 MIN.)

- Ask students what they remember about the attributes of characterization.
- Remind students that characterization is how writers reveal a character's personality to readers.
- If needed, remind students that the attributes of characterization include:
  - looks like
  - says
  - thinks/feels
  - actions
- Request examples of each aspect from student volunteers.
- Direct students to Activity Page 4.1.
- Ask students to recall what happened in Chapter 2.
- Ask students what type of character they would expect to see in *Treasure Island*. (pirate)
- Tell students that with a partner they will create a new character to add to Chapter 2.
- Inform students that they can be as creative as possible, but remember to be school appropriate.
- Ask students to think about what they know about pirates before they begin to brainstorm character traits with their partners.
- Have students fill out Activity Page 4.1.
- If there is time, have pairs share out about their character.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U8 L4
Activity Name	Characterization of a New Character
Proficiency Levels	
Entering	Student contributes ideas and copies ideas onto a graphic organizer.
Emerging	Student contributes ideas and completes graphic organizer.
Transitioning	Student completes graphic organizer with original ideas.
Expanding	Student writes simple sentences.
Bridging	Student writes more detailed sentences.

~~~~~End Lesson~~~~~

## Characterization of a New Character

Name of character:

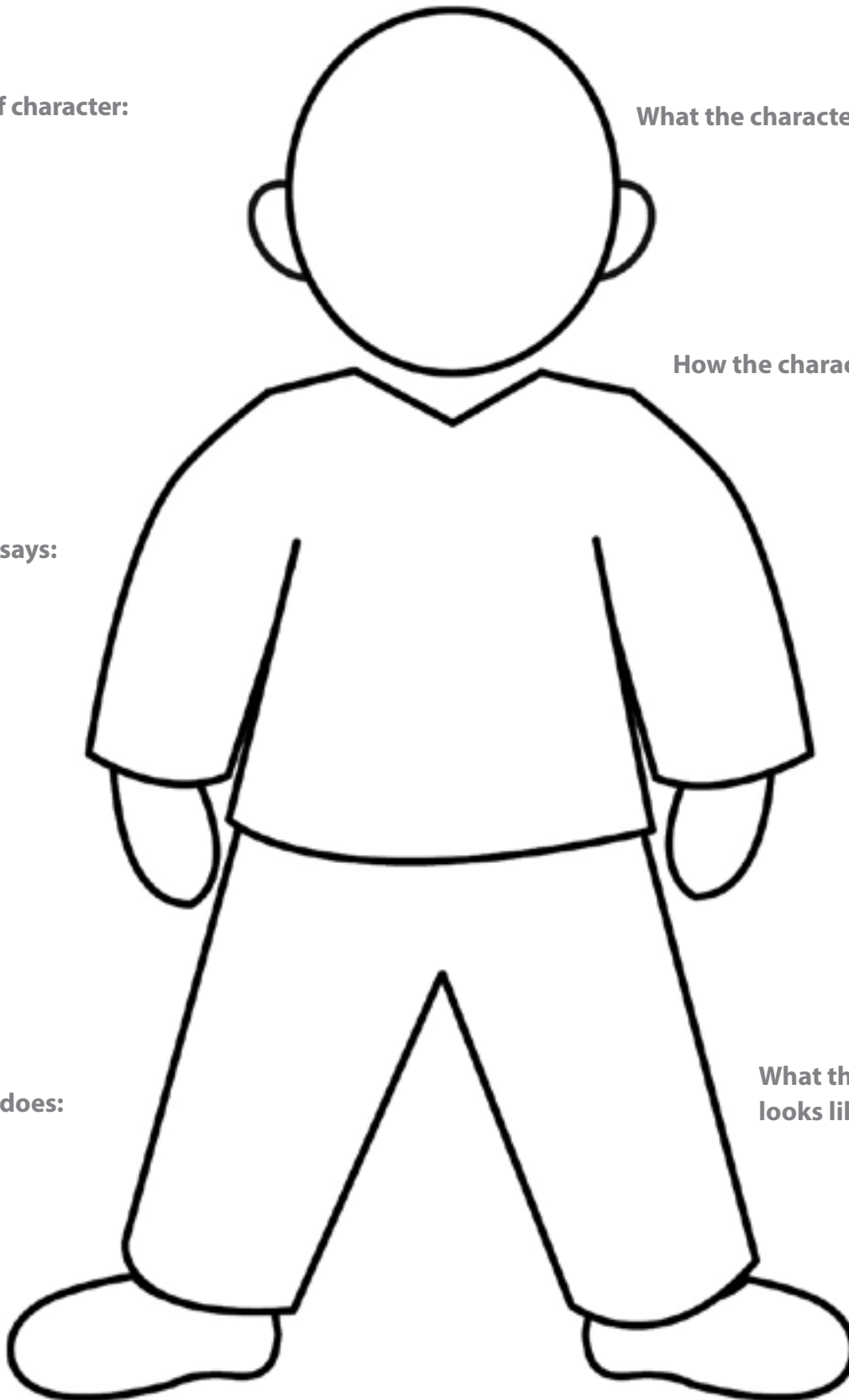
What the character thinks:

How the character feels:

What the  
character says:

What the  
character does:

What the character  
looks like:





## 5

# “The Real Adventure Begins”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

Students will gain knowledge of domain-specific vocabulary through a close reading of a text.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Peer Discussion: Chapter 3 of *Treasure Island***

[Informal Observation]

## LESSON AT A GLANCE

|                                        | Time    | Materials                 |
|----------------------------------------|---------|---------------------------|
| <b>Read About It</b>                   |         |                           |
| Chapter 3: “The Real Adventure Begins” | 20 min. | ☐ Activity Page 5.1       |
| <b>Vocabulary Building</b>             |         |                           |
| Pirate Language Journal                | 10 min. | ☐ Pirate Language Journal |

## ADVANCE PREPARATION

### Read About It

- Read Chapter 3.

### Vocabulary Building

- Prepare words for Pirate Language Journal:
  - buccaneer
  - voyages
  - egad
  - galley

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use general academic and domain-specific vocabulary to answer text-dependent questions
- Demonstrate comprehension of a text by identifying key details and events

### Language Forms and Functions

A simile compares two things using the words \_\_\_\_\_ or \_\_\_\_\_.

Jim is so pleased with Long John Silver's compliment because...

When Long John Silver calls Jim "smart as paint" I think he means that...

### Vocabulary

| Tier 3<br>Domain-Specific Words                                    | Tier 2<br>General Academic Words                           | Tier 1<br>Everyday Speech Words |
|--------------------------------------------------------------------|------------------------------------------------------------|---------------------------------|
| berths<br>buccaneer<br>coach<br>egad<br>galley<br>nautical<br>quay | brimming<br>captivated<br>deduced<br>scoundrel<br>shrouded | voyage                          |

## Lesson 5: The Real Adventure Begins

## Read About It



**Primary Focus:** Identify key ideas and details from the close reading of *Treasure Island*.

**CHAPTER 3: “THE REAL ADVENTURE BEGINS” (20 MIN.)**

- **Think-Pair-Share:** Ask students to think about what happened in Chapter 2.
  - Have students retell what they read to a partner.
  - Call on a few students to share their summaries with the whole class.
- Tell students that they are going to read Chapter 3: “The Real Adventure Begins.”
- Direct students to Activity Page 5.1 where they will find Chapter 3.
- Point out the bold words. Tell students that the definition of these words is on the page.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read aloud *Treasure Island* pages below.

## Activity Page 5.1





### 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!"



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

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.

"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!"

“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 forecastle at the front of the ship and the quarterdeck toward the back. He pointed out the mainmast in the middle and the

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."

- Tell students they will read with a partner to find out what happens next!

### **Partner Reading *Treasure Island***

- Pair students in one of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.

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,

## Informal Observation



- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.
- Observe students partaking in peer talk about Chapter 3 of *Treasure Island*.

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.”



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

“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.



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

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.



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.





### Check for Understanding

After reading, check for comprehension by asking the following questions: Why doesn't Captain Smollett like the crew the squire has hired? Do you agree with his assessment? Why or why not?

- Encourage students to spend time rereading Chapter 3 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                              |
| Unit/Lesson        | U8 L5                                                                                                                 |
| Activity Name      | Peer Discussion: Chapter 3 of <i>Treasure Island</i>                                                                  |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about an invention using domain-related vocabulary with support.                   |
| Expanding          | Student asks and answers questions about an invention using domain-related vocabulary.                                |
| Bridging           | Student asks and answers questions using domain-related vocabulary.                                                   |

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## Lesson 5: The Real Adventure Begins

# Vocabulary Building



**Primary Focus:** Students will gain knowledge of domain-specific vocabulary through a close reading of a text.

### PIRATE LANGUAGE JOURNAL (10 MIN.)

- Tell students that they will continue the process of analyzing pirate language in their Pirate Language Journal.
- Review with students each section of the Pirate Language Journal:
  - **Word or saying**—Students will copy the word or phrase as it appears in the text.
  - **Quotation from the text**—Students will copy down the whole sentence in which the word or phrase is found.
  - **Inferred meaning**—Students will circle whether the word has a positive or negative meaning or connotation.
  - **In my own words**—Students will translate the word or phrase into their own words; this can be done in students' home language or in English.
- Tell students that today you will select the words for the Pirate Language Journal.
- Suggested Pirate Language Journal words for Chapter 3:
  - buccaneer
  - voyages
  - egad
  - galley
- Have students work independently to add words to their Pirate Language Journal.
- If time permits, have students share the words in their journal.

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End Lesson

## 6

# The Apple Barrel

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

Students will use knowledge of the affixes *im-* and *in-* to determine the meaning of unknown words.

**FORMATIVE ASSESSMENT****Reading**

**Prefixes *im-* and *in-*** [Activity Page 6.2]

**LANGUAGE PROFICIENCY ASSESSMENT****Reading**

**Make a Prediction** [Activity Page 6.1]

## LESSON AT A GLANCE

|                                               | Time    | Materials                                                                                               |
|-----------------------------------------------|---------|---------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>                          |         |                                                                                                         |
| Chapter 4: "What I Heard in the Apple Barrel" | 20 min. | <input type="checkbox"/> <i>Treasure Island</i> Chapter 4<br><input type="checkbox"/> Activity Page 6.1 |
| <b>Looking at Language</b>                    |         |                                                                                                         |
| Prefixes <i>im-</i> and <i>in-</i>            | 10 min. | <input type="checkbox"/> Activity Page 6.2                                                              |

## ADVANCE PREPARATION

### Read About It

- Read Chapter 4.
- Display the attributes or characterization: the sentence frame, *I think \_\_\_\_\_ will happen next*, on the board.

### Looking at Language

- Display examples of *im-* and *in-* words on the board/chart paper:
  - invisible
  - improper
  - indestructible
  - immovable

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Recite details to demonstrate comprehension of a text
- Use the prefixes *im-* and *in-* to understand the meaning of words
- Use relative pronouns in sentences

### Language Forms and Functions

Jim says he wants to pounce on Silver when he hears Silver say, "you're as smart as paint" because...

Jim's mood turns to fear and anxiety after he overhears the conversation among the crew, because...

Silver suddenly breaks off when he is talking because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| leagues<br>marooned<br>squalls  | duplicity<br>predicament         |                                 |

## Lesson 6: The Apple Barrel

## Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

**CHAPTER 4: “WHAT I HEARD IN THE APPLE BARREL” (20 MIN.)**

- Direct students to Activity Page 6.1.
- Using Chapters 1 and 2, have students fill out Activity Page 6.1 independently.
- Call on a few students to share their predictions with the class.
- Tell students that they are going to read Chapter 4: “What I Heard in The Apple Barrel.”
- Direct students to Chapter 4.
- Point out the bold words. Tell students that the definition of these words is on the page.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read aloud the following *Treasure Island* pages.

## Activity Page 6.1

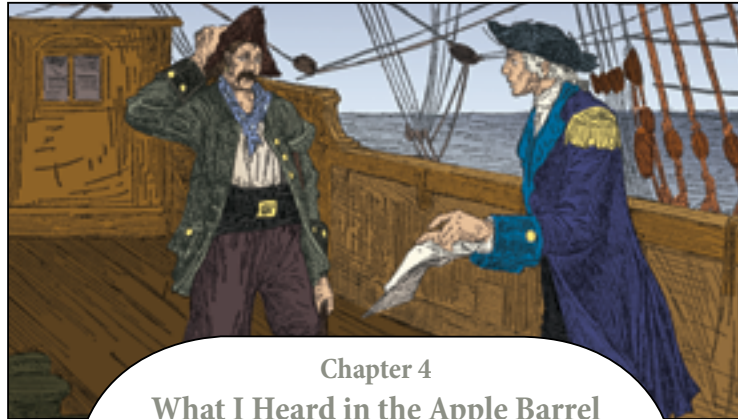


## Support

Write the sentence frame, *I think \_\_\_\_\_ will happen next*, and direct students to use it to make predictions.

## Challenge

Encourage students to add “I think this because . . .” to their sentence frame.



## 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.



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.

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



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.

## Partner Reading *Treasure Island*

- Tell students they will read with a partner to find out what happens next!
- Pair students in one of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.

“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

- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

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.

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.



### Check for Understanding

After reading, check for comprehension by asking the following questions: What does Jim learn in the apple barrel? What would you do next if you were Jim? How does Silver plan to take over the ship?

- Encourage students to spend time rereading Chapter 4 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                      |
| Unit/Lesson        | U8 L6                                                                                                        |
| Activity Name      | Make a Prediction                                                                                            |
| Proficiency Levels |                                                                                                              |
| Entering           | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support.                |
| Emerging           | Student answers text-dependent wh- questions by copying relevant words and phrases with substantial support. |
| Transitioning      | Student identifies key details and answers simple text-dependent questions with moderate support.            |
| Expanding          | Student identifies key details and answers open-ended questions about the text with moderate support.        |
| Bridging           | Student identifies key details and answers open-ended questions about the text with minimal support.         |

## Lesson 6: The Apple Barrel

# Looking at Language



**Primary Focus:** Students will use knowledge of the affixes *im-* and *in-* to determine the meaning of unknown words.

### PREFIXES *IM-* AND *IN-* (10 MIN.)

- Tell students that today they are going to interpret the meaning of new words based on things they already know about language.
- Ask students to define *prefix*.
  - A prefix is placed at the beginning of a word to change its meaning.
- Direct students to examples of *im-* and *in-* words on the board/chart paper (invisible, improper, indestructible, immovable).
- Review the pronunciation of each prefix.
  - Say each prefix and have students repeat back three times.
- Ask students if they know the meaning of these two prefixes. Remind students that both prefixes mean “not.”
- Call on student volunteers to come to the board to circle the root words and underline the prefixes of the words on the board.
- Discuss the meaning of the word with and without the prefix.
  - Explain that with the prefix the word means something completely different. (e.g., *invisible* means that something cannot be seen but *visible* means it can be seen.)
- Direct students to Activity Page 6.2.
- Have students complete the activity page independently.
- After the activity page is completed, allow students to share their created words with the class.

End Lesson



Reading  
Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support by asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts.

### Activity Page 6.2



## 7

# Features of an Adventure Story

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write character descriptions of Long John Silver using evidence from *Treasure Island*.

**Reading**

Students will apply an understanding of the text features of an adventure story to *Treasure Island*.

**FORMATIVE ASSESSMENT**

Reading

**Text Features of *Treasure Island*** [Activity Page 7.3]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Long John Silver Character Study** [Activity Page 7.1]

## LESSON AT A GLANCE

|                                       | Time    | Materials                                  |
|---------------------------------------|---------|--------------------------------------------|
| <b>Write About It</b>                 |         |                                            |
| Characterizations of Long John Silver | 15 min. | ☐ Activity Page 7.1                        |
| <b>Looking at Language</b>            |         |                                            |
| Features of an Adventure Story        | 15 min. | ☐ Activity Page 7.2<br>☐ Activity Page 7.3 |

## ADVANCE PREPARATION

### Write About It

- Display this chart on the board/chart paper for a characterization of Long John Silver:

|            | Character Traits | How do I know?<br>Evidence from the text<br>and page number |
|------------|------------------|-------------------------------------------------------------|
| Looks Like |                  |                                                             |

### Looking at Language

- Display the *Text Features of an Adventure Story* on the board/chart paper.

| Text Features of an Adventure Story |                                                                                                    |
|-------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Hero</b>                         | A character who uses quick thinking to solve problems                                              |
| <b>Villain</b>                      | A character who usually has opposite traits of the hero                                            |
| <b>Action/Violence</b>              | The hero will have problems that need to be overcome usually through violence or fighting.         |
| <b>Quest/Journey</b>                | This is the motivation for the action in the story. The hero and villain may share the same quest. |
| <b>Exotic or Distant Setting</b>    | Islands, fictional places far away from society                                                    |
| <b>Fast Paced</b>                   | The action of the story moves quickly.                                                             |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Recall the key events of Chapter 4, “What I Heard in the Apple Barrel”
- Clarify and elaborate on ideas orally and in writing
- Use general academic and domain-specific vocabulary to express ideas and make inferences about a text

### Language Forms and Functions

Jim thinks it would be more useful for him to go ashore than to stay aboard the ship because....

An example of duplicity is \_\_\_\_\_

My adventure story takes place...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                    | Tier 1<br>Everyday Speech Words |
|---------------------------------|---------------------------------------------------------------------|---------------------------------|
|                                 | hero<br>villain<br>action<br>violence<br>quest<br>journey<br>exotic |                                 |

Start Lesson

## Lesson 7: Features of an Adventure Story Write About It



**Primary Focus:** Students will write character descriptions of Long John Silver using evidence from the *Treasure Island*.

### CHARACTERIZATION OF LONG JOHN SILVER (15 MIN.)

- Ask students their opinion of the character Long John Silver.
- Help students expand on their answer by prompting for more details:
  - How do you know?
  - Tell me more about that.

- Tell students that the way we make assumptions and form opinions about characters is from what we read about them in the text. We can also learn about them through other characters.
- Tell students that one of the most complex characters in *Treasure Island* is Long John Silver. This is because Jim’s opinion of him has changed many times throughout the story.
- Ask students for examples of some of the ways Jim’s opinions of Silver have changed so far in the story. (First he trusts him, then he becomes the villain.)
- Direct students to look in the story to find evidence to support these changes.
- Tell students that looking in the text is a way to prove how they know something about a character or what happens in a story.
- Direct students to Activity Page 7.1.
- Tell students that they will analyze Long John Silver by looking at what he thinks, feels, says, and does.
- Tell students they will support their answer in the “How Do I Know” column of the graphic organizer. In this section they should write page numbers and quotes from the text.
- **Model** for students this process using what Long John Silver looks like.

|                   | Character Traits                                                                                                      | How do I know?<br>Page number |
|-------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Looks Like</b> | <i>Missing his left leg</i><br><i>Tall</i><br><i>Strong</i><br><i>Big face</i><br><i>Smart</i><br><i>Has a crutch</i> | page 24, paragraph 3          |

- Have students complete Activity Page 7.1. Students can work individually or with pairs.

**Note:** Students will complete a similar exercise independently in Lesson 10.

## Activity Page 7.1



## Writing

### Entering/Emerging

Provide students substantial support in writing descriptions of character traits and identifying page numbers and evidence from the text. Help students narrow the text by identifying passages for students to work from.

### Transitioning/Expanding

Provide students moderate support in writing descriptions of character traits and identifying evidence from the text. Identifying passages for students to work from if necessary.

### Bridging

Provide students light support in writing descriptions of character traits and identifying evidence from the text.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                    |
| Unit/Lesson        | U8 L7                                                                                                      |
| Activity Name      | Long John Silver Character Study                                                                           |
| Proficiency Levels |                                                                                                            |
| Entering           | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.           |
| Emerging           | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning      | Student conveys key information in simple sentences with moderate support.                                 |
| Expanding          | Student conveys key information in complete sentences with occasional support.                             |
| Bridging           | Student conveys key information in complete, detailed sentences independently.                             |

### Lesson 7: Features of an Adventure Story

# Looking at Language



**Primary Focus:** Students will apply an understanding of the text features of an adventure story to *Treasure Island*.

### Activity Page 7.2



### FEATURES OF AN ADVENTURE STORY (15 MIN.)

- Ask students to recall the genre of *Treasure Island*.
  - *Treasure Island* is a fictional action/adventure story.
- Encourage students to share what words come to mind when they think of an adventure.
- Direct students to the Text Features of an Adventure Story chart on the board and 7.2 in their Activity Book.

## Activity Page 7.3



Reading  
Understanding  
Text Structure

### Entering/Emerging

Provide support to identify text features by referring students to the Text Features chart.

### Transitioning/Expanding

Provide light support to identify text features by reminding students about the Text Features chart.

### Bridging

Provide light support to identify text features if necessary.

### Text Features of an Adventure Story

|                                  |                                                                                                    |
|----------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Hero</b>                      | A character who uses quick thinking to solve problems                                              |
| <b>Villain</b>                   | A character who usually has opposite traits of the hero                                            |
| <b>Action/Violence</b>           | The hero will have problems that need to be overcome usually through violence or fighting.         |
| <b>Quest/Journey</b>             | This is the motivation for the action in the story. The hero and villain may share the same quest. |
| <b>Exotic or Distant Setting</b> | Islands, fictional places far away from society                                                    |
| <b>Fast Paced</b>                | The action of the story moves quickly.                                                             |

- Review each category with students.
- Ask students to read the feature and the definition.
- Define each section for students in depth providing examples from the story.
- Direct students to Activity Page 7.3.
- Explain that the students will complete a matching activity where they will match text features to their definitions.
- Have students complete the activity page independently.
- If time allows, have students share aloud.

