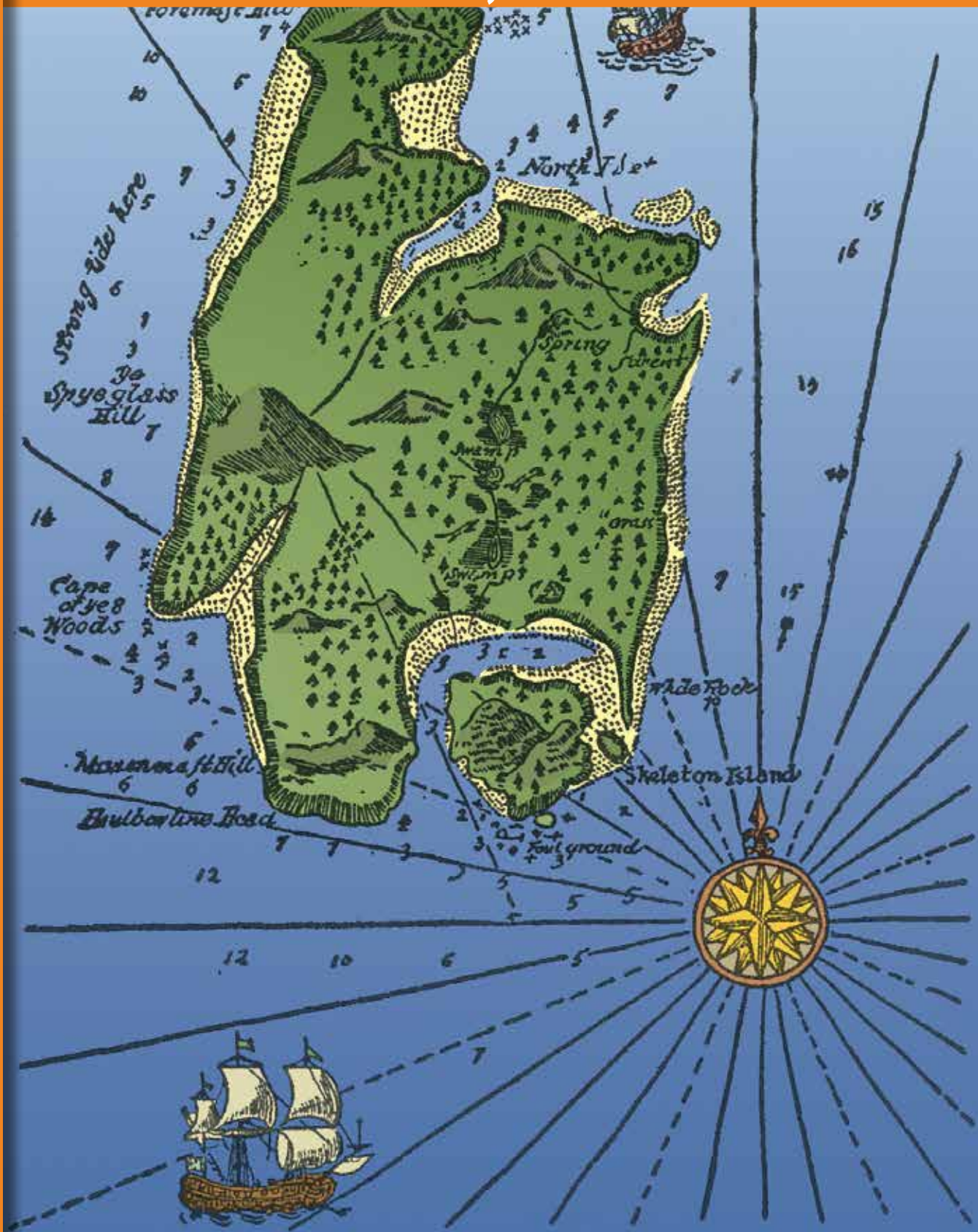
Amplify.

Unit 8
Treasure Island
Activity Book



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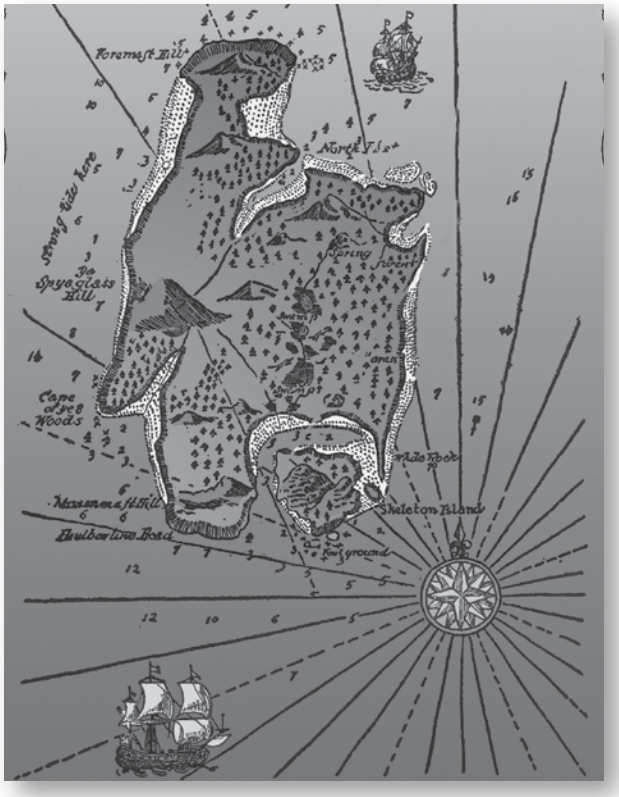

Unit 8
Treasure Island
Activity Book

GRADE 4

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Unit 8
Treasure Island
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 8 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 ACTIVITY PAGE

What Does a Pirate Look Like?

Based on the description provided by your teacher, draw a pirate from the 1700s.

NAME: _____

DATE: _____

1.2 ACTIVITY PAGE

Vocabulary for "The Old Seadog and the Black Spot"

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

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

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

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

5. **company**, ***n.*** **1.** visitors or guests; **2.** companionship; **3.** a ship's crew and officers (**12**)

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

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

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

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

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

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

NAME: _____

DATE: _____

1.3 ACTIVITY PAGE

Character Chart

As new information about characters is introduced in the story, complete the following chart.

Chapter(s)	Character	Key Details
	Billy Bones (Captain)	
	Black Dog	
	Jim Hawkins	
	Dr. Livesey	
	Pew	

Chapter(s)	Character	Key Details
	Squire Trelawney	
	Long John Silver (Barbecue)	
	Captain Smollett	
	Ben Gunn	
	George Merry	

NAME: _____

DATE: _____

Excerpt from "The Old Seadog and the Black Spot"

Read the excerpt and then answer the questions that follow in complete sentences. Restate the question in your answer whenever possible.

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

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

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

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

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

"Yes," I replied.

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

"He's out taking a stroll," I explained.

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

"Bill!" shouted the stranger.

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

"Black Dog!" he gasped.

4

"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?"

1. A simile is a literary device that compares two different things, usually using *like* or *as*. Identify the simile on page 4 of the excerpt. Then explain what is being compared and why.

_____

_____

_____

_____

_____

_____

2. At different points in the excerpt, the captain is described as growling, hissing, and croaking. These are verbs usually used to describe the actions of animals. Why might these words accurately describe the actions of the captain?

_____

_____

_____

_____

_____

_____

3. Why might the captain direct Jim to go to the doctor and tell him to "send all hands" to the inn? What does he want them to do?

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Glossary for *Treasure Island*

A

abeam, ***adv.*** from one side to the other across a ship

aloft, ***adv.*** above the deck of a ship

alow, ***adv.*** below the deck of a ship

ambush, ***v.*** to make a surprise attack

B

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

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

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

broach, ***v.*** to open (**broached**)

buccaneer, ***n.*** a pirate

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

bulkhead, ***n.*** a wall in a ship dividing it into watertight sections

C

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

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

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

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

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

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

craft, ***n.*** a ship or boat

cutlass, ***n.*** a short, thick sword with a curved blade

D

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

dell, ***n.*** a small, secluded valley with trees and grass

depose, ***v.*** to remove someone from office or a high rank (**deposed**)

desertion, ***n.*** a departure without permission and without intending to return; the act of giving up and ignoring responsibilities

desolate, ***adj.*** lacking people, plants, animals, and other things that make a place feel welcoming

doubloon, ***n.*** a gold coin formerly used in Spain or Spanish America (**doubloons**)

duplicity, ***n.*** dishonest behavior meant to trick someone

E

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

excavation, ***n.*** a place in the ground where material has been dug up and removed

excursion, ***n.*** a short trip

F

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

fathom, ***n.*** a length of about 6 feet used to measure water depth (**fathoms**)

forelock, ***n.*** a lock of hair at the top of one's forehead

G

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

guinea, ***n.*** a gold coin formerly used in Great Britain (**guineas**)

H

helm, ***n.*** a wheel or lever used to steer a ship

hostage, ***n.*** a person held prisoner until another group or person meets demands

hourglass, ***n.*** a tool that uses sand to measure a fixed amount of time, usually an hour

hummock, ***n.*** a rounded hill or mound

I

iconic, ***adj.*** commonly known and widely recognized

impending, ***adj.*** about to occur

insolence, ***n.*** rude behavior or speech

L

lash, ***v.*** to tie down with a rope or cord (**lashed**)

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

loot, ***n.*** things that have been stolen

luff, ***n.*** the front edge of a sail

M

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

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

moidore, ***n.*** a gold coin formerly used in Portugal or Brazil (**moidores**)

muck, ***v.*** to make dirty (**mucked**)

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

N

nautical, ***adj.*** relating to the sea or sailors

O

onslaught, ***n.*** an attack

outlandish, ***adj.*** odd, unusual, bizarre

P

pardon, ***n.*** a release from being punished for a crime

pitch, ***n.*** a thick, black, sticky substance made from tar used to cover roofs and pave roads

predicament, ***n.*** a difficult or dangerous situation

pretext, ***n.*** a pretend reason given to hide one's true reason for doing something

