

# *TREASURE ISLAND:* X MARKS THE SPOT



Grade 4

Unit 6

# ***Treasure Island:*** X Marks the Spot

**Digital Components**

Acknowledgement:

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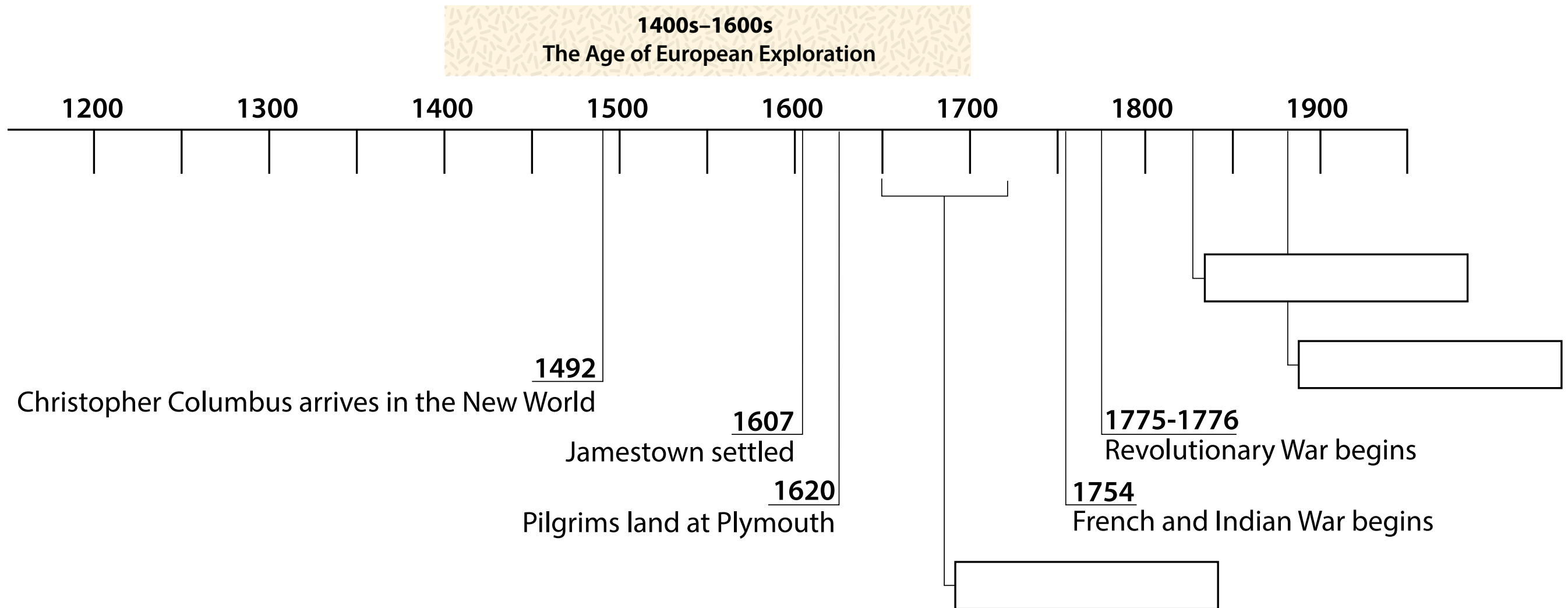
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PARTIAL WORLD MAP



## CORE CONNECTIONS TIMELINE



## CORE CONNECTIONS SCHOONER DIAGRAM



PURPOSE FOR READING

**Read to learn how this adventure story begins, and to gather information about the narrator, setting, and characters.**



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

PURPOSE FOR READING

**Read to understand what happens when the pirates search the inn, and how Jim joins forces with the doctor and the squire to plan a treasure-hunting voyage.**

Irregular Past-Tense Verbs

- Irregular verbs do not follow the normal rule for writing past-tense verbs.
- Instead of adding -ed to the end of the word, the spelling of the word changes.
- Sometimes, the past-tense form is exactly the same as the present-tense form.

Present

Past

do	I <b>do</b> my homework.	did	I <b>did</b> my homework.
go	We <b>go</b> for a ride.	went	We <b>went</b> for a ride.
know	They <b>know</b> their letters.	knew	They <b>knew</b> their letters.
hit	I <b>hit</b> the ball.	hit	I <b>hit</b> the ball.
eat	They <b>eat</b> their lunch.	ate	They <b>ate</b> their lunch.
write	We <b>write</b> our essays.	wrote	We <b>wrote</b> our essays.
cut	They <b>cut</b> the paper.	cut	They <b>cut</b> the paper.

## FEATURES OF AN ADVENTURE STORY CHART

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

## WRITING PROMPT

Imagine a character gets lost in a remote, isolated area like the jungle, desert, mountains, forest, tundra, or on an island. You may also choose a specific place for the setting of your story. Write a one- to two-page story in which you show how the character survives.

Use the following questions to guide your thinking and writing:

- What is the setting like?
- What challenges must the character overcome? What kinds of problems must the character solve?
- What traits and values, or characteristics, does the character display? What thoughts and feelings does the character have?
- What elements of danger are present?
- What people or animals does the character meet?
- Does the character return home?
- How does the story end?