~~~~~  
End Lesson

## 8

# “The Man on the Island”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

Students will gain knowledge of domain-specific vocabulary through a close reading of *Treasure Island*.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Exit Slip: The Man on the Island** [Activity Page 8.1]

## LESSON AT A GLANCE

	Time	Materials
<b>Read About It</b>		
Chapter 5: "The Man on the Island"	20 min.	<input type="checkbox"/> <i>Treasure Island</i> Chapter 5 <input type="checkbox"/> Activity Page 8.1
<b>Vocabulary Building</b>		
Pirate Language Journal	10 min.	<input type="checkbox"/> Pirate Language Journal

## ADVANCE PREPARATION

### Read About It

- Read Chapter 5.

### Vocabulary Building

- Prepare words/phrases for the Pirate Language Journal:
  - mutineers
  - lad
  - marooned
  - in a pinch

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by identifying key details and events
- Distinguish between trustworthy and untrustworthy characters

### Language Forms and Functions

In this chapter, \_\_\_\_\_

I scouted \_\_\_\_\_ looking for \_\_\_\_\_.

\_\_\_\_\_ is trustworthy/untrustworthy because.....

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
dell marooned muntineers shipwrecked stockade Union Jack	desolate outlandish scouted treachery	in a pinch lad

## Lesson 8: The Man on the Island

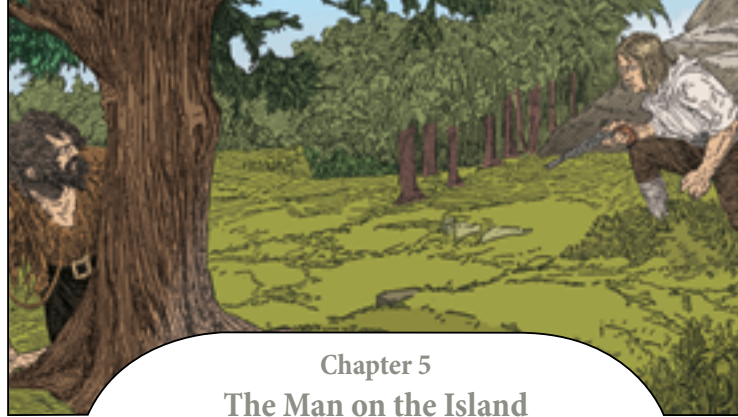
## Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

**CHAPTER 5: “THE MAN ON THE ISLAND” (20 MIN.)**

- **Think-Pair-Share:** Ask students to think about what happened in Chapter 4.
  - Have students retell what they read to their partner.
  - Call on a few students to share with the whole class.
- Tell students that they are going to read Chapter 5: “The Man on the Island.”
- Direct students to Chapter 5 which follows Activity Page 8.1.
- Point out the bold words. Tell students that the definition of these words is on the page.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read aloud the following *Treasure Island* pages.



## 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—”

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.

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.



“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.”

### **Partner Reading *Treasure Island***

- Tell students they will read with a partner to find out what happens next!
- Pair students in any of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.

“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

- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.
- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

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.”

“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.

## Activity Page 8.1



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support by asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

#### Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts.

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.