Q

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

R

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

right, ***v.*** to correct or put in an upright position (**righting**)

ringleader, ***n.*** the leader of a group that causes trouble or gets involved in illegal activity

S

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

scarper, ***v.*** to flee or run away

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

scoundrel, ***n.*** a wicked or disreputable person

scout, ***v.*** to explore an area to find information about it (**scouted**)

scurvy, ***adj.*** mean; not worthy of respect

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

sequin, ***n.*** a gold coin formerly used in Venice, Malta, or Turkey (**sequins**)

shipwreck, ***v.*** to cause a passenger or crew member to experience the destruction of a ship (**shipwrecked**)

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

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

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

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

stave, ***n.*** a verse or stanza of a song

stockade, ***n.*** a barrier made of upright posts used for protection or defense

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

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

superstitious, ***adj.*** having irrational fears about mysterious things or the unknown

T

taunt, ***v.*** to make fun of or tease (**taunted**)

treacherous, ***adj.*** dangerous or difficult to handle

treachery, ***n.*** a betrayal; an act of hurting someone who trusts you

truce, ***n.*** an agreement between enemies to stop fighting for a certain period of time

U

Union Jack, ***n.*** the official flag of Great Britain

unison, ***n.*** agreement; the same way at the same time

W

well-being, ***n.*** the state of being happy, healthy, and comfortable

Y

yarn, ***n.*** a tale or an adventure story

NAME: _____

DATE: _____

2.1 ACTIVITY PAGE

Vocabulary for "The Sea Chest and the Blind Man"

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

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

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

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

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

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

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

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

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

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

11. **fathom**, ***n.*** a length of about 6 feet used to measure water depth (**fathoms**) (**18**)

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

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

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

Word(s) from Chapter	Pronunciation	Page
Caracas	/kə*rok*əs/	16
Hispaniola	/his*pan*yoe*lə/	21

NAME: _____

DATE: _____

2.2 TAKE-HOME

to be Verbs and Modal Auxiliary Verbs

Fill in the blank with the correct to be *verb for agreement in the present tense.*

Example: He _____is_____ happy.

1. We _____ loved.

2. I _____ sleepy.

3. You _____ thoughtful.

4. They _____ sweet.

5. You all _____ funny.

6. The pie _____ delicious.

Select the modal auxiliary verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

Example: I need to finish my homework. _____ I be excused from the dinner table?

_____ will

___X___ may

_____ couldn't

1. We have been planning a trip for a year to see my family in Greece. Tomorrow, we _____ finally begin our trip.

   _____ can't

   _____ might

   _____ will

2. _____ you help me with chores right now or are you busy?

_____ Can

_____ Might

_____ Cannot

3. At the carnival, we _____ play games, but we'll probably ride amusement rides instead.

_____ will

_____ might

_____ couldn't

4. They are stuck in traffic right now, so they most likely _____ make it to the party before it ends.

_____ won't

_____ couldn't

_____ can't

5. He _____ ride a bicycle yet, but he plans to learn.

_____ can't

_____ couldn't

_____ won't

6. Last year, I _____ read faster than my brother, but now he reads faster than me.

_____ might

_____ can

_____ could

NAME: _____

DATE: _____

2.2 CONTINUED

TAKE-HOME

Write two sentences, using a different to be *verb of your choice in each. Be sure to use correct capitalization and punctuation.*

1. _____

_____

_____

2. _____

_____

_____

Write two sentences, using a different modal auxiliary verb of your choice in each. Be sure to use correct capitalization and punctuation.

1. _____

_____

_____

2. _____

_____

_____

NAME: _____

DATE: _____

Root *bio*

Write the correct word to complete each sentence.

symbiotic	biography	biosphere
biology	biodegradable	autobiography

1. Instead of buying regular trash bags, my family now buys _____ trash bags because they are more environmentally friendly.

2. Even though many plants and animals live on land, water makes up the majority of Earth's _____.

3. It might be fun to research a pirate's life and write a(n) _____ about him.

4. The study of _____ is important so people can learn how plants and animals live and grow.

5. My dog protects me and I take care of him in return, so we have a(n) _____ relationship.

6. After the president left office, he wrote a(n) _____, or a book about his own life.

Write a complete sentence for each of the following words. Be sure to use correct capitalization and punctuation.

1. *autobiography*

_____

_____

2. *biology*

_____

_____

3. *biodegradable*

_____

_____

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

The Sea Chest and the Blind Man

As you and your partner read Chapter 2, "The Sea Chest and the Blind Man," answer the following questions. Use complete sentences and include page numbers where appropriate.

1. Why did Jim and his mother wait in a ditch?
   A. They wanted to avoid a mob of angry townspeople.
   B. They were looking for their dog.
   C. They were hiding from pirates ransacking the inn.
   D. They were lost.

   Page(s) _____

2. A simile is a comparison of two different things, usually using *like* or *as*. Paraphrase the following simile from page 15 in your own words.

They scattered like rabbits in every direction.

   _____

   _____

3. Chapter 2 contains two different settings. Name the two places where the action happens in this chapter.

   _____

   _____

   Page(s) _____

4. Dialogue is used on page 13 to show rather than tell. Just like Jim and his mother, the reader overhears the dialogue. What do we learn from the conversations?

   A. Pew and his men have found Flint's map.

   B. The items Pew and his men are looking for are gone.

   C. Pew is more interested in Flint's map than the money.

   D. Pew knows Jim has taken the key and Flint's map.

   E. B, C, and D

5. In the following sentence on page 14, what does the idiom *hold their ground* mean?

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

   A. collect dirt from the side of the road

   B. stay in place and not give up

   C. run away quickly

   D. have a meeting

6. In the following sentence on page 20, how does the use of the phrase *do not breathe a word of* contribute to the meaning of the passage?

> Remember, do not breathe a word of what we've found.

   A. The phrase suggests the men must keep their findings secret.

   B. The phrase suggests the information and journey are dangerous.

   C. The phrase suggests that the squire should tell people what they have found so that he can assemble the best crew possible.

   D. The phrase suggests that the squire is feeling ill.

   E. A and B

This question has two parts. Answer Part A and then answer Part B.

7. **Part A**: What is the Jolly Roger?

_____

Part B: What was the purpose of the Jolly Roger?

_____

_____

Page(s) _____

8. What do Jim, Dr. Livesey, and Squire Trelawney decide to do after opening the treasure map?
   A. They turn the map over to the authorities.
   B. Squire Trelawney decides to go to Bristol to hire a ship and crew.
   C. The doctor and squire agree to pay Jim a handsome sum for the map.
   D. Dr. Livesey decides to go to Bristol to hire a ship and crew.

   Page(s) _____

9. Whom does Squire Trelawney hire to be the cook on the *Hispaniola*?

_____

Page(s) _____

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

Plan a Character Sketch

Complete the following charts using descriptive language. Be as specific as possible. Make your character come alive! Refer to the Writing Prompt from Lesson 2 as needed.

Setting	
What is the setting for your story?	
What kinds of characters might appear in your setting?	

My Character	
What is your character's name?	
What does your character look like? Describe hair color, eyes, height, and any other features you can think of.	
What does your character's voice sound like?	

How does your character move? Describe how he or she walks, dances, or moves around.	
What is your character's favorite food?	
What does your character like to do in his or her free time?	
What is your character's family like?	
Does your character have any special talents?	
According to the writing prompt, your character is stranded in a remote, isolated place. What does he or she miss most about home?	

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Vocabulary for "The Real Adventure Begins"

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

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

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

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

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

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

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

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

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

Word(s) from Chapter	Pronunciation	Page
quay	/kee/	22

NAME: _____

DATE: _____

4.2 ACTIVITY PAGE

The Real Adventure Begins

Answer each question, citing the page number(s) where you found evidence in the text for your answer.

1. What does Jim see at the quay in Bristol and how does he react?

_____

_____

_____

_____

_____

_____

Page(s) _____

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A**: What is Jim's first impression of Long John Silver?

_____

_____

_____

_____

_____

_____

Part B: Is there anything that might suggest that Jim's positive first impression of Long John Silver may be wrong?

_____

_____

_____

_____

Page(s) _____

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

_____

_____

_____

_____

Page(s) _____

4. Why is Captain Smollett upset?

_____

_____

_____

_____

Page(s) _____

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

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

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

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

NAME: _____

DATE: _____

Relative Pronouns

Relative Pronoun	Use
who	refers to or replaces subject
whom	refers to or replaces object
whose	indicates possession

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun. Be sure to use correct capitalization and punctuation.

Example: Tom is in my class. I borrowed Tom's book.

Tom whose book I borrowed is in my class.

1. I asked Elizabeth for a pen. I sit next to Elizabeth in class.

_____

_____

2. My neighbor's flowers are pretty. My neighbor loves to garden.

_____

_____

3. My brother likes to tell jokes. My brother is funny.

_____

_____

4. I gave the tourist directions. The tourist was lost.

_____

_____

5. My sister is smart. My sister works at the library.

_____

_____

NAME: _____

DATE: _____

4.4 ACTIVITY PAGE

Root *bio*

Write the correct word to complete each sentence.

1. He wrote a(n) _____ about his life as a dancer, singer, and actor.
   (biology, symbiotic, autobiography, biodegradable)

2. When an animal in the wild develops a relationship with an animal of another species that benefits both animals, it is considered a(n) _____ relationship.
   (biodegradable, biosphere, biography, symbiotic)

3. Our teacher wrote an interesting _____ about the life of Blackbeard, a famous pirate.
   (biosphere, autobiography, biography, biology)

Read the following pairs of sentences containing words with the root bio. *Within each pair, one of the sentences uses the word correctly and one of the sentences uses it incorrectly. Circle the sentence that uses the word correctly.*

1. I read a biography about the baseball player Babe Ruth.

   I read a biography about baseball.

2. A pencil has a symbiotic relationship with a crayon because you can draw with a pencil and color with a crayon.

   A person has a symbiotic relationship with a pet cat because a person takes care of a cat and a cat shows affection to a person.