PURPOSE FOR READING

**Read carefully to explain how the use of figurative language helps tell the story.**

CHARACTER SKETCH POSTER

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

PURPOSE FOR READING

**Read to learn more about the upcoming voyage and Long John Silver's character.**



Reflexive Pronouns

- A **reflexive pronoun** is a pronoun that is used when the object of the sentence is referring to the same person, place, or thing as another noun in the sentence.
- Reflexive pronouns end in *-self* or *-selves*.

Singular

Plural

himself

themselves

herself

ourselves

myself

yourselves

itself

yourself

PURPOSE FOR READING

**Read closely to understand how the use of figurative and descriptive language helps create a memorable plot and interesting characters.**

PURPOSE FOR READING

**Read to find out what Jim overhears while hiding in the apple barrel on the ship.**

PURPOSE FOR READING

**Read closely to examine the use of language and literary devices to understand how the events in this chapter impact the plot of the story.**

SHAPE OF A STORY CHART

D. Climax/Turning Point

Rising Action 3

Rising Action 2

C. Rising Action 1

A. Introduction

B. Problem/Conflict

E. Resolution

PURPOSE FOR READING

**Read to learn what happens once Jim Hawkins arrives on Treasure Island.**

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.

ADVENTURE STORY RUBRIC

	Exemplary	Strong	Developing	Beginning
Introduction	The main characters are memorable and clearly described.	The main characters are described but may need more detail.	The main characters are described but details are unclear.	The main characters are not described.
	The setting is creative and clearly described.	The setting is described but may need more detail.	The setting is described but details are unclear.	The setting is not described.
	The hook grabs the reader’s attention effectively.	The hook grabs the reader’s attention somewhat effectively.	The hook does not grab the reader’s attention.	A hook is not included.
Body	The story has a clear, interesting problem or conflict.	The story has a clear problem or conflict.	The story has a problem or conflict, but it is unclear.	The story does not have a problem or conflict.
	The story includes at least three effective Rising Action events.	The story includes three Rising Action events that are somewhat effective.	The story includes fewer than three Rising Action events that are either effective or somewhat effective.	The story does not include Rising Action events.
	The story proceeds in a suspenseful, logical sequence.	The story proceeds in a logical sequence.	The story proceeds in a somewhat logical sequence.	The story does not proceed in a logical sequence.
	The story has a clear, interesting climax or turning point.	The story has a clear climax or turning point.	The story has a climax or turning point, but it is unclear.	The story does not have a climax or turning point.
Conclusion	The conflict is resolved clearly and creatively.	The conflict is clearly resolved.	The conflict is not clearly resolved.	The conflict is not resolved.
Language	The story uses figurative language effectively.	The story uses figurative language somewhat effectively.	The story uses figurative language but not effectively.	The story does not use figurative language.
	The story incorporates several instances of dialogue that sound natural and further the plot line.	The story includes some dialogue, but it does not contribute to the plot development.	The story only includes dialogue once.	The story does not include any dialogue.
	The author shows rather than tells effectively.	The author shows rather than tells somewhat effectively.	The author shows rather than tells but not effectively.	The author does not show rather than tell.
	The story develops the characters creatively and effectively.	The story develops the characters effectively.	The story develops characters somewhat effectively.	The story does not develop the characters.

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*



PURPOSE FOR READING

**Read to learn what happens next as tension grows between Captain Smollett's men and John Silver's pirates.**

PURPOSE FOR READING

**Read to understand how Jim thwarts the pirates' plan to sail away on the *Hispaniola*, and what happens when Jim discovers Long John Silver and his gang have taken over the stockade.**

PURPOSE FOR READING

**Read to find out what Silver does to keep himself in control and out of harm's way.**

Coordinating Conjunctions

A **coordinating conjunction** is a word that joins together words, phrases, or clauses of equal importance.

and

so

but

yet

PURPOSE FOR READING

**Read carefully to explain how the use of figurative language and literary devices helps tell what happens next in the story.**

PURPOSE FOR READING

**Read to discover if the treasure is found and how the story ends.**

PURPOSE FOR READING

**Read to closely examine the use of language and literary devices to understand how the story reaches its climax and resolution.**

ADVENTURE STORY EDITING CHECKLIST

Editing Checklist

After checking for each type of edit, place a check here.

Meaning (It sounds right when I read it aloud.)

- All my sentences have a subject and predicate.
- I included all the words I wanted to write.
- I removed repeated words or information.
- I have checked the lengths of my sentences and have split run-on sentences into two.
- I have used strong verbs and figurative language where possible.

Format

- All my paragraphs are indented.
- I have a title on the front.

Capitals

- I began each sentence with a capital letter.
- I used capital letters for all proper nouns.

Spelling

- I have checked the spelling for any words I was unsure of or my teacher marked.

Punctuation

- I read my writing aloud to check for commas at pauses and to check for periods, question marks, and exclamation points at the end of my sentences.
- I used commas and quotation marks in places where they belong.



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