- Direct students to Activity Page 8.1.
- Tell students they will answer questions about what happened in Chapter 5.
- Ask students to complete Activity Page 8.1 individually (exit slip).
- Encourage students to spend time rereading Chapter 5 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U8 L8
Activity Name	Exit Slip: The Man on the Island
Proficiency Levels	
Entering	Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support.
Emerging	Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support.
Transitioning	Student highlights key details and answers simple text-dependent questions with moderate support.
Expanding	Student highlights key details and answers open-ended questions about the text with moderate support.
Bridging	Student highlights key details and answers open-ended questions about the text with minimal support.

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## Lesson 8: The Man on the Island

# Vocabulary Building



**Primary Focus:** Students will gain knowledge of domain-specific vocabulary through close reading of *Treasure Island*.

### PIRATE LANGUAGE JOURNAL (10 MIN.)

- Tell students that they will continue the process of analyzing pirate language in their Pirate Language Journal.
- Review with students each section of the Pirate Language Journal:
  - **Word or saying**—Students will copy the word or phrase as it appears in the text.
  - **Quotation from the text**—Students will copy down the whole sentence in which the word or phrase is found.
  - **Inferred meaning**—Students will circle whether the word has a positive or negative meaning or connotation.
  - **In my own words**—Students will translate the word or phrase into their own words; this can be done in students' home language or in English.
- Tell students that you will select the words for the Pirate Language Journal.
- Suggested Pirate Language Journal words for Chapter 5:
  - mutineers
  - lad
  - marooned
  - in a pinch
- Have students work independently to add words to their Pirate Language Journal.
- If time permits, have students share the words in their journal.

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End Lesson

## 9

# “The Plan”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

Students will apply an understanding of the text features of an adventure story to *Treasure Island*.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading**

**Text Features of *Treasure Island*** [Activity Page 9.1]

## LESSON AT A GLANCE

	Time	Materials
<b>Read About It</b>		
Chapter 6: "The Plan"	20 min.	❑ Chapter 6: "The Plan"
<b>Looking at Language</b>		
Features of an Adventure Story	10 min.	❑ Activity Page 7.2 ❑ Activity Page 9.1

## ADVANCE PREPARATION

### Read About It

- Read Chapter 6.
- Pair students for reading.

### Looking at Language

- Display the Text Features of an Adventure Story chart.

Text Features of an Adventure Story	
<b>Hero</b>	A character who uses quick thinking to solve problems
<b>Villain</b>	A character who usually has opposite traits of the hero
<b>Action/Violence</b>	The hero will have problems that need to be overcome usually through violence or fighting.
<b>Quest/Journey</b>	This is the motivation for the action in the story. The hero and villain may share the same quest.
<b>Exotic or Distant Setting</b>	Islands, fictional places far away from society
<b>Fast Paced</b>	The action of the story moves quickly.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify the meaning of new words using the prefixes im– and in–
- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details
- Use general academic and domain-specific vocabulary to express ideas and make inferences about a text

### Language Forms and Functions

I think that this chapter is titled “The Plan” because...

In my opinion, \_\_\_\_\_ had the upper hand, because...

I find it interesting that...

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
craft cutlass truce	desertion excursion onslaught	

## Lesson 9: The Plan

# Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

## CHAPTER 6: “THE PLAN” (20 MIN.)

- Tell students that they are going to read Chapter 6: “The Plan.”
- Direct students to Chapter 6, which follows Activity Page 9.1.
- Point out the bold words. Tell students that the definition of these words is on the page.
- **Think-Pair-Share:** Ask students to make a prediction about what they will read in Chapter 6.
  - Have students share their predictions with a partner.
  - Call on a few students to share their predictions with the whole class.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read aloud the following *Treasure Island* pages.



## 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

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."

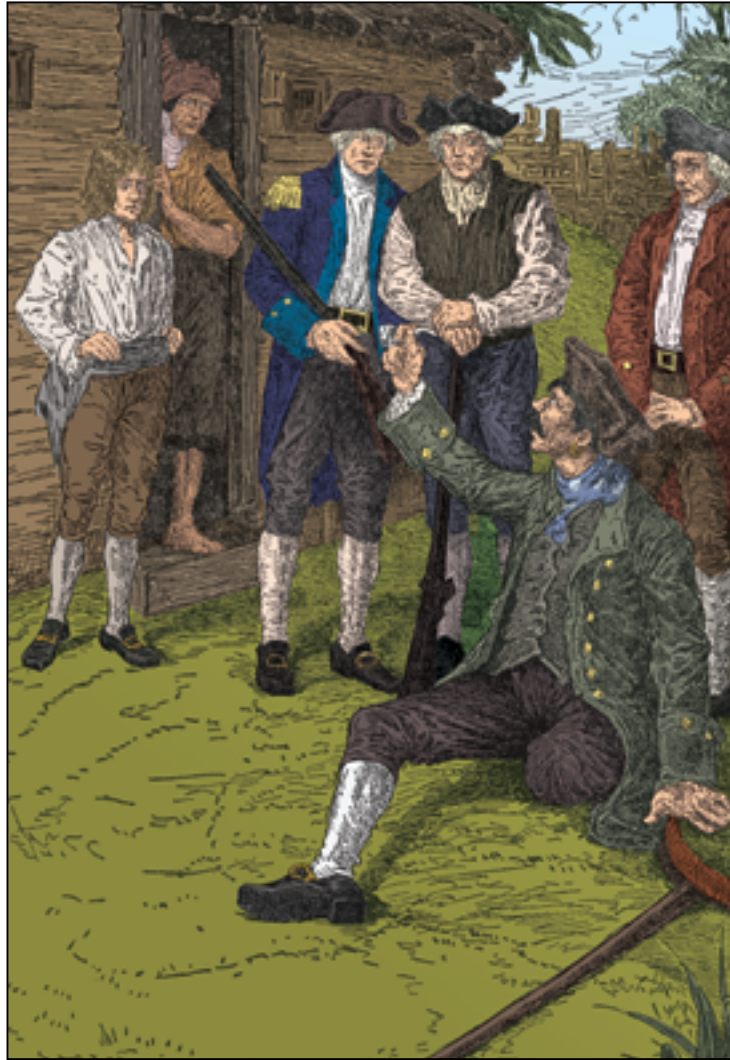
Silver looked scornfully at the captain.

"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,



Silver looked scornfully at the captain. "Give me a hand up!" he cried.

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.



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.

### **Partner Reading *Treasure Island***

- Tell students they will read with a partner to find out what happens next!
- Pair students in one of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.



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

- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.
- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

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.

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.



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.

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!"



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts.



## Check for Understanding

After reading, check for comprehension, by asking the following questions: What is the plan Silver presents to the doctor? What is the foolish decision Jim makes? Do you agree with Jim's decision? Why or why not?

- Encourage students to spend time rereading Chapter 6 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.

## Lesson 9: The Plan

# Looking at Language



**Primary Focus:** Students will apply an understanding of the text features of an adventure story to *Treasure Island*.

## FEATURES OF AN ADVENTURE STORY (10 MIN.)

- Ask students to recall the text features of an adventure story.
- Direct students to the Text Features of an Adventure Story chart on the board/chart paper and Activity Page 7.2 in their Activity Book.

Text Features of an Adventure Story	
<b>Hero</b>	a character who uses quick thinking to solve problems
<b>Villain</b>	a character who usually has opposite traits of the hero
<b>Action/Violence</b>	The hero will have problems that need to be overcome usually through violence or fighting.
<b>Quest/Journey</b>	This is the motivation for the action in the story. The hero and villain may share the same quest.
<b>Exotic or Distant Setting</b>	islands, fictional places far away from society
<b>Fast Paced</b>	The action of the story moves quickly.

- Direct students to Activity Page 9.1.
- Explain to students that they will be filling in the chart with text features from *Treasure Island*.
- Assist students in filling out the first portion (the hero section) to demonstrate how they should be filling in the chart.
- Tell students they should complete the chart using full sentences. Have students complete the activity page independently.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U8 L9
Activity Name	Text Features of <i>Treasure Island</i>
Proficiency Levels	
Entering	Student contributes ideas and copies ideas onto a graphic organizer.
Emerging	Student contributes ideas and completes graphic organizer.
Transitioning	Student completes graphic organizer with original ideas.
Expanding	Student writes simple sentences.
Bridging	Student writes more detailed sentences.

~~~~~End Lesson~~~~~

## Activity Page 9.1



### Reading Understanding Text Structure

#### Entering/Emerging

Provide pairs support in identifying text features in the text. Direct them to important passages and finger sweep for students.

#### Transitioning/Expanding

Provide pairs light support to identify text features in the text. Direct them to important passages and finger sweep for students if needed.

#### Bridging

Provide pairs light support to identify text features in the text.

## 10

# Characterization Assessment

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will display an understanding of characterization and text structure on a written assessment.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing**

**Assessment: Jim Character Study** [Activity Page 10.1]

## LESSON AT A GLANCE

|                         | Time    | Materials            |
|-------------------------|---------|----------------------|
| <b>Write About It</b>   |         |                      |
| Characterization of Jim | 30 min. | ☐ Activity Page 10.1 |

## ADVANCE PREPARATION

### Write About It

- Review Activity Page 7.1.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                  |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Demonstrate comprehension of a text by identifying key details</li><li>• Elaborate on ideas orally and in writing</li><li>• Use general academic and domain-specific vocabulary to express ideas and make inferences about a text</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                        |                                  |                                 |
| The scene on the ship when Jim arrived was...                                                                                                                                                                                                                                       |                                  |                                 |
| My adventure story is about...                                                                                                                                                                                                                                                      |                                  |                                 |
| My main character feels _____ because...                                                                                                                                                                                                                                            |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                          |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| lash<br>pretext<br>treachery<br>unison<br>right                                                                                                                                                                                                                                     |                                  |                                 |

## Lesson 10: Characterization Assessment

## Write About It



**Primary Focus:** Students will display an understanding of characterization and text structure on an assessment.

## Support

Direct students to Activity Page 7.1 in order to review the of aspects characterization. This can also serve as a model for the assessment.

## Activity Page 10.1



## CHARACTERIZATION OF JIM (30 MIN.)

- Ask students who the main character or hero of *Treasure Island* is. (Jim)
- Ask students if they remember the main parts of characterization.
  - looks like
  - thinks/feels
  - says
  - does (actions)
- Tell students that they will analyze Jim by looking at what he thinks, feels, says, and does.
- Tell students they will support their answer in the “How Do I Know” column of the graphic organizer. In this section they should write page numbers and quotes from the text.
- Direct students to Activity Page 10.1. Have each student complete the assessment independently.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                    |
| Unit/Lesson        | U8 L10                                                                                                     |
| Activity Name      | Assessment: Jim Character Study                                                                            |
| Proficiency Levels |                                                                                                            |
| Entering           | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.           |
| Emerging           | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning      | Student conveys key information in simple sentences with moderate support.                                 |
| Expanding          | Student conveys key information in complete sentences with occasional support.                             |
| Bridging           | Student conveys key information in complete, detailed sentences independently.                             |

~~~~~End Lesson~~~~~



### Writing

#### Entering/Emerging

Provide substantial support in writing descriptions of character traits and identifying page numbers and evidence from text. Help narrow the text by identifying passages for students to work from.

#### Transitioning/Expanding

Provide moderate support in writing descriptions of character traits and identifying evidence from text. Help narrow the text by identifying passages for students to work from if necessary.

#### Bridging

Provide light support in writing descriptions of character traits and identifying page numbers and evidence from text.

## 11

# “Shiver Me Timbers”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

Students will gain knowledge of domain-specific vocabulary through a close reading of *Treasure Island*.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Making a Prediction: What Will Happen to Jim?**

[Activity Page 11.1]

## LESSON AT A GLANCE

|                                | Time    | Materials                                                                                                |
|--------------------------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>           |         |                                                                                                          |
| Chapter 7: "Shiver Me Timbers" | 20 min. | <input type="checkbox"/> <i>Treasure Island</i> Chapter 7<br><input type="checkbox"/> Activity Page 11.1 |
| <b>Vocabulary Building</b>     |         |                                                                                                          |
| Pirate Language Journal        | 10 min. | <input type="checkbox"/> Pirate Language Journal                                                         |

## ADVANCE PREPARATION

### Read About It

- Read Chapter 7.
- Display the sentence frame, *I think \_\_\_\_\_ will happen next.*

### Vocabulary Building

- Prepare words for Pirate Language Journal:
  - shiver me timbers
  - bygones
  - dagger
  - scamp
  - reckon
  - ransacked

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate an understanding of the text by answering comprehension questions
- Identify the meaning of words with the suffixes *-ful* and *-less*
- Use coordinating conjunctions to combine sentences

### Language Forms and Functions

I think this chapter is titled “My Life Hangs in the Balance” because...