3. The biosphere is one layer of Earth's atmosphere.

   The biosphere includes any portion of Earth where animals and plants live.

Challenge: Write a complete sentence using two words with the root *bio*. Be sure to use correct capitalization and punctuation.

_____

_____

_____

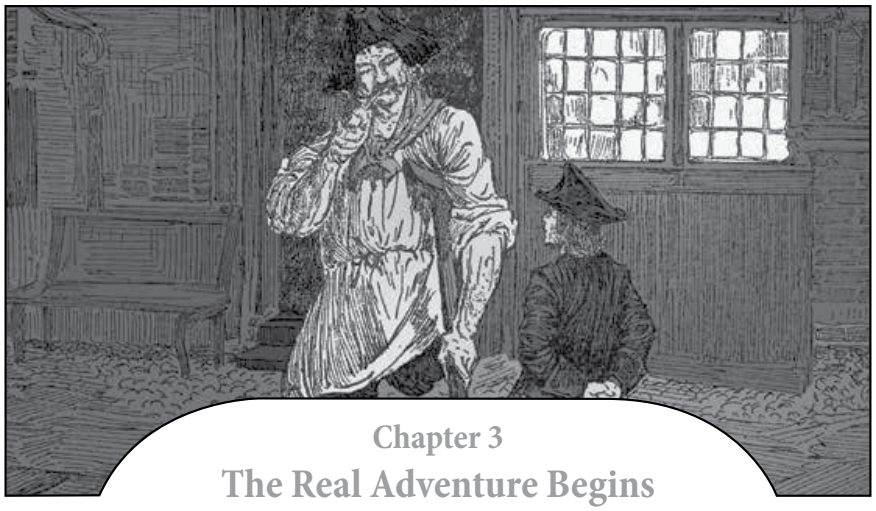
NAME: _____

DATE: _____

5.1 TAKE-HOME

The Real Adventure Begins

Read the following excerpt from "The Real Adventure Begins" and complete the activity that follows.



Chapter 3
The Real Adventure Begins

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

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

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

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

22

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.

NAME: _____

DATE: _____

5.1 CONTINUED

TAKE-HOME

The following words were used in "The Real Adventure Begins." For each word, pick an activity and complete the chart below.

shroud captivate company deduce brim	**Vocabulary Activities** 1. Write a definition in your own words. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word makes you think of and explain why. (*Apple* makes me think of *bananas* because they are both fruits.) 6. Think of an example of the word and write about it. (An example of *fruit* is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)

Word	Activity	Activity Response

NAME: _____

DATE: _____

6.1 ACTIVITY PAGE

Vocabulary for "What I Heard in the Apple Barrel"

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

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

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

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

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

NAME: _____

DATE: _____

6.2 ACTIVITY PAGE

What I Heard in the Apple Barrel

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

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

   _____

   _____

   _____

   _____

   Page(s) _____

2. Why do you think Jim says he wants to pounce on Silver when he hears Silver say "you're as smart as paint" to another crew member?

   _____

   _____

   _____

   _____

   _____

   Page(s) _____

3. Why do you think Silver suddenly breaks off when he is talking about what he will do to other crew members once the treasure is found?

_____

_____

_____

_____

Page(s) _____

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

_____

_____

_____

_____

Page(s) _____

5. Why does Captain Smollett want Silver to get the dishonest crew members under his control?

_____

_____

_____

_____

Page(s) _____

NAME: _____

DATE: _____

Relative Pronouns

Relative Pronoun	Use
that	introduces a section of the sentence that is needed to understand the meaning of the sentence
which	introduces a section of the sentence that is not needed to understand the meaning of the sentence
whose	indicates possession

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: She got a card for her birthday. The card was signed by all of her friends.

She got a card for her birthday that was signed by all of her friends.

1. The guitar's strings were broken. The guitar was in its case.

_____

_____

2. The balloon floated away. The balloon was red.

_____

_____

3. The mop was left outside in the rain. The mop was soaking wet.

_____

_____

4. The bicycle was green. The bicycle had a flat tire.

_____

_____

5. The mailbox's flag is broken. The mailbox needs to be replaced.

_____

_____

NAME: _____

DATE: _____

6.4 TAKE-HOME

Prefixes *im–* and *in–* and Roots *port* and *bio*

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

immature	dependent	porter
amphibious	measurable	inaudible
mature	independent	biodiversity
important	immeasurable	audible

1. Frogs, toads, and salamanders are all _____ animals.

2. The stranger was very kind to act as a(n) _____ for the elderly woman and carry her bags to the train.

3. Treasure Island was a(n) _____ size—about nine miles long and five miles wide.

4. The secret conversation of Long John Silver and his men is only _____ to Jim Hawkins because he happens to be inside a nearby apple barrel when it takes place.

5. The _____ puppy isn't trained yet, so he doesn't know to stay in the yard or to only go to the bathroom outside.

6. The sound of the floor creaking must have been _____ to everyone except me, as I woke up every time I heard it while my sisters and brothers slept soundly.

7. My grandma cannot drive, so she is _____ on other people for rides.

8. The people aboard the *Hispaniola* set off to Treasure Island in hopes of finding so much treasure that the amount would be _____.

9. With lots of different plants and animals, Earth is considered a planet with great _____.

10. Before we went to the Treasure Island play, our mom reminded us to act _____, be polite, and sit quietly while we were in the theater.

For each of the words remaining in the word bank, write a sentence using the words.

11. _____

_____

_____

12. _____

_____

_____

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These words are related to the content of the Reader, Treasure Island.

During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

1. captain
2. ferocious
3. treasure
4. voyage
5. fortune
6. commotion
7. buccaneer
8. mutiny
9. nautical
10. league

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice the spelling words.

Spelling Word	Definition
captain	a commander or leader of a ship
ferocious	fierce, very dangerous, and violent
treasure	valuable things, such as money or jewels, that have been stored or hidden
voyage	a trip or journey, especially by sea
fortune	wealth; good luck
commotion	noisy disorder or confusion
buccaneer	a pirate
mutiny	a rebellion or uprising against those in charge on a ship
nautical	relating to the sea or sailors
league	a unit of length about 3 miles long

NAME: _____

DATE: _____

Practice Spelling Words

List the spelling words in alphabetical order. Remember to say and spell the words syllable by syllable.

captain	ferocious	treasure
voyage	fortune	commotion
buccaneer	mutiny	nautical
league		

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NAME: _____

DATE: _____

7.1 ACTIVITY PAGE

Brainstorming

Complete the following chart to help you think about your adventure story and its shape.

Who are the main characters? (character: part of Introduction)	
Where does your story take place? (setting: part of Introduction)	
What is the problem or conflict? For example, do any of the characters have enemies? If so, who are they? (Problem/Conflict)	
List three challenges the characters face. For example, how does the weather challenge the characters? Do they have shelter or must they build it? Where do they get food and water? Have they met anyone else? (Rising Action 1, 2, and 3)	
What is the worst thing that happens to your character(s)? (Climax/Turning Point)	
How is the problem or conflict solved? (Resolution)	

NAME: _____

DATE: _____

7.2 ACTIVITY PAGE

Shape of a Story

Fill out the chart below to plan the action in your adventure story.

D. Climax/Turning Point

_____
_____
_____
_____

Rising Action 3

_____
_____
_____
_____

E. Resolution

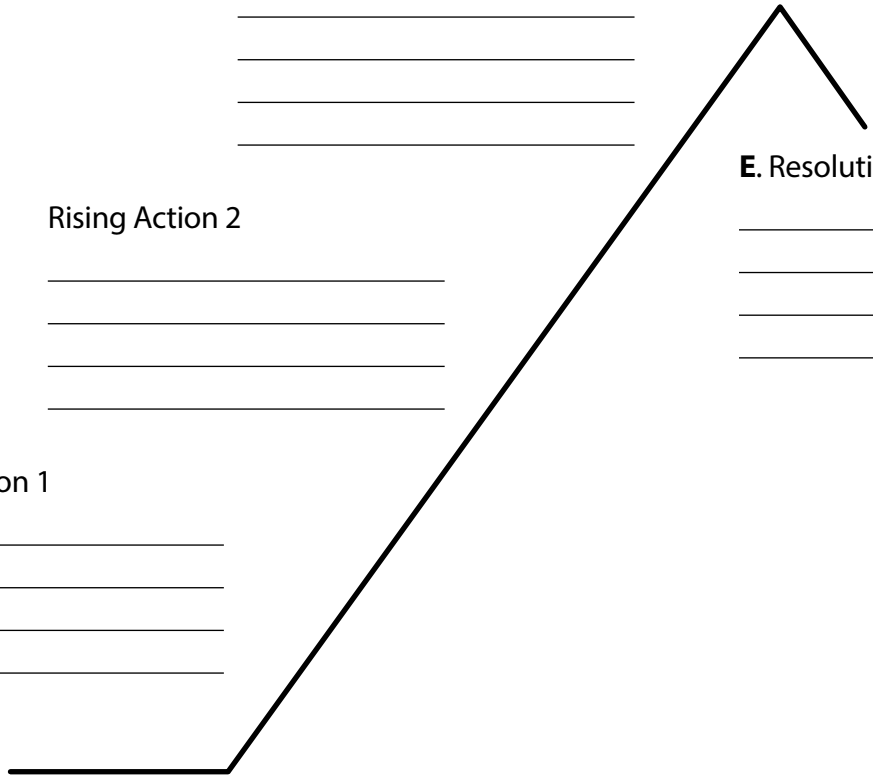
_____
_____
_____
_____

Rising Action 2

_____
_____
_____
_____

C. Rising Action 1

_____
_____
_____
_____



A. Introduction

_____
_____
_____
_____

B. Problem/Conflict

_____
_____
_____
_____

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Vocabulary for "The Man on the Island"

1. **outlandish**, ***adj.*** odd, unusual, bizarre (**44**)

2. **dell**, ***n.*** a small, secluded valley with trees and grass (**44**)

3. **treacherous**, ***adj.*** dangerous or difficult to handle (**45**)

4. **shipwreck**, ***v.*** to cause a passenger or crew member to experience the destruction of a ship (**shipwrecked**) (**46**)

5. **desolate**, ***adj.*** lacking people, plants, animals, and other things that make a place feel welcoming (**46**)

6. **Union Jack**, ***n.*** the official flag of Great Britain (**49**)

7. **stockade**, ***n.*** a barrier made of upright posts used for protection or defense (**50**)

8. **scout**, ***v.*** to explore an area to find information about it (**scouted**) (**50**)

NAME: _____

DATE: _____

8.2 ACTIVITY PAGE

The Man on the Island

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. How does the reader know the exchange between John Silver and the seaman Tom takes place? Why is the interaction important?

_____

_____

_____

_____

Page(s) _____

2. What do you think Ben Gunn means when he says, "If I ever get back to England, I'm changing my ways and the company I keep"?

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

3. Do you think Ben Gunn is a trustworthy character? Support your opinion with evidence from the text.

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

4. Based on what you have read, would you characterize buccaneers or pirates as trustworthy or untrustworthy? Why?

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

NAME: _____

DATE: _____

Excerpts from "The Man on the Island"

Read each excerpt from "The Man on the Island" and then answer the question(s) that follow it.

> At first, Treasure Island seemed a fascinating place. There were marshes full of willows and odd, outlandish, swampy plants and trees. Here and there I saw snakes, and one raised his head from a rock and hissed at me with a noise not unlike that of a spinning a top. I explored for a while until I wandered into a thicket of live oak trees, which grew along the sand.

1. Why do you think the narrator describes Treasure Island as "a fascinating place"?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

All of a sudden, he was interrupted. Faraway out in the marsh arose an angry roar, then another. Tom jumped at the sound, like a horse pricked by a rider's spurs, but Silver winked not an eye. He stood resting lightly on his crutch, watching his companion, like a snake about to strike.

This question has two parts. Answer Part A and then answer Part B.

2. **Part A**: There are two similes in the passage. Underline each one.

   Part B: Choose one of the similes and explain the comparison it makes.

The figure flitted from trunk to trunk like a deer, but it ran on two legs like a man. I was tempted to cry for help, when another sighting reassured me that the creature was indeed a man. I took some comfort in this discovery, and in the fact I had just remembered I carried a pistol in my pocket. I put one hand on my pistol and took a few steps forward. At that precise moment, the man leaped out in the open, threw himself on his knees, and held out his hands as if begging for mercy.

I could see that he was an Englishman like myself, but his clothes were old and tattered, and his skin had been burned by the sun. In fact, his bright eyes looked quite startling on a face so burned.

"Who are you?" I demanded.

"I'm Ben Gunn, I am," he replied. His voice sounded like a rusty lock. "I haven't spoken with a man for three years! I am surprised I still know how to speak."

3. What about Ben Gunn might suggest to Jim Hawkins that he is an Englishman?

_____

_____

_____

_____

4. The narrator describes Ben Gunn's voice as sounding "like a rusty lock." How does this simile help support the description of Ben Gunn?

_____

_____

_____

_____

> "Well, now, Jim," he said. "If I ever get back to England, I'm changing my ways and the company I keep. I'm a changed man.
>
> "And, Jim . . ." he continued, looking around and lowering his voice to little more than a whisper. "I'm rich! You'll thank your lucky stars, you will, that you was the first that found me!"

5. Foreshadowing is a technique authors use to give a warning or suggestion of events to come before those events happen. How might Ben Gunn's statement that he is rich be an example of foreshadowing? What might this mean?

_____

_____

_____

_____

After talking with Ben Gunn for a few minutes, I no longer feared him. In fact, I told him the story of our voyage, and he heard it with the keenest of interest.

"Well," he said, "you and your friends are in a pinch, ain't you? Well, never you mind. Just put your trust in Ben Gunn. But tell me one thing—is this squire of yours an honest man?"

6. What do you think the phrase *in a pinch* means in this context?

_____

_____

_____

_____

NAME: _____

DATE: _____

8.4 ACTIVITY PAGE

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.

NAME: _____

DATE: _____

9.1 ACTIVITY PAGE

Vocabulary for "The Plan"

1. **truce**, ***n.*** an agreement between enemies to stop fighting for a certain period of time (**52**)

2. **desertion**, ***n.*** a departure without permission and without intending to return; the act of giving up and ignoring responsibilities (**53**)

3. **onslaught**, ***n.*** an attack (**55**)

4. **cutlass**, ***n.*** a short, thick sword with a curved blade (**55**)

5. **excursion**, ***n.*** a short trip (**58**)

6. **craft**, ***n.*** a ship or boat (**60**)

Word(s) from Chapter	Pronunciation	Page
coracle	/kor*ə*kəl/	59

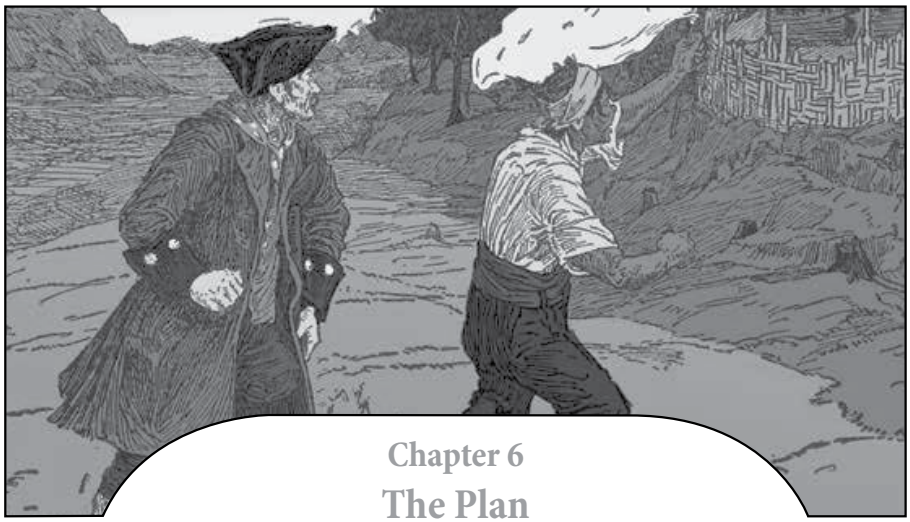
NAME: _____

DATE: _____

9.2 TAKE-HOME

Excerpt from "The Plan"

Read the excerpt from Chapter 6 and then answer the questions that follow it.



Chapter 6
The Plan

The next morning, I was awakened by the sound of loud voices.

"Flag of **truce**!" I heard someone yell. Then, "It's Silver!"

I got up and rubbed my eyes. Sure enough, two men stood just outside the stockade—one of them was waving a white cloth, and the other was Silver himself.

"Stay inside," said the captain. "Ten to one says this is a trick." Then he shouted to the buccaneers, "Who goes there? Stand or we'll fire!"

"Flag of truce!" cried Silver.

"What do you want with your flag of truce?" Captain Smollett shouted back.

"Cap'n Silver wishes to make terms," the other man called out.

"Captain Silver?" said the captain. "Don't know him. Who's he?"

John Silver answered: "Me, sir. These poor lads have chosen me

52

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,

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.

1. Why do you think Captain Smollett says he doesn't know who Captain Silver is?

2. Why do you think Captain Smollett and his men refuse to give Silver a hand up?

3. Summarize this scene in your own words.

NAME: _____

DATE: _____

9.3 ACTIVITY PAGE

Relative Pronouns

Relative Pronoun	Use
who	refers to or replaces subject
whom	refers to or replaces object
that	introduces a section of the sentence that is needed to understand the meaning of the sentence
which	introduces a section of the sentence that is not needed to understand the meaning of the sentence
whose	indicates possession

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: I have a new harmonica. My grandfather gave me a harmonica.

I have a new harmonica that my grandfather gave me.

1. The girl is usually quiet. The girl spoke a lot in class today.

_____

_____

2. I know the lady. The lady lives across the street.

_____

_____

3. The alarm clock's buzzer went off. The alarm clock is loud.

_____

_____

4. I love my grandma. I visit my grandma every Sunday.

_____

_____

5. David's cookies are delicious. He is good at baking.

_____

_____

6. The ball is bright red. The ball is bouncy.

_____

_____

7. The building had all of its lights on. The building was made of brick.

_____

_____

8. They collected the jars. The jars were recyclable.

_____

_____

9. Jerry loves apples. Jerry doesn't like bananas.

_____

_____

10. I want to mail a letter to my friend. I miss my friend.

_____

_____

Challenge: Write your own sentence using one of the relative pronouns used to refer to or replace people.

_____

_____

_____

_____

Challenge: Write your own sentence using one of the relative pronouns used to refer to or replace things.

_____

_____

_____

_____

NAME: _____

DATE: _____

9.4 ACTIVITY PAGE

Prefixes *im–* and *in–* and Roots *port* and *bio*

Write the correct word to complete each sentence.

1. My sister said that it was _____ to be afraid of the
   (important, independent, immature, inaudible)
   dark, but my dad told me that even adults are afraid of things.

2. I wanted to be _____ and make some money
   (important, independent, immature, inaudible)
   on my own over the summer, so I mowed lawns and took care of gardens for my neighbors.

3. I slept through my alarm because the volume was turned down so low that it was _____.
   (important, independent, immature, inaudible)

4. My teacher says that it is _____ to be on time for
   (important, independent, immature, inaudible)
   class so that you do not miss anything.

Working in pairs, write a complete sentence for each of the following words. Be sure to use correct capitalization and punctuation.

1. *porter*

_____

_____

2. *immeasurable*

_____

_____

3. *biodiversity*

_____

_____

4. *amphibious*

_____

_____

Challenge: Write a sentence that includes one word with the prefix *im–* or *in–* and one word with the root *port* or *bio*.