Silver is protecting Jim because...

In my opinion, Silver’s (first/second) reason for protecting Jim is \_\_\_\_\_ because...

### Vocabulary

| Tier 3<br>Domain-Specific Words                  | Tier 2<br>General Academic Words                                           | Tier 1<br>Everyday Speech Words |
|--------------------------------------------------|----------------------------------------------------------------------------|---------------------------------|
| dagger<br>righting<br>scamp<br>shiver me timbers | bygones<br>lashed<br>pretext<br>ransacked<br>reckon<br>treachery<br>unison |                                 |

## Lesson 11: “Shiver Me Timbers”

## Read About It

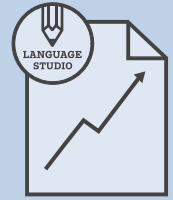


**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

**CHAPTER 7: “SHIVER ME TIMBERS” (20 MIN.)**

- Direct students to Activity Page 11.1.
- Tell students they will think about what they think will happen next in *Treasure Island*.
- Using Chapters 1–6, have students fill out Activity Page 11.1 independently.
- Call on a few students to share their predictions with the class.
- Tell students that they are going to read Chapter 7: “Shiver Me Timbers.”
- Direct students to Chapter 7, following Activity Page 11.1.
- Point out the bold words. Tell students that the definition of these words is on the page.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read aloud the following *Treasure Island* pages.

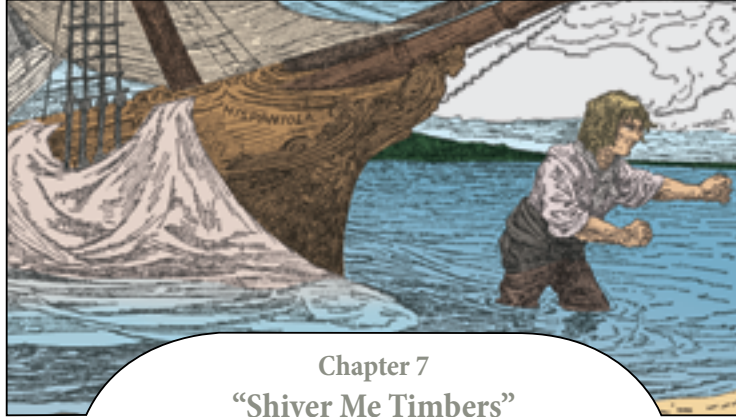
## Activity Page 11.1

**Support**

Write the sentence frame,  
*I think \_\_\_\_\_ will happen next.*

**Challenge**

Encourage students to add  
“I think this because . . .” to  
their sentence frame.



## 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.



"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 forecastle 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

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.



With a choked cry, Hands plunged headfirst into the water.

“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.”

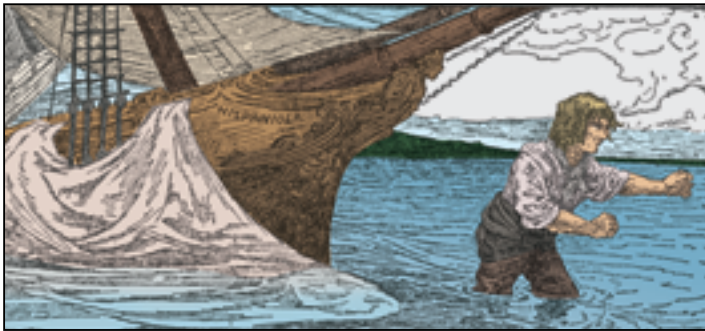
As he spoke these words, he lurched forward. Then something sang through the air like an arrow. I felt a sharp pain and looked to my left. Hands had thrown the dagger, and it had pierced my left shoulder. Without thinking, I fired my pistol.

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



### Partner Reading *Treasure Island*

- Tell students they will read with a partner to find out what happens next!
- Pair students in any of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.



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.

- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

“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



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support by asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

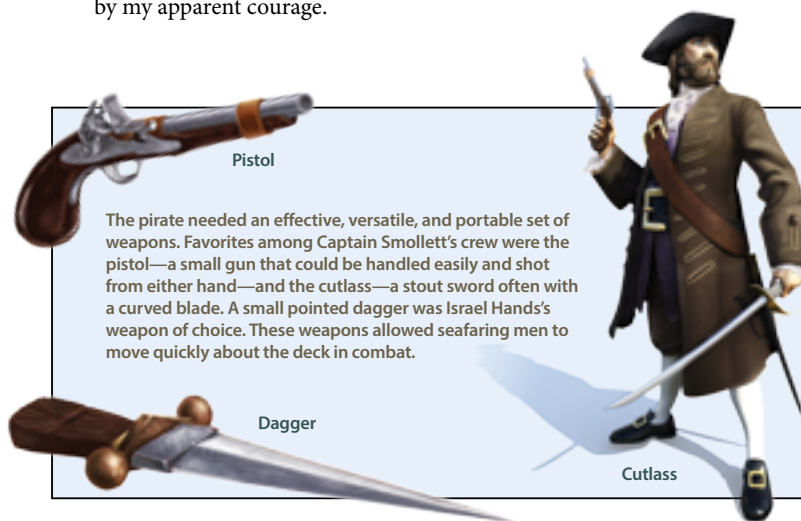
Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts.

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.



## Check for Understanding

After reading, check for comprehension by asking the following questions: At the end of the chapter Jim makes a speech to John Silver; what is the message of his speech? What do you think Silver will do next?

- Encourage students to spend time rereading Chapter 7 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Unit/Lesson        | U8 L11                                                                                                 |
| Activity Name      | Making a Prediction: What Will Happen to Jim?                                                          |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

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Lesson 11: “Shiver Me Timbers”

# Vocabulary Building



**Primary Focus:** Students will gain knowledge of domain-specific vocabulary through a close reading of a text.

## PIRATE LANGUAGE JOURNAL (10 MIN.)

- Tell students that they will continue the process of analyzing pirate language in their Pirate Language Journal.
- Review with students each section of the Pirate Language Journal:
  - **Word or saying**—Students will copy the word or phrase as it appears in the text.
  - **Quotation from the text**—Students will copy down the whole sentence in which the word or phrase is found.
  - **Inferred meaning**—Students will circle whether the word has a positive or negative meaning or connotation.
  - **In my own words**—Students will translate the word or phrase into their own words; this can be done in students’ home language or in English.
- Tell students that today you will select the words for the Pirate Language Journal.
- Suggested Pirate Journal words for Chapter 7:
  - shiver me timbers
  - bygones
  - dagger
  - scamp
  - reckon
  - ransacked
- Have students work independently to add words to their Pirate Language Journal.
- If time permits, have students share the words in their journals.

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End Lesson

## 12

# Jim's Letter Home

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write short summaries of Jim's journey in the form of a letter based on their knowledge of *Treasure Island*.

Students will apply an understanding of how events are linked by connecting words and phrases in a narrative.

**FORMATIVE ASSESSMENT****Writing****Transitional Words: Linking Events**

[Activity Page 12.2]

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Jim's Letter Home** [Activity Page 12.1]

## LESSON AT A GLANCE

|                            | Time    | Materials                                    |
|----------------------------|---------|----------------------------------------------|
| <b>Write About It</b>      |         |                                              |
| Jim's Letter Home          | 15 min. | ☐ Activity Page 12.1                         |
| <b>Looking at Language</b> |         |                                              |
| Linking Events             | 15 min. | ☐ Activity Page 12.2<br>☐ Activity Page 12.1 |

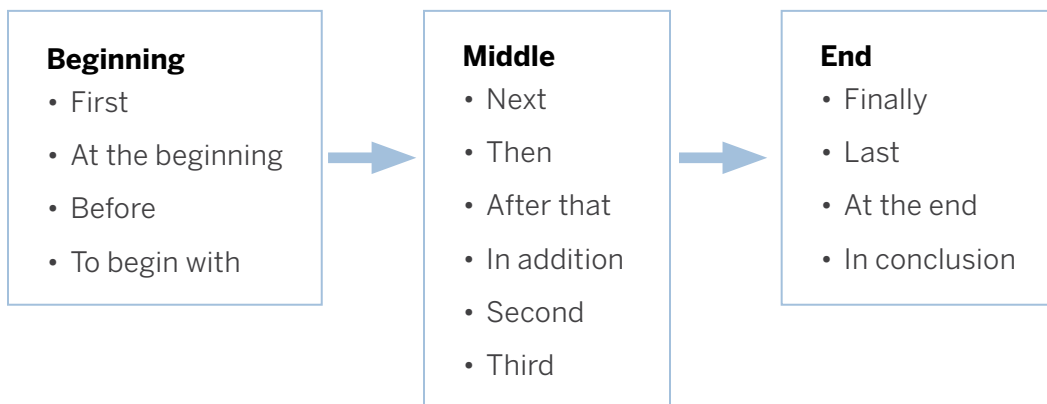
## ADVANCE PREPARATION

### Write About It

- Display the letter opening and closing on the board/chart paper:
  - *Dear Mother,*
  - *Your \_\_\_\_\_ son, Jim*

### Looking at Language

- Display the following Transitional Words chart on the board/chart paper:



- Display the following statements on the board/chart paper:
  - eat dinner
  - wake up
  - go to sleep
  - go to school
  - eat lunch
  - brush teeth
  - do homework
  - watch TV
- Display the following sentence starter on the board/chart paper: *My daily routine is \_\_\_\_\_.*

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Explain how the author uses figurative language to show events in the story
- Express ideas for an adventure story using descriptive details

### Language Forms and Functions

The phrase to *feed the fishes* means...

The idiom *tit for tat* means something given in exchange for an equally or comparably valuable thing. This applies to the story...

In this chapter, we learned from the conversation between Jim and Silver that...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| idiom                           | astonishment                     |                                 |

## Lesson 12: Jim's Letter Home

## Write About It



**Primary Focus:** Students will write short summaries of Jim's journey in the form of a letter based on their knowledge of the *Treasure Island*.

## JIM'S LETTER HOME (15 MIN.)

- Encourage students to discuss what they think about Jim's journey so far in the story *Treasure Island*.
  - How do you feel about Jim's journey?
  - Is it an exciting journey? a scary journey?
- Ask students to list some of the main events that have happened in Chapters 1–7. Write them on the board.
- Ask students to name a few adjectives to describe Jim's character. List them on the board.
- Review adjectives with the students; remind them that adjectives modify, or describe, nouns.
- Tell students that they will use the information they have learned so far about Jim's journey to write a letter home to his mother.
- Remind students that since there are no phones, email, or other ways of communication, Jim's mother does not know anything that has happened to her son.
- Ask students why they may need to include details in their letter.
- Instruct students to think about what a friend, parent, grandparent or teacher may want to know about their journey.
- Tell students they will pretend to be Jim experiencing the adventure.
- They will begin the letter "Dear mother," and end it with "Your \_\_\_\_\_ son, Jim."
- They will decide what adjective to use to describe Jim's character in the closing of the letter.
- Direct students to Activity Page 12.1.
- Have students complete the letter on Activity Page 12.1.
- If there is time when students are finished, allow students to share their letters aloud.

## Support

Ask students: Is Jim brave? Is he smart? Is he responsible? Have students indicate yes or no by using thumbs-up or thumbs-down.

## Activity Page 12.1



## Writing

## Entering/Emerging

Provide 1:1 support by encouraging students to use the events and adjectives on the board to fill in the sentence starters of the graphic organizer.

## Transitioning/Expanding

Allow students to use the events and adjectives on the board to fill in the sentence starters of the graphic organizer. Challenge students to use the text to identify events to include in the letter.

## Bridging

Assist students in using the text of *Treasure Island* to fill out the sentence starters.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                    |
| Unit/Lesson        | U8 L12                                                                                                     |
| Activity Name      | Jim's Letter Home                                                                                          |
| Proficiency Levels |                                                                                                            |
| Entering           | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.           |
| Emerging           | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning      | Student conveys key information in simple sentences with moderate support.                                 |
| Expanding          | Student conveys key information in complete sentences with occasional support.                             |
| Bridging           | Student conveys key information in complete, detailed sentences independently.                             |

## Lesson 12: Jim's Letter Home

# Looking at Language



**Primary Focus:** Students will apply an understanding of how events are linked by connecting words and phrases in a narrative.