_____

_____

NAME: _____

DATE: _____

9.5 ACTIVITY PAGE

Practice Spelling Words

For each spelling word, work with your partner to write a sentence using the spelling words.

captain	ferocious	treasure
voyage	fortune	commotion
buccaneer	mutiny	nautical
league		

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Write the sentence as your teacher calls it out.

_____

_____

_____

NAME: _____

DATE: _____

10.2 ACTIVITY PAGE

Vocabulary for "'Shiver Me Timbers'"

1. **lash**, ***v.*** to tie down with a rope or cord (**lashed**) (**64**)

2. **pretext**, ***n.*** a pretend reason given to hide one's true reason for doing something (**64**)

3. **treachery**, ***n.*** a betrayal; an act of hurting someone who trusts you (**64**)

4. **unison**, ***n.*** agreement; the same way at the same time (**65**)

5. **right**, ***v.*** to correct or put in an upright position (**righting**) (**67**)

NAME: _____

DATE: _____

10.3 ACTIVITY PAGE

"Shiver Me Timbers"

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. Jim seems much more mature in the scene on page 62 than in earlier chapters. How does he show maturity and leadership on the *Hispaniola*?

   _____

   _____

   _____

2. Why does Jim take down the Jolly Roger and shout "God save the king!"?
   A. Jim takes down the Jolly Roger to show the pirates no longer control the ship.
   B. "God save the king" is a victory cheer meant to intimidate Hands.
   C. Both actions in A and B assert Jim's authority and give Jim courage to proceed with his plans to secure the ship.
   D. none of the above

   Page(s) _____

3. How does Jim know that Hands will turn against him?
   A. Hands has a look of treachery on his face.
   B. The other pirate on the ship tells him.
   C. Jim sees Hands grab a dagger and hide it in his shirt.
   D. Jim reads a note Hands has written.
   E. A and C

   Page(s) _____

4. Why does Hands say "I reckon I'll have to give up"?

   A. Hands can't decide what to do.

   B. Hands tries to trick Jim into thinking he will surrender, so he can surprise Jim by throwing the dagger when he is least expecting it.

   C. Hands is too injured to fight.

   D. Hands expects another pirate to rescue him.

   Page(s) _____

5. How does Long John Silver try to convince Jim to join the pirates?

   _____

   _____

   _____

   Page(s) _____

6. In the following excerpt, why does Jim give Silver a choice rather than simply beg for his life?

> "Kill me and do yourself no good, or spare me and keep a witness to save yourself from the fate of a judge and jury."

   _____

   _____

   _____

   _____

NAME: _____

DATE: _____

11.1 ACTIVITY PAGE

Vocabulary for "My Life Hangs in the Balance"

1. **taunt**, ***v.*** to make fun of or tease (**taunted**) (**72**)

2. **ringleader**, ***n.*** the leader of a group that causes trouble or gets involved in illegal activity (**73**)

3. **insolence**, ***n.*** rude behavior or speech (**75**)

4. **scurvy**, ***adj.*** mean; not worthy of respect (**75**)

5. **hostage**, ***n.*** a person held prisoner until another group or person meets demands (**75**)

6. **depose**, ***v.*** to remove someone from office or a high rank (**deposed**) (**76**)

NAME: _____

DATE: _____

11.2 ACTIVITY PAGE

My Life Hangs in the Balance

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

This question has two parts. Answer Part A and then answer Part B.

1. **Part A**: How is the explanation that Silver gives the pirates for why he is protecting Jim different from the one he gives Jim himself?

_____

_____

_____

_____

Part B: Of the two reasons Silver gives for protecting Jim, which do you think is more likely to be true? Support your answer with evidence from the text.

_____

_____

_____

_____

_____

Page(s) _____

2. Why do the pirates decide not to go forward with their mutiny?

_____

_____

_____

Page(s) _____

3. The following sentences include slang. Rewrite the sentences in standard English.

> "Aye," said Silver. "You wouldn't find a Bishop here, I reckon, but what sort of a way is that for bones to lie? It ain't in nature."

_____

_____

_____

_____

Page(s) _____

4. Put the following significant events in the order that they happen in the story, with 1 happening first and 4 happening last.

_____ Long John Silver shows the men that he has Flint's treasure map.

_____ Long John Silver and his men set out in search of the treasure.

_____ The crew gives Long John Silver the black spot, indicating they are going to mutiny.

_____ Long John Silver and Jim Hawkins make a deal to look out for one another.

Page(s) _____

NAME: _____

DATE: _____

Conjunctions

Underline the coordinating conjunction in each sentence. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

Example: Do you want to come to the park with my sister and me?

She thought we should take a walk, but I thought we should stay home.

1. It was cold outside so we put on our coats.

2. He was going to go to the swimming pool but decided not to go.

3. He was sick yet he looked well.

4. She is afraid of the dark so her parents leave a light on for her.

5. He walked the dog on Tuesday and I walked the dog on Thursday.

6. She requested a glass of ice water but the server brought lemonade instead.

7. She enjoys listening to music and reading books in her spare time.

8. He loves peanut butter but is allergic to it.

9. People said my neighbor wasn't friendly yet she was very nice to me.

10. He wanted to be a superhero for Halloween but his mother wanted him to be a robot.

11. My favorite colors are blue and orange.

12. It was very dark outside yet it was still early in the evening.

13. They wanted ice cream so I took them to the ice cream shop.

14. I wanted to go to the party yet I had to miss it.

15. I was really tired so I went to bed early.

16. They have two dogs and two cats.

NAME: _____

DATE: _____

Suffixes –*ful* and –*less*

Write the correct word to complete each sentence.

helpful	senseless	endless
faith	sense	faithful
flaw	helpless	end

1. Would you read my sentence and make sure that it makes _____?

2. When her brother was nervous about trying out for the school play, she told him she had _____ in his abilities.

3. They didn't understand why the woman would hurt someone on purpose; it seemed _____ and illogical to them.

4. The list of chores on the fridge seemed _____.

5. When buying clothes, my mother always inspects the material to make sure there are no _____(s).

6. When I was struggling with math, my tutor was very _____ and explained things in a way that I could understand.

7. Write a sentence using one of the words left in the box.

_____

_____

_____

Write the correct word to complete each sentence.

powerful	power	powerless
success	successful	help
careless	careful	care

8. When we won our baseball championship, we felt like a _____ team that had really accomplished something.

9. Everyone else voted against me, so I was _____ to change their minds.

10. On a ship, the captain makes decisions, gives orders, and is the most _____ person.

11. My sister saw me struggling and asked me if I needed _____ with my homework.

12. A king holds the _____ and authority in a kingdom.

13. When the neighbor ran over the toy left in the driveway, the boy knew he should not have been so _____.

14. Write a sentence using one of the words left in the box.

_____

_____

_____

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These words include suffixes you have learned in morphology lessons.

During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. enjoyable
2. predictable
3. comfortable
4. accessible
5. visible
6. edible
7. faithful
8. successful
9. powerful
10. helpless
11. senseless
12. endless

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
enjoyable	able to take pleasure in; able to enjoy
predictable	able to be known in advance
comfortable	able to feel relaxed or without pain
accessible	able to enter or get near; able to use or utilize something
visible	able to be seen; able to look at
edible	able to be consumed; able to be safely put in the mouth, chewed, and swallowed
faithful	full of loyalty and devotion
successful	full of achievement or accomplishment
powerful	full of strength, influence, or authority
helpless	lacking assistance or support
senseless	lacking logic or meaning
endless	lasting a long time; lacking a finish or point of completion

NAME: _____

DATE: _____

Practice Spelling Words

Sort the spelling words into categories based on the suffix in each word.

enjoyable	helpless	successful
endless	visible	predictable
faithful	senseless	powerful
edible	accessible	comfortable

–able	*–ible*	*–ful*	*–less*

List the spelling words in alphabetical order. Remember to say and spell the words syllable by syllable.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

NAME: _____

DATE: _____

12.1 ACTIVITY PAGE

My Life Hangs in the Balance

As you and your partner read Chapter 8, "My Life Hangs in the Balance," answer the following questions thoughtfully, citing the page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. In the second paragraph on page 72, how does the phrase *to feed the fishes* contribute to the meaning of the passage in which it is used?
   A. The phrase suggests the pirates want to go fishing.
   B. The phrase suggests the sea cook plans to make fish for dinner.
   C. The phrase suggests that if the men don't obey Silver, he will throw them in the ocean.
   D. B and C

2. The idiom *tit for tat* means given in exchange for something equal or comparable. How does this apply to the story?

   _____

   _____

   _____

   _____

   Page(s) _____

3. In the conversation between Silver and Jim Hawkins, dialogue is used to show rather than tell what happens. What do you learn from that conversation?
   A. The doctor has given Flint's treasure map to Silver.
   B. Jim tells Silver that he overheard his plans to mutiny.
   C. Silver tells Jim why he only trusts his parrot.
   D. George Merry is the meanest pirate of all.

   Page(s) _____

4. The text says that Jim has a hard time sleeping while Silver does not. What is being conveyed about these two characters? Are they similar or are they different? What does this suggest about them as people?

_____

_____

_____

_____

Page(s) _____

5. A simile is a comparison of two different things, usually using *like* or *as*. There are several similes in this chapter, some of which are located on pages 78 and 79. Record one simile exactly as it appears in the text.

_____

_____

6. At the end of the chapter, Silver says, "Should be child's play to find the loot now!" From the context of the sentence, will it be easy or hard to find the treasure? Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

Page(s) _____

NAME: _____

DATE: _____

Excerpt from "My Life Hangs in the Balance"

Read the following excerpt and complete the activity that follows.

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."