### LINKING EVENTS (15 MIN.)

- Direct students to Activity Page 12.1. Ask students to circle any words that are connecting events or ideas in the letter.
- Help students identify *first* and *then*, which are the connectors in the letter.
- Brainstorm other transitional words or phrases with students (next, after that, before, lastly). Write student ideas on the board.
- Write the following statements on the board.
  - eat dinner
  - wake up
  - go to sleep
  - go to school
  - eat lunch
  - brush teeth
  - do homework
  - watch TV
- Direct students to Activity Page 12.2.
- Have students use the statements on the board to complete the activity page. Ask students to think about what their daily routine is. Direct students to complete Activity Page 12.2 with their own daily routine. In pairs have students share their daily routine. Encourage students to notice and discuss differences in their routines.

End Lesson



Writing  
Understanding Cohesion

### Entering/Emerging

Give students 1:1 support. Provide students with the sentence starter "My daily routine is \_\_\_\_\_"

### Transitioning/Expanding

Offer students light support. Provide students with the sentence starter "My daily routine is \_\_\_\_\_."

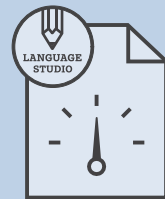
### Bridging

Encourage students to use follow-up questions when talking with a partner.

### Support

Guide students to the chart on the board/chart paper.

### Activity Page 12.2



## 13

# “My Life Hangs in the Balance”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

**Speaking**

Students will apply an understanding of how events are linked by connecting words and phrases in a narrative.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Linking Events in a Story** [Activity Page 13.2]

## LESSON AT A GLANCE

|                                           | Time    | Materials                                                                                                |
|-------------------------------------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>                      |         |                                                                                                          |
| Chapter 8: "My Life Hangs in the Balance" | 20 min. | <input type="checkbox"/> <i>Treasure Island</i> Chapter 8<br><input type="checkbox"/> Activity Page 13.1 |
| <b>Looking at Language</b>                |         |                                                                                                          |
| Features of an Adventure Story            | 10 min. | <input type="checkbox"/> Activity Page 13.2                                                              |

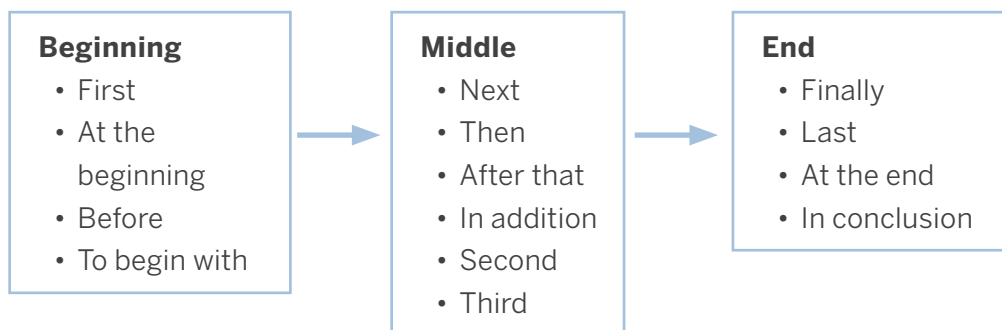
## ADVANCE PREPARATION

### Read About It

- Read Chapter 8.
- Pair students for reading.

### Looking at Language

- Display the following Transitional Words chart on the board/chart paper:



- Have students cut out slips of story events on Activity Page 13.2. Provide scissors.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate an understanding of the text by answering comprehension questions
- Express opinions and integrate textual evidence into opinion statements

### Language Forms and Functions

Chapter 8 ended with...

I think that in Chapter 9...

The characters have changed throughout the story. In the beginning of Treasure Island, \_\_\_\_\_. Now, \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                   | Tier 1<br>Everyday Speech Words |
|---------------------------------|--------------------------------------------------------------------|---------------------------------|
|                                 | deposed<br>hostage<br>insolence<br>ringleader<br>scurvy<br>taunted |                                 |

## Lesson 4: “My Life Hangs in the Balance”

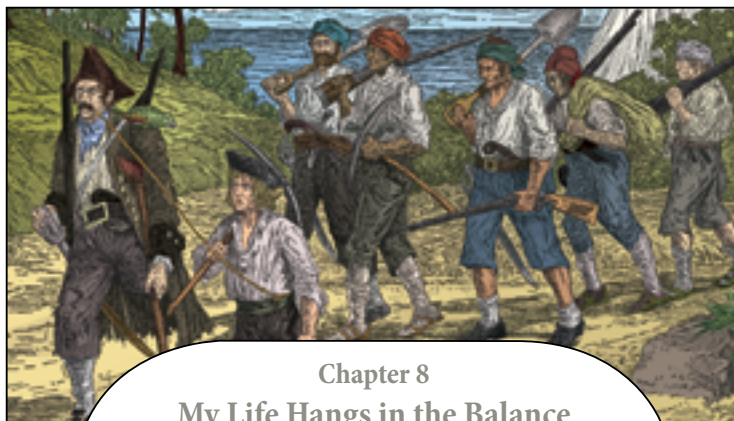
## Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

**CHAPTER 8: “MY LIFE HANGS IN THE BALANCE” (20 MIN.)**

- Ask students to review the events of Chapter 7.
- Have students preview the images on Activity Page 13.1, thinking about what might happen next in the story.
- Direct students to the title of the chapter.
- Call on a student to read the title. Remind students that a title usually gives a hint about what a chapter may be about.
- **Turn and Talk:** Have students turn to a partner and discuss what “my life hangs in the balance” may mean.
  - Call on a few students to share their definitions with the class.
- Tell students that they are going to read Chapter 8: “My Life Hangs in the Balance.”
- Direct students to Chapter 8, following Activity Page 13.2.
- Point out the bold words. Tell students that the definition of these words is on the page.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.



## 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

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.

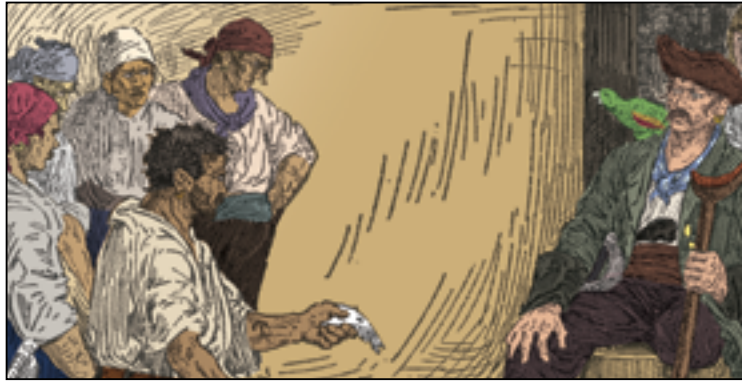
Just then the door opened, and one of the mutineers stepped in. Or, more like it, he was pushed in by the others. He was visibly trembling.

“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?”

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.

## Partner Reading *Treasure Island*

- Tell students they will read with a partner to find out what happens next!
- Pair students in one of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.



“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

- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

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.”



“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!”



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support by asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Help students identify text-dependent concepts.

## Activity Page 13.2



## Check for Understanding

After reading, ask the following questions: What does “my life hangs in the balance” mean? Why do the mutineers give Silver the black spot? What does this mean? Why do you think the doctor gives Silver the real treasure map?

- Encourage students to spend time rereading Chapter 8 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.

## Lesson 13: “My Life Hangs in the Balance”

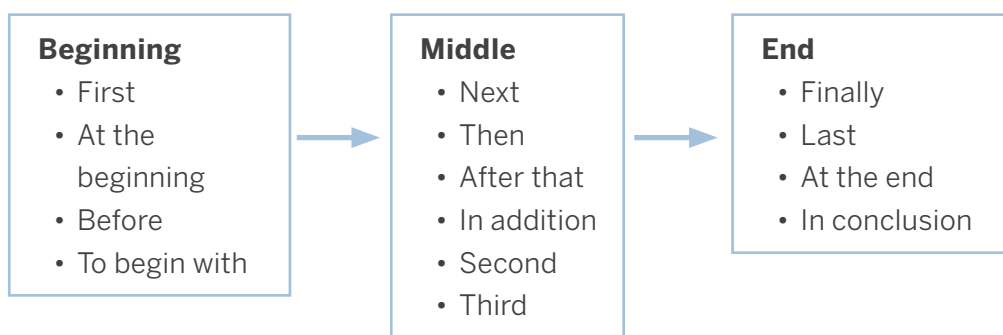
# Looking at Language



**Primary Focus:** Students will apply an understanding of how events are linked by connecting words and phrases in a narrative.

## FEATURES OF AN ADVENTURE STORY (10 MIN.)

- Ask students what they remember about the transitional words and phrases they learned in the previous lesson.
- Direct students to the chart on the board:



- Tell students that they will use the transitional words and phrases from the board to order the events of *Treasure Island*.
- Direct students to Activity Page 13.2.
- Instruct students to cut out the story event slips on Activity Page 13.2.

- Explain that students will order the events of the story and then connect the events using the transitional words and phrases from the board.
- Tell students to place the sentence strips in the order in which the story took place on top of their desks.
- Have students write the transitional word in the blank space on the sentence strip.
- Have students share out the transitional words they chose.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                              |
| Unit/Lesson        | U8 L13                                                                                                |
| Activity Name      | Linking Events in a Story                                                                             |
| Proficiency Levels |                                                                                                       |
| Entering           | Student answers yes/no questions about the topic.                                                     |
| Emerging           | Student uses short phrases to answer questions about the topic with support.                          |
| Transitioning      | Student uses short phrases to answer questions about the topic.                                       |
| Expanding          | Student answers questions about the topic in complete sentences.                                      |
| Bridging           | Student answers questions about the topic in complete sentences, incorporating details from the text. |

End Lesson

### Support

Allow students to select transitional words from the chart written on the board/chart paper.



### Speaking Understanding Cohesion

#### Entering/Emerging

Read each story event aloud for students. Encourage students to use the images for assistance. Prompt students to recall the order of events in the story.

#### Transitioning/Expanding

Read the story events aloud to students if needed. Support students in recalling the order of events in the story.

#### Bridging

Encourage students to use the images to recall the order of events in the story.

## 14

# “The Adventure Comes to an End”

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of *Treasure Island*.

Students will gain knowledge of domain-specific vocabulary through a close reading of *Treasure Island*.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Exit Slip: Reflecting on Treasure Island**

[Activity Page 14.1]

## LESSON AT A GLANCE

|                                            | Time    | Materials                                                                                                |
|--------------------------------------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>                       |         |                                                                                                          |
| Chapter 9: "The Adventure Comes to an End" | 20 min. | <input type="checkbox"/> <i>Treasure Island</i> Chapter 9<br><input type="checkbox"/> Activity Page 14.1 |
| <b>Vocabulary Building</b>                 |         |                                                                                                          |
| Pirate Language Journal                    | 10 min. | <input type="checkbox"/> Pirate Language Journal                                                         |

## ADVANCE PREPARATION

### Read About It

- Read Chapter 9.
- Display the following sentence frame on the board/chart paper: *I think \_\_\_\_\_ will happen next.*
- Display the following sentence starters on the board/chart paper: *I was surprised by \_\_\_\_\_ / I was not surprised by \_\_\_\_\_.*

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                    |                                       |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the text by answering comprehension questions</li> <li>• Express opinions and integrate textual evidence into opinion statements</li> <li>• Recall the key events and important details of <i>Treasure Island</i></li> </ul> |                                       |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                          |                                       |                                 |
| <p>After reading <i>Treasure Island</i>, I learned that the characters...</p> <p>Jim Hawkins changed because in the beginning _____. By the end of the story...</p> <p>I think that Jim's experiences caused him to feel...</p>                                                                       |                                       |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                            |                                       |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                       | Tier 2<br>General Academic Words      | Tier 1<br>Everyday Speech Words |
| doubloons<br>excavation<br>guinea<br>moidores<br>sequins                                                                                                                                                                                                                                              | ambush<br>superstitious<br>well-being |                                 |

## Lesson 14: “The Adventure Comes to an End”

## Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Treasure Island*.

**CHAPTER 9: “THE ADVENTURE COMES TO AN END” (20 MIN.)**

- Tell students that they are going to read Chapter 9: “The Adventure Comes to an End.”
- Direct students to Chapter 9, following Activity Page 14.1.
- Point out the bold words. Tell students that the definition of these words is on the page.
- **Turn and Talk:** Tell students to turn to a partner and make a prediction about the end of the story.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Read aloud the following *Treasure Island* pages.

**Support**

Provide the following sentence frame:  
I think \_\_\_\_\_ will  
happen next.



## 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.

"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?"

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.



Then—crack! crack! crack! Three muskets flashed out of the thicket. George Merry tumbled headfirst into the excavation.

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, **doubloons**, **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.





I spent the morning in the cave, packing money into bags. It was a strange collection of coins.

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.



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!”

- Ask students if the end of the story surprised them. Why or why not?
- Have students discuss with a partner.
- Direct students to Activity Page 1.1.
- Tell students to review their answers.
- Ask students if they would change any of their answers. Why or why not?
- Direct students to Activity Page 14.1: Exit Slip.
- Tell students they will reflect on their reading of *Treasure Island*.
- Have students complete the page independently.
- Encourage students to spend time rereading Chapter 9 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.

## Support

Provide students with the sentence starters:

*I was surprised by \_\_\_\_\_ /  
I was not surprised  
by \_\_\_\_\_.*

## Activity Page 14.1



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                              |
| Unit/Lesson        | U8 L14                                                                                                                |
| Activity Name      | Exit Slip: Reflecting on Treasure Island                                                                              |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about a story using domain-related vocabulary with support.                        |
| Expanding          | Student asks and answers questions about a story using domain-related vocabulary.                                     |
| Bridging           | Student asks and answers questions using domain-related vocabulary.                                                   |



Reading  
Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support by asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

Offer occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Help students identify text-dependent concepts.

## Lesson 14: “The Adventure Comes to an End”

# Vocabulary Building



**Primary Focus:** Students will gain knowledge of domain-specific vocabulary through a close reading of *Treasure Island*.

### PIRATE LANGUAGE JOURNAL (10 MIN.)

- **Turn and Talk:** Have students turn to a partner and share their three favorite words in their Pirate Language Journal and the definitions. Encourage students to define the words in their own way.
- Tell students that they will continue the process of analyzing pirate language in their Pirate Language Journal.
- Ask students recall the expectations of each section in the Pirate Language Journal.
  - **Word or saying—**Students will copy the word or phrase as it appears in the text.
  - **Quotation from the text—**Students will copy down the whole sentence in which the word or phrase is found.
  - **Inferred meaning—**Students will circle the word identifying whether the word has a positive or negative meaning or connotation.
  - **In my own words—**Students will translate the word or phrase into their own words; this can be done in students' home language or in English.
- Tell students that today they will select the words from Chapter 9 for the Pirate Language Journal.
- Have students work independently to add words to their Pirate Language Journal.
- If time permits, have students share the words they added to their journal.

End Lesson



## 15

# Planning an Alternate Ending Adventure Comic, Part 1

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will review the features of an adventure story in preparation of writing their own adventure story.

**Writing**

Students will plan an adventure comic using a graphic organizer.

**FORMATIVE ASSESSMENT****Reading****Defining Features of an Adventure Story**

[Activity Page 15.1]

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Adventure Comic Planning [Activity Page 15.3]**

## LESSON AT A GLANCE

|                                  | Time    | Materials                                    |
|----------------------------------|---------|----------------------------------------------|
| <b>Rewind</b>                    |         |                                              |
| Features of an Adventure Story   | 5 min.  | ☐ Activity Page 15.1                         |
| <b>Write About It</b>            |         |                                              |
| Alternate Ending Adventure Comic | 25 min. | ☐ Activity Page 15.2<br>☐ Activity Page 15.3 |

## ADVANCE PREPARATION

### Write About It

- Gather comics to show students as real-life examples. (Try to include comics from a variety of cultures and languages).
- Display the Alternate Ending Comic Rubric (provided at the end of this lesson).
- Ensure students have Activity Pages 7.2 and 12.1 and the Pirate Language Journal.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                              |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Demonstrate comprehension of a text by answering questions</li><li>• Write an adventure comic</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                    |                                  |                                 |
| Jim feels....<br>Jim does _____<br>The villain feels....                                                                                        |                                  |                                 |
| Vocabulary                                                                                                                                      |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                 | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                 |                                  |                                 |

## Lesson 15: Planning an Alternate Ending Adventure Comic, Part 1

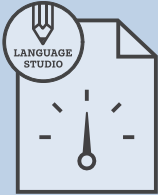
## Rewind



**Primary Focus:** Students will review the features of an adventure story in preparation of writing their own adventure story.

## FEATURES OF AN ADVENTURE STORY (5 MIN.)

## Activity Page 15.1



Writing  
Understanding  
Text Structure

**Entering/Emerging**

Allow students to use images to show knowledge of the terms.

**Transitioning/Expanding**

Encourage students to use examples from the text to support definitions.

**Bridging**

Encourage students to use complete sentences and text examples to define terms.

**Check for Understanding**

With a partner, have students share features of an adventure story. Listen to pairs talk for correct identification of key ideas. Reteach concepts if necessary.

- Direct students to Activity Page 15.1.
- Explain to students that they will be writing the definitions of the terms on the activity page.
- Tell students that they are to write the definitions using their own words, and they should not copy the definitions from a previous activity.
- Have students complete the activity page independently.

## Lesson 15: Planning an Alternate Ending Adventure Comic, Part 1

# Write About It



**Primary Focus:** Students will plan an adventure comic using a graphic organizer.

### ALTERNATE ENDING ADVENTURE COMIC (25 MIN.)

- Tell students that today they will begin the final project of the *Treasure Island* unit.
- Ask students if they know of any comics or comic books. Write examples on the board.
- Using comic examples, guide students to notice images, short text, and dialogue.
- Ask students what makes a comic different from other stories.
- Tell students to list some of the main ideas they have learned during the unit.
- Explain to students that they will be writing an adventure comic using all the information they have learned during the unit.
  - The comic will require students to write an alternate ending to *Treasure Island*.
- **Turn and Talk:** Tell students to talk with a partner about what the word *alternate* means.
- Tell students they will write a new ending to *Treasure Island*, but they must include characters and details from the story.
- Display the Alternate Ending Comic Rubric for students and direct them to Activity Page 15.2.
- Explain to students each aspect of the rubric and where to find support.
  - **Text features**—hero, villain, action, journey, exotic setting, fast paced: Activity Page 7.2
  - **Transitional words and phrases**—*first, next, last*, etc.: Activity Page 12.1
  - **Pirate language dialogue**—Pirate Language Journal
  - **Treasure Island knowledge**—Include characters from the story and actions from the story.
- Tell students that they will need to include each aspect of the rubric in their alternative ending adventure comic.

### Activity Page 15.2



## Activity Page 15.3



### Writing

#### Entering/Emerging

Provide students 1:1 support with prompting to add ideas and character descriptions. Direct students to Activity Pages 7.2 and 12.1 for additional support.

#### Transitioning/Expanding

Provide moderate support with prompting to add ideas and character descriptions. Direct students to Activity Pages 7.2 and 12.1 for additional support.

#### Bridging

Direct students to Activity Pages 7.2 and 12.1 for support.

- Encourage students to be as creative as possible.
- Direct students to Activity Page 15.3: Character and Event Planning.
- Explain to students that they will be brainstorming ideas for their alternative ending comic. Have students complete Activity Page 15.3.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                      |
|--------------------|----------------------------------------------------------------------|
| Language Domain    | Writing                                                              |
| Unit/Lesson        | U8 L15                                                               |
| Activity Name      | Adventure Comic Planning                                             |
| Proficiency Levels |                                                                      |
| Entering           | Student contributes ideas and copies ideas onto a graphic organizer. |
| Emerging           | Student contributes ideas and completes graphic organizer.           |
| Transitioning      | Student completes graphic organizer with original ideas.             |
| Expanding          | Student writes simple sentences.                                     |
| Bridging           | Student writes more detailed sentences.                              |

End Lesson

## Alternate Ending Comic Rubric

|   | <b>Text Features of an Adventure Story</b>                                                                      | <b>Transitional Words and Phrases</b>                                                         | <b>Pirate Language Dialogue</b>                                                                        | <b>Knowledge of <i>Treasure Island</i></b>                                        |
|---|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 3 | Includes at least four of six text features (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced).   | Uses at least three coordinating conjunctions (transitional words) in the correct order.      | Uses at least three words or phrases from the Pirate Language Journal. Words are used accurately.      | Includes detailed characterization and at least one changed or alternative event. |
| 2 | Includes at least three of six text features. (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced). | Uses two or fewer coordinating conjunctions (transitional words) in mostly the correct order. | Uses two or fewer words or phrases from the Pirate Language Journal. Words are mostly used accurately. | Includes somewhat detailed characterization and one changed or alternative event. |
| 1 | Includes at least two of six text features. (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced).   | Uses at least one coordinating conjunction (transitional words) not in the correct order.     | Uses at least one word or phrase from the Pirate Language Journal. Words are not used accurately.      | Includes characterization and one changed or alternative event.                   |
| 0 | Includes at least one of six text features. (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced).   | Does not include coordinating conjunctions (transitional words).                              | Does not include words from the Pirate Language Journal.                                               | Does not include a changed or alternative event.                                  |

## 16

# Planning an Alternate Ending Adventure Comic, Part 2

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will plan an adventure comic using a graphic organizer.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Adventure Comic Planning Day 2**

[Activity Page 16.1]

## LESSON AT A GLANCE

|                                  | Time    | Materials          |
|----------------------------------|---------|--------------------|
| <b>Write About It</b>            |         |                    |
| Alternate Ending Adventure Comic | 30 min. | Activity Page 16.1 |

## ADVANCE PREPARATION

### Write About It

- Display the Alternate Ending Comic Rubric.
- Ensure students have Activity Pages 7.2, 12.1, 15.2, 15.3, and the Pirate Language Journal.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                            |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Brainstorm ideas for a conclusion of an adventure story</li><li>• Elaborate on ideas orally and in writing</li><li>• Provide corrective feedback and make revisions to the draft of a story</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                  |                                  |                                 |
| I'm pleased at how you used _____ in your story. Did you consider...?                                                                                                                                                                         |                                  |                                 |
| I noticed that...                                                                                                                                                                                                                             |                                  |                                 |
| In conclusion...                                                                                                                                                                                                                              |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                    |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                               | resolution<br>dialogue           |                                 |

## Lesson 16: Planning an Alternate Ending Adventure Comic, Part 2

## Write About It



**Primary Focus:** Students will plan an adventure comic using a graphic organizer.

## Support

Define and review *alternate* with students.