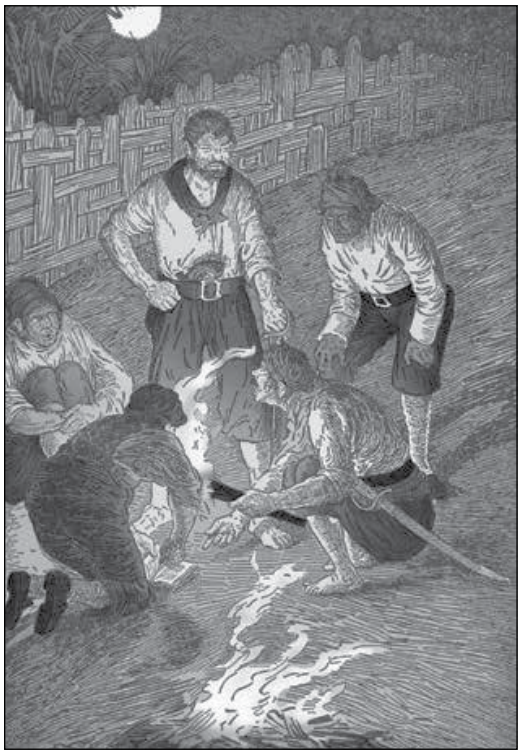
Silver spat on the ground and went on, "And as for why I made a bargain with the squire, well, look here!" As he spoke, he pulled the map out of his pocket. "Right here's why I done it!"

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.



"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

NAME: _____

DATE: _____

The following words were used in "My Life Hangs in the Balance." For each word, pick an activity and complete the chart below.

bargain ravenous hostage convince depose	**Vocabulary Activities** 1. Write a definition in your own words. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word makes you think of and explain why. (*Apple* makes me think of *bananas* because they are both fruits.) 6. Think of an example of the word and write about it. (An example of *fruit* is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)

Word	Activity	Activity Response

NAME: _____

DATE: _____

13.1 ACTIVITY PAGE

Vocabulary for "The Adventure Comes to an End"

1. **superstitious**, ***adj.*** having irrational fears about mysterious things or the unknown (**81**)

2. **well-being**, ***n.*** the state of being happy, healthy, and comfortable (**82**)

3. **excavation**, ***n.*** a place in the ground where material has been dug up and removed (**82**)

4. **guinea**, ***n.*** a gold coin formerly used in Great Britain (**guineas**) (**83**)

5. **ambush**, ***v.*** to make a surprise attack (**85**)

6. **doubloon**, ***n.*** a gold coin formerly used in Spain or Spanish America (**doubloons**) (**86**)

7. **moidore**, ***n.*** a gold coin formerly used in Portugal or Brazil (**moidores**) (**86**)

8. **sequin**, ***n.*** a gold coin formerly used in Venice, Malta, or Turkey (**sequins**) (**86**)

Word(s) from Chapter	Pronunciation	Page
guinea	/gin*ee/	83
moidore	/moi*dor/	86

NAME: _____

DATE: _____

13.2 ACTIVITY PAGE

The Adventure Comes to an End

Answer the following questions as you read Chapter 9.

This question has two parts. Answer Part A and then answer Part B.

1. **Part A**: Who do the pirates think they hear calling out? Who is actually calling out?

_____

_____

Part B: Why might the voice frighten the pirates?

_____

_____

_____

_____

Page(s) _____

2. In your own words, describe what happens when the pirates finally reach the spot where the treasure is supposed to be buried.

_____

_____

_____

_____

Page(s) _____

3. Who do you think is a more trustworthy pirate in this chapter—Ben Gunn or Long John Silver? Support your answer with evidence from the text.

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

4. Is the voyage to Treasure Island ultimately a success? Why or why not? Support your answer with evidence from the text.

_____

_____

_____

_____

_____

_____

_____

Page(s) _____

NAME: _____

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14.1 ACTIVITY PAGE

Reflect on *Treasure Island*

Answer the following questions in complete sentences.

1. The story follows Jim on his journey to discover buried treasure. Based on the following passage, how would you describe Jim's reaction when he finally finds the treasure? Use evidence from the text to support your answer.

> In the flickering light of the cave, I beheld heaps of coins and stacks of golden bars. That was Flint's treasure that we had come so far to seek, and that had already cost the lives of a number of men. How many lives had it cost to gather all this gold? How many seamen had been shot, or marooned, or sent to the bottom of the ocean? There's no way to tell.

_____

_____

_____

2. Now that you have read the entire story, how do you think Jim changed over the course of *Treasure Island*? What is Jim like at the beginning of the story? How is he different at the end? Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

3. How does Jim's perception of Long John Silver change over the course of *Treasure Island*? What does Jim think of him at the beginning of the story? What does he think of him at the end? Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

4. The theme is the main idea or meaning of a story. Two themes in *Treasure Island* are greed and duplicity. Remember, *greed* means selfish desire for things one doesn't need and *duplicity* means dishonest behavior meant to trick someone. Select one theme and provide examples from the text to support your choice.

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

14.2 ACTIVITY PAGE

Coordinating Conjunctions

For each sentence, underline the coordinating conjunction. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

Example: It was snowing really hard, so we waited to go to my grandmother's house.

1. We waited for my mom and dad to get home.
2. I offered to carry their bags but I didn't realize how heavy they were.
3. A thunderstorm came through so they told us to get out of the pool.
4. She likes to write with pencils and he likes to write with pens.
5. They wanted to go to the bookstore yet they didn't know how to get there.
6. I asked him a question but he did not answer me.

Choose the correct coordinating conjunction to complete the sentence and write it on the line. Words will not be used more than once.

and	but	so	yet

Example: We met my uncle _____and_____ aunt at the train station.

1. She asked me to be on time, _____ she was late.
2. They wanted to ride the Ferris wheel _____ couldn't.
3. He loves drawing _____ painting.
4. I lost my notebook, _____ I had to go look for it.

Challenge: Write a sentence using one of the coordinating conjunctions. Be sure to use appropriate punctuation.

_____

_____

_____

_____

NAME: _____

DATE: _____

Suffixes –*ful* and –*less*

Write the correct word to complete each sentence.

1. It is dangerous for Jim Hawkins to be in the coracle with _____ waves crashing around him.
   (power, powerful, powerless)

2. Ben Gunn proves to be a _____ person to Jim Hawkins.
   (helpful, helpless, help)

3. Before setting out on their voyage, Dr. Livesey tells Squire Trelawney that he must be _____ to keep the treasure map a secret.
   (careless, care, careful)

4. Even though many crew members are disloyal, some remain _____ to Captain Smollett and Dr. Livesey.
   (powerful, helpful, faithful)

5. Billy Bones is left weak and _____ after Black Dog hurts him at the inn.
   (help, helpful, helpless)

6. When Ben Gunn was marooned on the island, he was _____ to leave.
   (power, powerful, powerless)

7. There is a struggle for _____ between John Silver and his pirates and Captain Smollett and his crew.
   (help, power, carelessness)

For each of the following words, write a complete sentence using the word. Be sure to use correct capitalization and punctuation.

1. *success*

_____

_____

2. *successful*

_____

_____

3. *sense*

_____

_____

4. *senseless*

_____

_____

_____

Challenge: Based on the following sentences from *Treasure Island* and your knowledge of the suffix *–ful*, what do you think *useful* means?

> The captain and the others would be safe—and they would not need my help. I thought it might be more useful for me to go ashore.

_____

_____

_____

_____

NAME: _____

DATE: _____

Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once.

enjoyable	predictable	comfortable
accessible	visible	edible
faithful	successful	powerful
helpless	senseless	endless

1. Wearing sandals during a snowstorm would be pretty _____ and silly.

2. The fog was so thick that, even if I held my hand up to my face, it would not have been _____.

3. The canned food drive was very _____; we collected hundreds of cans to help feed those in need.

4. I tried sleeping outside in my sleeping bag but the ground was cold, hard, and not very _____ at all.

5. I wasn't doing my fair share of the chores until my brother told me he felt _____ and explained he couldn't do it all by himself.

6. I thought this day would be like any other _____ day, but it turned out differently because something completely unexpected happened.

7. My uncle was a(n) _____ official in the U.S. Army, so he had lots of responsibility and authority.

8. The movie lasted so long that it seemed to be _____.

9. The pretend food looked very real but it was not _____.

10. We had a(n) _____ and fun experience at the carnival.

11. That door is not _____ from the outside of the building; you can only use it from the inside.

12. Elephants often live in large groups and are loyal and _____ to the other members of their herd.

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Write the sentence as your teacher calls it out.

_____

_____

_____

Unit Assessment — Treasure Island

Reading Comprehension

Today you will read two selections related to the story of Treasure Island. *After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

The Escape from the *Hispaniola*

(As told by Dr. Livesey)

1 *Much of* Treasure Island*, by Robert Louis Stevenson, is narrated from the first-person point of view of young Jim Hawkins. However, many events occur when the narrator is not around. For example, while Jim is exploring the island, the other crew members are embarking on adventures of their own. In the story that follows, Dr. Livesey is the narrator. He explains what happened to him and the other men while Jim was off exploring the island.*

2 It was about half-past one when the *Hispaniola* reached Treasure Island. Thirteen men were to go ashore and six were to remain on the *Hispaniola*. Shortly afterward, we learned that Jim Hawkins had sneaked into a boat and gone ashore. It never occurred to us to doubt Jim, but we were worried about him. We were not sure we would ever see him again.

3 Hunter, one of the squire's men, and I decided to go ashore as well. We steered a small rowboat ashore and discovered a stockade. I recognized that it would be a splendid fortress if ever we needed one. An abundant spring flowed with fresh water and small holes dotted the walls for weapons. It would be easy to defend the place against an entire regiment of experienced soldiers.

4 While we were inspecting the stockade, Hunter and I heard a blood-curdling scream. It was the anguished cry of a man who had been injured seriously. My first thought was, "Jim Hawkins is gone!"

5 Hunter and I ran to the small boat and rowed back to the *Hispaniola*. The squire and the others had heard the cry, as well, and were all shaken.

6 It became evident that we could no longer stay onboard with the pirates. We determined that it would be in our best interest to relocate to the stockade Hunter and I had discovered.

7 We set up Redruth, another of the squire's men, as a guard. We provided him with three loaded muskets and a mattress for protection. Hunter brought the landing boat 'round under the stern, and I loaded her with powder, muskets, bags of biscuits, kegs of pork, my medicine chest, and other essential supplies. Then, all the remaining good gentlemen climbed aboard and we shoved off.

8 The small boat was gravely overloaded. Onboard were five grown men, and three of them—Squire Trelawney, Redruth, and the captain—were over six feet tall. Several times we took on a little water, and my breeches and the tails of my coat were soaking wet before we had gone a hundred yards.

9 Besides sinking, we were worried about one other possible danger—the cannons on the *Hispaniola*. The pirates did not have muskets, but they might well fire one of the cannons. We had heard that Israel Hands was Captain Flint's gunner. We kept an eye peeled on the ship and soon noticed that they were, in fact, preparing to fire upon us.

10 "Trelawney," barked the captain. "Stop these men. Israel Hands, if possible."

11 Trelawney was as cool as steel. He calmly primed his gun.

12 "Careful!" said the captain. "We mustn't swamp the boat."

13 The squire raised his gun. The rowing ceased and we leaned over the other side to keep the balance. Trelawney fired, but we had no luck. He had missed Israel Hands.

14 The other pirates were too preoccupied with priming the cannon to notice the shot.

15 Suddenly, boom! The cannon fired.

16 The ball passed over our heads. We ducked, and our sudden movement caused the boat to rock and tip to one side. Water began to gush into the boat. It sank by the stern, quite gently, in three feet of water. Since the water was shallow, we were able to stand up and rescue some of our supplies. We carried the supplies over our heads to keep them dry and waded ashore as fast as we could, leaving the small boat behind, along with half of our powder and provisions.

17 To add to our concern, we heard voices drawing near us in the woods along the shore. We figured it must be Silver and his crew. We soon realized that we were in danger of being cut off from the stockade. At the same time, I was wondering about poor Jim's fate, when suddenly I heard a voice from the land side.

18 "Doctor! Squire! Captain! Hello, Hunter, is that you?" came the cries.

19 I ran to the door in time to see Jim Hawkins, safe and sound, climbing over the stockade.

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: In paragraph 3, what does the word *stockade* mean?

   A. brush along the seashore

   B. sailing ship

   C. barrier used for protection or defense

   D. weapon

   Part B: From the following answers, choose two phrases from paragraph 3 that best help the reader understand the meaning of *stockade*.

   A. go ashore

   B. splendid fortress

   C. abundant spring

   D. squire's men

   E. to defend

   F. small row boat

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A**: How do Dr. Livesey, Hunter, the squire, and others feel after Dr. Livesey and Hunter row back to the *Hispaniola*?
   A. fearful
   B. adventurous
   C. bored
   D. thrilled

   Part B: Which phrase from the text best supports the answer to Part A?
   A. in our best interest
   B. It became evident
   C. stay on board
   D. were all shaken

3. What does the reader learn from the captain's words in paragraph 10?
   A. that the boat was filling up with water
   B. that the men on the *Hispaniola*, especially Israel Hands, are dangerous
   C. that Trelawney can stop Israel Hands
   D. that Israel Hands wants to help Trelawney and the captain

4. Draw a circle around the paragraphs that help the reader infer Dr. Livesey is concerned about what happens to Jim.

5. Put the following events in the correct order they occurred in the selection. Use the number 1 for the first event.

_____ The men rushed ashore, carrying whatever supplies they could save from the boat.

_____ Dr. Livesey ran to the stockade and discovered Jim Hawkins, safe and sound.

_____ The small boat was overloaded with men and supplies when it shoved off from the *Hispaniola*.

_____ As Redruth stood guard, the men gathered supplies to take to the stockade.

_____ The men suddenly ducked to avoid a cannonball, causing the boat to tip to one side.

6. Was it safer for the men to relocate to the stockade than stay on the ship with the pirates? Why or why not? Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Literary Text Comprehension Score: _____ /6 points

To receive a point for a two-part question (i.e., 1, 2), students must correctly answer both parts of the question.

Pirates, Parrots, and Pieces of Eight

1 *Treasure Island* seems to have inspired some popular beliefs about pirates and piracy. However, some of the story's details about pirates are accurate and others are not. Each of the following sections introduces historic or scientific evidence to set straight common myths and misunderstandings about pirates and piracy. Each section also explains which details about pirates and piracy could have been accurate in *Treasure Island*.

Parrots

2 One of the most well-known characters from *Treasure Island* is Long John Silver's parrot, Captain Flint. The talkative bird has become so iconic that many people believe every pirate had a parrot. Some people think of parrots as the symbolic pet for pirates. Historians say that was probably not the case. It would have been difficult to carry a parrot with you everywhere, as Long John Silver did. Also, when pirates' food ran out, a parrot might have been in danger of becoming something other than a pet!

3 However, many details about parrots in the story are accurate. Parrots are intelligent and really can learn to repeat single words and short phrases. If a pirate did have a pet parrot, it might have learned to mimic a phrase like "pieces of eight."

4 Parrots are native to tropical areas. Many varieties are found in Central and South America. There are more than 350 species of parrots in warm climates all over the world. It is thus possible they would be native to the Spanish Main.

5 Parrots typically live 30 to 50 years, but some species live more than 80 years. That's not quite the 200 years old Captain Flint was said to be, but still a long lifespan for a pet.

Pieces of Eight

6 "Pieces of eight" were Spanish coins made of silver. They were first created a few years after Christopher Columbus landed in the Americas. Each piece of silver was worth eight reales (Spanish coins), which is why they were called "pieces of eight." Reference to "pieces of eight" in *Treasure Island* is thus historically accurate.

7 The Spanish conquistadors who came after Columbus conquered much of South America. In Peru and elsewhere, they set up large silver mines. They had the native people dig out the silver ore. Then they melted the ore down to make coins—coins that pirates were eager to steal!

8 Although Spain issued pieces of eight, people in many other countries used them, too. The silver they contained was valuable, so people were willing to accept the coins as payment. People used pieces of eight in the United States until 1854—just before the Civil War.

9 The United States began minting its own coins in the 1790s. They stamped pieces of metal, creating coins similar to pieces of eight. Back then, a U.S. dollar was worth "eight bits." Two bits were equal to a quarter. Later, the United States switched to a monetary system in which a dollar represented one hundred cents. However, people continued referring to "bits" even after the new system was introduced.

Pirates

10 Pirates were much more interested in loot than in taking prisoners or fighting others. The amount and kind of violence was likely different from the violence in *Treasure Island*. Instead of fighting violently, pirates generally held prisoners for ransom or marooned them. Pirates often set captured crews free with their ships after stealing their goods.

11 The so-called golden age of piracy began in the 1500s, during the reign of Queen Elizabeth I. This golden age lasted until the early 1800s. Around that time, the United States and European navies ended the practice. The time period during which *Treasure Island* was set probably coincided with the golden age of piracy. Thus, the timing in the story could have been accurate. However, contrary to how piracy was portrayed in *Treasure Island*, it was not a fun and adventurous way of life. It was actually a serious business, not something a young boy like Jim Hawkins would have wanted to be part of.

Questions

7. In paragraph 4, what word or phrase helps the reader understand what the word *tropical* means?
   A. warm climates
   B. species
   C. parrot
   D. native

8. The text says that many details about parrots in *Treasure Island* are accurate. Circle the three paragraphs that support the idea that many of the details about parrots in *Treasure Island* are accurate.

9. In paragraph 2, which word helps the reader understand the meaning of the word *iconic*?
   A. difficult
   B. danger
   C. pet
   D. well-known

10. Why was Spain the only country that issued pieces of eight but not the only country to use them? Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

11. Read the following sentence from the text. Which point is supported by including this sentence?

Pirates often set captured crews free with their ships after stealing their goods.

A. Pirates were never violent.

B. Pirates were more interested in loot than violence.

C. Pirates left prisoners on deserted islands.

D. Pirates shared loot fairly.

The following question has two parts. Answer Part A and then answer Part B.

12. **Part A**: Which sentence best states the main idea of this selection?

A. Sailing ships were loaded with pieces of eight.

B. The story of *Treasure Island* contains a mix of accurate and inaccurate details.

C. The Spanish Main had pirates and buried treasures.

D. The story of *Treasure Island* features some of the most well-known pirates.

Part B: Which sentence from the selection best support the answer to Part A?

A. Then they melted the ore down to make coins—coins that pirates were eager to steal!

B. One of the most well-known characters from *Treasure Island* is Long John Silver's parrot, Captain Flint.

C. However, contrary to how piracy was portrayed in *Treasure Island*, it was not a fun and adventurous way of life.

D. They had the native people dig out the silver ore.

13. Based on information in the selection, what are two details in *Treasure Island* that are probably inaccurate?
    A. Parrots can learn to mimic short words and phrases.
    B. Piracy was a fun and adventurous way of life.
    C. "Pieces of eight" were Spanish coins.
    D. The amount and kind of violence in *Treasure Island* was probably typical for pirates.
    E. Piracy was a serious business.
    F. It is possible parrots were native to the Spanish Main.

14. Based on information in the selection, what are two details in *Treasure Island* that could be accurate?
    A. Parrots typically live about 200 years.
    B. Pirates preferred fighting to stealing loot.
    C. "Pieces of eight" were Spanish coins.
    D. Pirates collected as many prisoners as they could carry on their ship.
    E. The golden age of piracy continues today.
    F. It is possible parrots were native to the Spanish Main.

Informational Text Comprehension Score: _____ /8 points

To receive a point for a two-part question (i.e., 12) students must correctly answer both parts of the question.

Reading Comprehension total _____ /14 points

Writing Prompt

Using information from "Pirates, Parrots, and Pieces of Eight," describe two details from The "Escape from the Hispaniola*" selection that are likely inaccurate. Be sure to use at least one piece of evidence from "Pirates, Parrots, and Pieces of Eight" to support each detail you choose to write about.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing Prompt Score: _____ /4 points

Grammar

Write the correct to be *verb in the present tense to complete each sentence.*

1. They _____ excited.

2. I _____ tired.

Write the correct modal auxiliary verb to complete each sentence.