## Activity Page 15.2



## Activity Page 16.1



## ALTERNATE ENDING ADVENTURE COMIC (30 MIN.)

- Tell students that today they will continue to plan their final comic.
- Ask students what they remember about features of a comic (pictures, dialogue, short text).
- Remind students they are writing an *alternate* ending to *Treasure Island*.
- Display the Alternate Ending Comic Rubric for students and direct them to Activity Page 15.2.
- Review with students each aspect of the rubric and where to find support.
  - **Text features**—hero, villain, action, journey, exotic setting, fast paced
  - **Transitional words and phrases**—*first, next, last*, etc.
  - **Pirate language dialogue**—Pirate Language Journal
  - **Treasure Island knowledge**—Include characters from the story and actions from the story.
- Tell students that they will need to include each aspect of the rubric in their alternative ending adventure comic.
- Encourage students to be as creative as possible.
- Direct students to Activity Page 16.1: Events and Dialogue Planning.
- Remind students that they need to use words/sayings from their Pirate Language Journals.
- **Model** choosing a word/phrase from the Pirate Language Journal and using it on Activity Page 16.1.
  - Example: I have the word *marooned* in my Pirate Language Journal. I think that Jim would use this word, so I am going to use it on Activity Page 16.1. Jim will say, “I hope I don’t get marooned.”
- Explain that the student’s Pirate Language Journal can help add valuable dialogue to the activity.
- Have students complete Activity Page 16.1.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                         |
| Unit/Lesson        | U8 L16                                                                                          |
| Activity Name      | Adventure Comic Planning Day 2                                                                  |
| Proficiency Levels |                                                                                                 |
| Entering           | Student dictates single words and phrases to organize events in a story with 1:1 support.       |
| Emerging           | Student writes single words and phrases to organize events in a story with substantial support. |
| Transitioning      | Student writes phrases or short sentences to organize events in a story with moderate support.  |
| Expanding          | Student writes complete sentences to organize events in a story with occasional support.        |
| Bridging           | Student writes concise, detailed sentences to organize events in a story with minimal support.  |

~~~~~End Lesson~~~~~



### Writing

#### Entering/Emerging

Provide students 1:1 support with prompting to add events and dialogue planning. Direct students to activity pages, Pirate Language Journal, and 12.1 for additional support.

#### Transitioning/Expanding

Provide moderate support with prompting to add events and dialogue planning. Direct students to activity pages, Pirate Language Journal, and 12.1 for additional support.

#### Bridging

Direct students to activity pages, Pirate Language Journal, and 12.1 for support.

## 17

# Drafting an Alternate Ending Adventure Comic

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will draft an adventure comic using a planning guide.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Adventure Comic Draft** [Activity Page 17.1]

## LESSON AT A GLANCE

|                                        | Time    | Materials            |
|----------------------------------------|---------|----------------------|
| <b>Write About It</b>                  |         |                      |
| Alternate Ending Adventure Comic Draft | 30 min. | ☐ Activity Page 17.1 |

## ADVANCE PREPARATION

### Write About It

- Display the Alternate Ending Comic Rubric (provided at the end of the lesson).
- Ensure students have Activity Pages 7.2, 12.1, 15.2, 15.3, and their Pirate Language Journals.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                              |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Plan and revise a draft to include an effective title, introduction/conclusion, and detailed story elements</li><li>• Brainstorm ideas for an effective title</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                    |                                  |                                 |
| I would rather read a book titled _____ because...                                                                                                                                                              |                                  |                                 |
| The title of your book makes me think that your story...                                                                                                                                                        |                                  |                                 |
| I changed my story to include...                                                                                                                                                                                |                                  |                                 |
| Vocabulary                                                                                                                                                                                                      |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                 | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                 |                                  | checklist                       |

## Lesson 17: Drafting an Alternate Ending Adventure Comic

## Write About It



**Primary Focus:** Students will draft an adventure comic using a planning guide.

**ALTERNATE ENDING ADVENTURE COMIC DRAFT (30 MIN.)**

- Tell students that today they will draft their adventure comic.
- Ask students what aspects they should include in their adventure comic strip.
- Remind students they are writing an alternate ending to *Treasure Island*.
- Display the Alternate Ending Comic Rubric for students and direct them to Activity Page 15.2 for review.
- Remind students that the *alternate* ending is different from the ending that already exists.

## Activity Page 15.2



## Support

Have students review the comic samples for ideas.



## Check for Understanding

**Thumbs-Up/Thumbs-Down:** Is writing the same ending as the one that already exists creating an alternate?

» thumbs-down = no

If you use different characters and events, will it create an alternate ending?

» thumbs-up = yes

- Ask students to reread each aspect of the rubric.
- Direct students to the supports they will need.
  - **Text features**—hero, villain, action, journey, exotic setting, fast paced
  - **Transitional words and phrases**—*first, next, last*, etc.
  - **Pirate language dialogue**—Pirate Language Journal
  - ***Treasure Island* knowledge**—Include characters from the story and actions from the story.

- Remind students that they will need to include each aspect of the rubric in their alternative ending adventure comic.
- Encourage students to be creative!
- Direct students to Activity Page 17.1: Adventure Comic Draft.
- Explain to students that they will be completing the draft of their adventure comic.
- Tell students that the draft is a first try at creating their adventure comic.
- Explain to students that they will all have time to write a final copy once their draft is completed.
- Have students complete Activity Page 17.1.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                      |
|--------------------|------------------------------------------------------|
| Language Domain    | Writing                                              |
| Unit/Lesson        | U8 L17                                               |
| Activity Name      | Adventure Comic Draft                                |
| Proficiency Levels |                                                      |
| Entering           | Student drafts their story with 1:1 support.         |
| Emerging           | Student drafts their story with substantial support. |
| Transitioning      | Student drafts their story with moderate support.    |
| Expanding          | Student drafts their story with minimal support.     |
| Bridging           | Student drafts their story independently.            |

End Lesson

## Activity Page 17.1



### Writing

#### Entering/Emerging

Provide students 1:1 support with prompting to draft their comic. Direct students to activity pages, Pirate Language Journal, and 12.1 for additional support.

#### Transitioning/Expanding

Provide moderate support with prompting to draft their comic. Direct students to activity pages, Pirate Language Journal, and 12.1 for additional support.

#### Bridging

Direct students to Pirate Language Journal and Activity Page 12.1 for support.

## Alternate Ending Comic Rubric

|   | <b>Text Features of an Adventure Story</b>                                                                      | <b>Transitional Words and Phrases</b>                                                         | <b>Pirate Language Dialogue</b>                                                                        | <b>Knowledge of <i>Treasure Island</i></b>                                        |
|---|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 3 | Includes at least four of six text features (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced).   | Uses at least three coordinating conjunctions (transitional words) in the correct order.      | Uses at least three words or phrases from the Pirate Language Journal. Words are used accurately.      | Includes detailed characterization and at least one changed or alternative event. |
| 2 | Includes at least three of six text features. (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced). | Uses two or fewer coordinating conjunctions (transitional words) in mostly the correct order. | Uses two or fewer words or phrases from the Pirate Language Journal. Words are mostly used accurately. | Includes somewhat detailed characterization and one changed or alternative event. |
| 1 | Includes at least two of six text features. (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced).   | Uses at least one coordinating conjunction (transitional words) not in the correctly.         | Uses at least one word or phrase from the Pirate Language Journal. Words are not used accurately.      | Includes characterization and one changed or alternative event.                   |
| 0 | Includes at least one of six text features. (Hero, Villain, Action, Journey, Exotic Setting, and Fast Paced).   | Does not include coordinating conjunctions (transitional words).                              | Does not include words from the Pirate Language Journal.                                               | Does not include a changed or alternative event.                                  |



## 18

# Writing an Alternate Ending Adventure Comic

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write a final copy of their adventure comic.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Alternative Ending Adventure Comic**

[Activity Page 18.1]

## LESSON AT A GLANCE

|                                  | Time    | Materials                                                                                  |
|----------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Write About It</b>            |         |                                                                                            |
| Alternate Ending Adventure Comic | 30 min. | <input type="checkbox"/> Activity Page 17.1<br><input type="checkbox"/> Activity Page 18.1 |

## ADVANCE PREPARATION

### Write About It

- Display the Alternate Ending Comic Rubric.
- Ensure students have Activity Pages 7.2, 12.1, 15.2, 15.3, and the Pirate Language Journal.
- Prepare the rubric at the end of the lesson for all students.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                    |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Revise a draft to include an effective title, introduction/conclusion, and detailed story elements</li><li>• Use various digital tools to produce and write a final copy of a story</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                          |                                  |                                 |
| <p>I like that idea. Maybe we can try...</p> <p>Would you like to work on _____ while I work on _____?</p> <p>_____ can introduce the presentation by _____.</p> <p>First, _____ will _____. Then, _____ will _____.</p>              |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                            |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                       | publication                      |                                 |

## Lesson 18: Writing an Alternate Ending Adventure Comic

## Write About It



**Primary Focus:** Students will write a final copy of their adventure comic.

**ALTERNATE ENDING ADVENTURE COMIC (30 MIN.)**
**Activity Page 17.1**

**Support**

Have students review the comic samples for ideas.

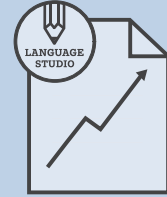
- Tell students that today they will write a final copy of their alternate ending.
- Have students review their draft on Activity Page 17.1 to decide if they want to make any changes.
- Ask students what aspects they should include in their adventure comic strip.
  - Language from Pirate Language Journal
  - Hero
  - Villain
  - Action
  - Journey
  - Exotic Setting
  - Fast Paced
- Direct students to the supports they will need.
  - **Text features**—hero, villain, action, journey, exotic setting, fast paced: **Activity Page 7.2**
  - **Transitional words and phrases**—*first, next, last*, etc.: **Activity Page 12.1**
  - **Pirate language dialogue**—Pirate Language Journal
  - **Treasure Island knowledge**—Include characters from the story and actions from the story.

- Remind students that they will need to include each aspect of the rubric in their alternative ending adventure comic.
- Encourage students to be creative and include illustrations!
- Direct students to Activity Page 17.1: Adventure Comic Draft.
- Explain to students they will finalize their comic on Activity Page 18.1 by looking at and adding information from Activity Pages 15.1, 16.1, and 17.1.
- Remind students that they will be sharing their comic aloud with the class.
- Explain each aspect of the rubric to students.

|   | <b>Alternative Ending Adventure Comic</b>                                | <b>Content</b>                                                                                                                                   | <b>Formal Language Delivery</b>                                           |
|---|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 3 | Shares all sections of the comic using complete sentences.               | Includes many specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> . | Speaks clearly at an appropriate pace, tone, and volume.                  |
| 2 | Shares few sections of the comic using incomplete sentences.             | Includes some specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> . | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | Shares only one or two sections of the comic using incomplete sentences. | Includes no specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> .   | Speaks in an unclear manner at an inappropriate pace, tone, and volume.   |

- Encourage students to practice reading their comic with a peer or adult at home before sharing aloud during the next lesson.

## Activity Page 18.1



### Writing

#### Entering/Emerging

Provide students 1:1 support with prompting to write their comic. Direct students to the Pirate Language Journal and Activity Page 12.1 for additional support.

#### Transitioning/Expanding

Provide moderate support with prompting to write their comic. Direct students to the Pirate Language Journal and Activity Page 12.1 for additional support.

#### Bridging

Direct students to the Pirate Language Journal and Activity Page 12.1 for support.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                        |
|--------------------|------------------------------------------------------------------------|
| Language Domain    | Writing                                                                |
| Unit/Lesson        | U8 L18                                                                 |
| Activity Name      | Alternate Ending Adventure Comic                                       |
| Proficiency Levels |                                                                        |
| Entering           | Student revises and writes their final story with 1:1 support.         |
| Emerging           | Student revises and writes their final story with substantial support. |
| Transitioning      | Student revises and writes their final story with moderate support.    |
| Expanding          | Student revises and writes their final story with minimal support.     |
| Bridging           | Student revises and writes their final story independently.            |

~~~~~End Lesson~~~~~

## Alternate Ending Comic Rubric

|   | Alternative Ending Adventure Comic                                       | Content                                                                                                                                          | Formal Language Delivery                                                  |
|---|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 3 | Shares all sections of the comic using complete sentences.               | Includes many specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> . | Speaks clearly at an appropriate pace, tone, and volume.                  |
| 2 | Shares few sections of the comic using incomplete sentences.             | Includes some specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> . | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | Shares only one or two sections of the comic using incomplete sentences. | Includes no specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> .   | Speaks in an unclear manner at an inappropriate pace, tone, and volume.   |

## 19

# Assessment: Alternate Ending Adventure Comic Presentations

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will present their adventure comics to the class.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Adventure Comics and Presentations**

[Activity Page 19.1]

## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                  |
|-------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>On Stage</b>               |         |                                                                                            |
| Adventure Comic Presentations | 30 min. | <input type="checkbox"/> Activity Page 18.1<br><input type="checkbox"/> Activity Page 19.1 |

## ADVANCE PREPARATION

### On Stage

- Display the Presentation Rubric located at the end of the lesson.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                        |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Deliver an oral presentation, using general academic and domain-specific language</li><li>• Demonstrate active listening of oral presentations by providing positive, specific feedback</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                              |                                  |                                 |
| My favorite part of the presentation...                                                                                                                                                                                                   |                                  |                                 |
| Could you please explain...                                                                                                                                                                                                               |                                  |                                 |
| You did a good job at...                                                                                                                                                                                                                  |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                           |                                  |                                 |

## Lesson 19: Assessment: Alternate Ending Adventure

## Comic Presentations

## On Stage



**Primary Focus:** Students will present their adventure comics to the class.

## ADVENTURE COMIC PRESENTATIONS (30 MIN.)

- Tell students that today they will share their comics with the class.
- Explain the categories of the rubric to the students.

|   | Alternative Ending Adventure Comic                                       | Content                                                                                                                                          | Formal Language Delivery                                                  |
|---|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 3 | Shares all sections of the comic using complete sentences.               | Includes many specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> . | Speaks clearly at an appropriate pace, tone, and volume.                  |
| 2 | Shares few sections of the comic using incomplete sentences.             | Includes some specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> . | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | Shares only one or two sections of the comic using incomplete sentences. | Includes no specific details, including text features, transitional words, pirate language dialogue, and knowledge of <i>Treasure Island</i> .   | Speaks in an unclear manner at an inappropriate pace, tone, and volume.   |

- Model each aspect of the rubric.

## Activity Page 19.1



## Check for Understanding

Have students rate your modeling of the rubric with a thumbs-up (you did a good job), or a thumbs-down (you need some improvement).

- Have student volunteers briefly model a bad presentation and a good presentation.
- Direct students to take turns presenting their comic to the class.
- After each presentation, allow for student questions.
- Encourage students to self-evaluate after their presentations using the rubric.
- Ask students to briefly share their favorite parts of the *Treasure Island* unit.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                                                                |
| Unit/Lesson        | U8 L19                                                                                                                                                   |
| Activity Name      | Adventure Comics and Presentations                                                                                                                       |
| Proficiency Levels |                                                                                                                                                          |
| Entering           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support.            |
| Emerging           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support.               |
| Transitioning      | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support.         |
| Expanding          | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support. |
| Bridging           | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support.       |

End Lesson



### Speaking Presenting

#### Entering/Emerging

During the oral presentation, provide prompting to students to include all aspects of the rubric.

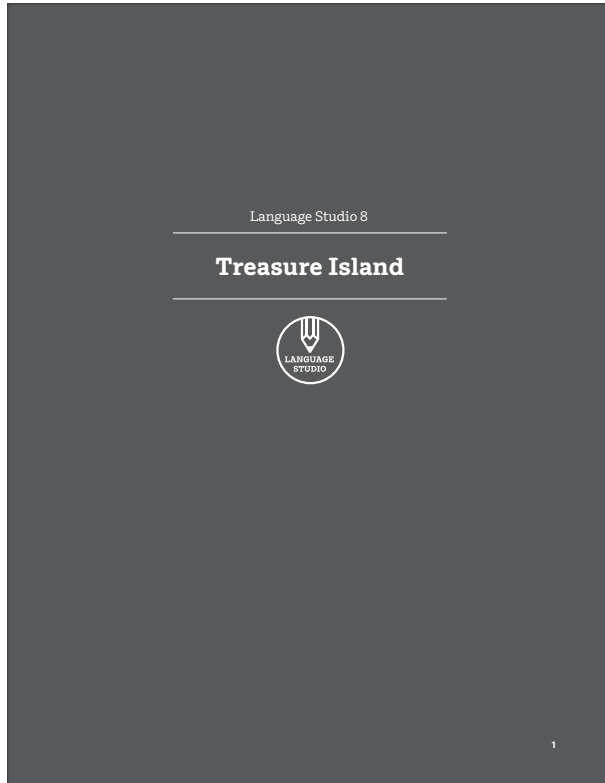
#### Transitioning/Expanding

During the oral presentation, provide light prompting to students to include all aspects of the rubric.

#### Bridging

During the oral presentation, provide light prompting to students, if needed, to include all aspects of the rubric.

## ACTIVITY BOOK ANSWER KEY



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ACTIVITY PAGE **1.2**

**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Treasure Anticipation Guide**

**True or False: Anticipation Guide**

*Directions: Circle true or false for the following statements.*

- T or F All treasure is money.
- T or F Adventures are always fun!
- T or F Kids can't make grown-up decisions.
- T or F You can tell everything about a person just by looking at them.

**Your Treasures**

- What is treasure?  
Answers will vary.
- What is your most valuable treasure?  
Answers will vary.

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ACTIVITY PAGE **1.2** CONTINUED

**LANGUAGE STUDIO 8: TREASURE ISLAND**

- Why?  
Answers will vary.

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ACTIVITY PAGE **2.1**


**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Exit Slip: Chapter 1**

*Directions: Using complete sentences finish the Exit Slip for Chapter 1.*

- Why do you think the seafaring man (Captain Flint) asks each day if Jim has seen any other seafaring men?  
I think Captain Flint wants to avoid the other seafaring men.
- How is the description of the old seaman (pirate) similar or different to what you imagined?  
Answers will vary.
- Draw a picture of the Black Spot.  
Students will draw a picture.

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DATE: \_\_\_\_\_

**3.1**
ACTIVITY PAGE

**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Characterization of Your Favorite Character**

Directions: Complete a characterization of your favorite character. Be sure to include details!

Answers will vary.

Name of character: \_\_\_\_\_

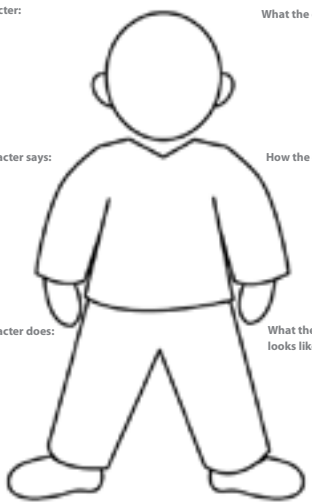
What the character thinks: \_\_\_\_\_

What the character says: \_\_\_\_\_

How the character feels: \_\_\_\_\_

What the character does: \_\_\_\_\_


What the character looks like: \_\_\_\_\_



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DATE: \_\_\_\_\_

**3.2**
ACTIVITY PAGE

**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Characterization of the Old Seaman**

Directions: Look at the underlined words and phrases on Activity Page 3.3. Use the information to answer the following questions.

| The Old Seaman (Captain Flint) |                                                                                                                                                    |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| What does he look like?        | <u>The Old Seaman is a tall, nut-brown man.</u><br><u>He has gnarled hands and black, broken nails.</u><br><u>He has a saber cut on his cheek.</u> |
| What does he do?               | <u>He knocked on the table and asked for a drink.</u>                                                                                              |
| What does he say?              | <u>He says, "This is a handy cove, much company?"</u>                                                                                              |


Draw a picture of the Old Seaman based on what you analyzed above.

Students pictures will vary.

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DATE: \_\_\_\_\_

**4.1**
ACTIVITY PAGE

**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Characterization of a New Character**

Directions: Complete a characterization of a new character. Be sure to include details!

Answers will vary.

Name of character: \_\_\_\_\_

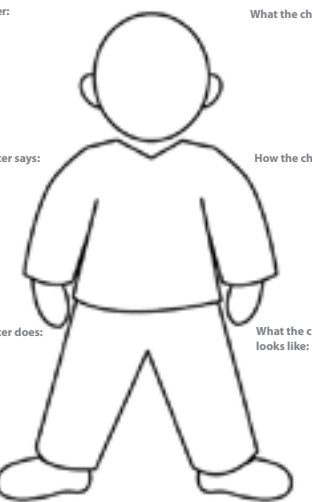
What the character thinks: \_\_\_\_\_

What the character says: \_\_\_\_\_

How the character feels: \_\_\_\_\_

What the character does: \_\_\_\_\_


What the character looks like: \_\_\_\_\_



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**6.1**
ACTIVITY PAGE

**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Make a Prediction**

**Author Clues**

Clues from the author:

What I Think Will Happen Next

I think \_\_\_\_\_ will happen next.

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DATE: \_\_\_\_\_

**6.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 8: TREASURE ISLAND

#### Prefixes *im-* and *in-*

Directions: Read the following sentences about *Treasure Island* and then use what you know about language to write your inferred meaning of each new word. An inferred meaning is based on your best guess using what you already know.

##### 1. Impolite

Long John Silver fooled Jim because he thought a pirate would be **impolite**. Instead, Silver was kind to Jim and used good manners.

Inferred Meaning: Rude, bad manners.

##### 2. Inarticulate

Many people believe that pirates are **inarticulate** because they use many slang words and phrases.

Inferred Meaning: Cannot speak well, bad vocabulary

##### 3. Incapable

As Jim is only a young boy, Silver believes he is **incapable** of discovering his mutinous plan.

Inferred Meaning: Unable

##### 4. Immoral

As pirates often steal from others and live a life of violence and crime, they are considered to be **immoral**.

Inferred Meaning: Bad, evil

#### Create your own words.

Create your own word using the prefixes *im-* and *in-*.

##### *Im-*

Word: Answers will vary.

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

##### *In-*

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.3**

ACTIVITY PAGE

### LANGUAGE STUDIO 8: TREASURE ISLAND

#### Text Features of an Adventure Story: Matching Activity

Directions: Match the text features to their correct definitions.

| Text Features             | Definitions                                                                                |
|---------------------------|--------------------------------------------------------------------------------------------|
| Hero                      | The action of the story moves quickly.                                                     |
| Villain                   | This is the motivation for the action in the story.                                        |
| Action/Violence           | a character who uses quick thinking to solve problems                                      |
| Quest/Journey             | a character who usually has opposite traits of the hero                                    |
| Exotic or Distant Setting | The hero will have problems that need to be overcome usually through violence or fighting. |
| Fast Paced                | islands, fictional places far away from society                                            |

ACTIVITY PAGE

**8.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



### LANGUAGE STUDIO 8: TREASURE ISLAND

#### Exit Slip: The Man on the Island

Directions: Answer the questions about "The Man on the Island" below.

##### 1. Who is Ben Gunn?


Ben Gunn is an Englishman who was marooned.

##### 2. What does Ben Gunn want Jim to do?

Ben Gunn wants Jim to ask his captain if he can sail home with them.

##### 3. What happened to the *Hispaniola* while Jim was on the island?

While Jim was on the island, the *Hispaniola* had been taken over by pirates and began flying the Jolly Roger.


NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.1**
**ACTIVITY PAGE**


**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Text Features of *Treasure Island***

Directions: Fill in the blank spaces of the graphic organizer using information from *Treasure Island*.

| Text Features of an Adventure Story |                                               |
|-------------------------------------|-----------------------------------------------|
| Hero                                | The hero of the story is Jim.                 |
| Villain                             | The villain of the story is Long John Silver. |
| Action/Violence                     | Add examples of action in the story.          |
| Quest/Journey                       | Describe the journey so far.                  |
| Exotic or Distant Setting           | What is the setting?                          |
| Fast Paced                          | Is the story moving quickly?                  |

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DATE: \_\_\_\_\_

**11.1**
**ACTIVITY PAGE**

**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Making a Prediction: What will happen to Jim?**

Directions: Using what you have read in Chapters 1–6, what do you think will happen to Jim next? Draw your prediction in the box below.

Students will draw their predictions in the box.


Explain your drawing:

Answers will vary depending on predictions.

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**12.2**
**ACTIVITY PAGE**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Transitional Words: Linking Events**

**Beginning**

- First
- At the beginning
- Before
- To begin with

**Middle**

- Next
- Then
- After that
- In addition
- Second
- Third

**End**


- Finally
- Last
- At the end
- In conclusion

Directions: Choose five of the statements on the board. Then write the events in order on the lines below. Be sure to use the appropriate transitional words or phrases.

- \_\_\_\_\_ (transitional word) \_\_\_\_\_ (statement)
- \_\_\_\_\_ (transitional word) \_\_\_\_\_ (statement)
- \_\_\_\_\_ (transitional word) \_\_\_\_\_ (statement)
- \_\_\_\_\_ (transitional word) \_\_\_\_\_ (statement)
- \_\_\_\_\_ (transitional word) \_\_\_\_\_ (statement)

Ex. First I wake up.  
Then I brush my teeth.  
Next I go to school.  
After that I do my homework.  
Finally I go to sleep!

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DATE: \_\_\_\_\_

**14.1**
**ACTIVITY PAGE**

**LANGUAGE STUDIO 8: TREASURE ISLAND**

**Exit Slip: Reflecting on *Treasure Island***

|                                                                                                                         |                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| My favorite character in the story was _____ because _____<br>Answers will depend on each student's favorite character. | My least favorite character in the story was _____ because: _____<br><br><br><br> |
| The last scene in the story was (draw an image to represent the scene)                                                  | At the end of the story, I am still wondering about: _____<br><br><br><br>        |

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## LANGUAGE STUDIO 8: TREASURE ISLAND

## Defining Features of an Adventure Story

Directions: Define the following terms in your own words.

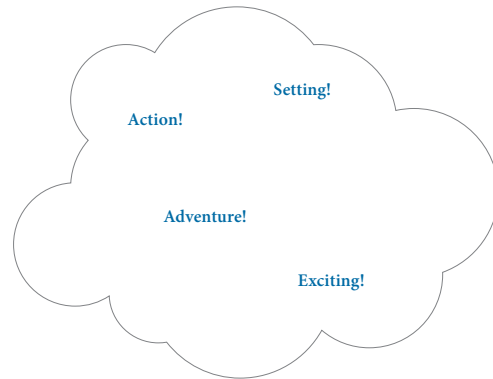
|                |                                             |
|----------------|---------------------------------------------|
| Hero           | Good, brave person                          |
| Villain        | Bad, evil person                            |
| Action         | Exciting events                             |
| Journey        | A long trip                                 |
| Exotic Setting | Somewhere far away, exciting, and different |
| Fast Paced     | Moving quickly                              |



## LANGUAGE STUDIO 8: TREASURE ISLAND

## Adventure Comic Planning

Step 1: In the brain cloud below, brainstorm ideas for the alternate events of your comic. Remember, you will need action, an exotic setting, and fast-paced action!



# Core Knowledge Language Arts

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# Core Knowledge Language Arts

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