3. My mom says she _____ hold me in one of her arms when I was a baby.
   (might, could, can, can't)

4. I _____ definitely go to the pool tomorrow.
   (won't, couldn't, may, will)

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

5. The cup is green. The cup is my favorite.

   _____

   _____

6. My grandmother makes delicious pie. My grandmother is a good cook.

   _____

   _____

7. My uncle's car is old. My uncle sometimes needs a ride to work.

   _____

   _____

For each sentence, underline the coordinating conjunction. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

8. He wanted to go to the movie but it was sold out.

9. Both my uncle and my aunt like peanuts.

10. The water park is a lot of fun so you all should go there.

Grammar Score: _____ /10 points

Morphology

Write the correct word to complete each sentence.

1. He stopped using plastic grocery bags because they are not

   _____.
   (symbiotic, biosphere, biodegradable, biology)

2. When we asked the police officer for directions, he was very

   _____ and told us exactly where we needed to go.
   (helpful, helpless, powerful, powerless)

3. The music was turned down so low that it was _____, so
   (audible, inaudible, immature, mature)
   we had to turn up the volume.

4. I have _____ and hope that everything will work out for the
   (sense, senseless, power, faith)
   best.

5. She read a(n) _____ about Benjamin Franklin's life
   (biosphere, autobiography, biography, biology)
   written by a famous historian.

6. It is _____ to arrive on time for the meeting so
   (measurable, amphibious, immeasurable, important)
   the others aren't waiting for us.

Morphology Score: _____ /6 points

NAME: _____

DATE: _____

16.1 ACTIVITY PAGE

Planning a Conclusion

Use the following chart to brainstorm ideas for the conclusion to your adventure story.

Where is the main character at the end of the story?	
How is the problem or conflict resolved?	
Does the conclusion tie back to the introduction? If so, how?	
Choose a memorable image or piece of dialogue to end the story.	

NAME: _____

DATE: _____

17.1 ACTIVITY PAGE

Titles

Use the following list of chapter titles from Treasure Island *to complete the chart below.*

Chapter 1, "The Old Seadog and the Black Spot"	Chapter 6, "The Plan"
Chapter 2, "The Sea Chest and the Blind Man"	Chapter 7, "'Shiver Me Timbers'"
Chapter 3, "The Real Adventure Begins"	Chapter 8, "My Life Hangs in the Balance"
Chapter 4, "What I Heard in the Apple Barrel"	Chapter 9, "The Adventure Comes to an End"
Chapter 5, "The Man on the Island"	

What do you notice about the capitalization of words in each title?	
How many words are there in the longest title?	
Which title is your favorite? Why?	

Which title seems most mysterious? Why?	
Which title is least effective? Why?	

NAME: _____

DATE: _____

17.2 ACTIVITY PAGE

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.	

Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for:

Editing Goal 1: _____

Editing Goal 2: _____

NAME: _____

DATE: _____

19.1 ACTIVITY PAGE

Feedback on Student Presentations

Use the following spaces to write two pieces of positive feedback after each student presentation.

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

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Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

NAME: _____

DATE: _____

19.1 CONTINUED

ACTIVITY PAGE

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

Author: _____

Positive Feedback 1: _____

_____

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Positive Feedback 2: _____

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Author: _____

Positive Feedback 1: _____

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Positive Feedback 2: _____

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Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

Author: _____

Positive Feedback 1: _____

_____

_____

Positive Feedback 2: _____

_____

_____

NAME: _____

DATE: _____

PP.1 ACTIVITY PAGE

to be Verbs and Modal Auxiliary Verbs

Fill in the blank with the correct to be *verb for agreement in the present tense.*

Example: I ____am____ tired.

1. We _____ excited.
2. She _____ nice.
3. You _____ ready.
4. They_____ smart.
5. You all _____ so sweet.
6. The museum _____ crowded.
7. I _____ shy.
8. Write a sentence using a *to be* verb.

_____

_____

_____

Select the modal auxiliary verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the one you think is best.

Example: He _____ go to the park tomorrow, but he hasn't made up his mind yet.

__X__ might

_____ could not

_____ will

1. I _____ definitely come by your house next week.

_____ will

_____ could

_____ won't

2. We _____ go out for pizza or get sandwiches. We haven't decided yet.

_____ could

_____ will

_____ might

3. Even though they wanted to, it turns out they _____ arrive tomorrow.

_____ could

_____ will

_____ won't

4. You _____ do anything you set your mind to doing.

   _____ can

   _____ won't

   _____ could

5. A few years ago, I _____ cook anything. Now, I cook all the time.

   _____ can't

   _____ couldn't

   _____ could

6. The store _____ be closed tomorrow, so we should check before we try to go there.

   _____ couldn't

   _____ won't

   _____ may

7. I _____ roller skate even though I have tried to learn many times.

   _____ can't

   _____ may

   _____ could

8. Write a sentence using a modal auxiliary verb.

   _____

   _____

   _____

NAME: _____

DATE: _____

PP.2 ACTIVITY PAGE

Relative Pronouns

Relative Pronoun	Use
who	refers to or replaces subject
whom	refers to or replaces object
whose	indicates possession

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: I took my younger sister to the park. I babysit my younger sister.

I took my younger sister, whom I babysit, to the park.

1. I visited my uncle. I hadn't seen my uncle in a year.

_____

_____

2. The girl's hands were cold. The girl lost her gloves.

_____

_____

3. My grandmother is good at telling stories. My grandmother loves to write.

_____

_____

4. The boy didn't eat. The boy's food was cold.

_____

_____

5. The librarian helped me find a book. The librarian is very nice.

_____

_____

Relative Pronoun	Use
that	introduces a section of the sentence that is needed to understand the meaning of the sentence
which	introduces a section of the sentence that is not needed to understand the meaning of the sentence
whose	indicates possession

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

Example: The storage bin is full. The storage bin is made of plastic.

The storage bin, which is made of plastic, is full.

1. The pencil is dull. The pencil needs to be sharpened.

_____

_____

2. The book was old. The book's pages were missing.

_____

_____

NAME: _____

DATE: _____

PP.2 CONTINUED

ACTIVITY PAGE

3. The glass is dirty. The glass should be clean.

_____

_____

4. The sweater is brand new. The sweater is green.

_____

_____

5. The restaurant is closed. The restaurant's food is delicious.

_____

_____

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Conjunctions

Underline the coordinating conjunction in each sentence. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

Example: It was cold outside, so we stayed inside all day.

1. They tried to finish the puzzle yet they didn't have all of the pieces.
2. He tried to go inside the building but the door was locked.
3. The restaurant was very busy so they decided to go somewhere else for dinner.
4. We love to eat eggs and toast for dinner.
5. They tried to ice skate but couldn't.
6. We were told the test would be very difficult yet it was pretty easy.
7. They wanted to go to a movie and we wanted to go shopping.
8. My grandmother felt sick so she went to the doctor.
9. I hadn't heard from my friend so I called to check on her.
10. She wanted chocolate ice cream but the shop was sold out.
11. My sister and I walked to the swimming pool.
12. He went to the library yet he did not check out a book.

NAME: _____

DATE: _____

PP.4 ACTIVITY PAGE

Root *bio*

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

symbiotic	biography	biosphere
biology	biodegradable	autobiography

1. Earth's _____ is the area that covers much of its surface and is divided into sections where different animals live.

2. My grandmother has had an incredible life and I keep encouraging her to write her _____.

3. My brother wants to study _____ when he goes to college because he's very interested in how plants and animals live.

4. "You scratch my back and I'll scratch yours" is a saying that represents a _____ relationship because each person benefits from the relationship.

Write the correct word to complete each sentence.

1. In order to become a doctor or a veterinarian, you first have to learn about

   _____ so you understand how humans' and
   (biography, biosphere, biology, autobiographer)
   animals' bodies function.

2. My neighbor pays me to mow her lawn, so we have a

   _____ relationship.
   (biosphere, symbiotic, biodegradable, biology)

3. Will you read the _____ of George Washington?
   (biography, biosphere, biology, autobiographer)

4. Would you like to write a(n) _____ about your life?
   (biography, symbiotic, biodegradable, autobiography)

For each of the following words, write a sentence using the word. Be sure to use correct capitalization and punctuation.

1. *biography*

   _____

   _____

2. *biodegradable*

   _____

   _____

NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

Prefixes *im–* and *in–* and Roots *port* and *bio*

Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.

immature	dependent	porter
amphibious	measurable	inaudible
mature	independent	biodiversity
important	immeasurable	audible

1. Julia got a summer job babysitting so she could have her own money and feel more _____.

2. Please ask the _____ to take our bags and put them in the taxi.

3. We walked a _____ distance of two miles today.

4. The national park has _____ as there are all sorts of different plants and animals living there.

5. She watched the flower she planted grow, bloom, and become _____.

6. Babies are _____ on their parents because they are too young to do things for themselves.

7. The sound was so high-pitched that I couldn't hear it, but it was _____ to my dog.

8. Our older cat showed the _____ kitten what to do.

For each of the following words, write a sentence using the word. Be sure to use correct capitalization and punctuation.

1. *immeasurable*

_____

_____

2. *inaudible*

_____

_____

3. *porter*

_____

_____

4. *amphibious*

_____

_____

5. *important*

_____

_____

NAME: _____

DATE: _____

PP.6 ACTIVITY PAGE

Suffixes *–ful* and *–less*

Write the correct word to complete each sentence.

1. My uncle is a _____ fan of his favorite football team; he watches every game.
   (faithful, faith, power, powerful)

2. The baby raccoon was _____ without its mother around to take care of it.
   (help, helpless, senseless, sense)

3. We went to the store to buy new shoes and had a _____ trip, as we all found shoes we like.
   (helpful, success, successful, careful)

Write the correct word to complete each sentence.

helpful	senseless	powerful
helpless	successful	power

4. If you want to learn another language, it is _____ to practice speaking it.

5. It would seem _____ to take a shower while wearing a coat.

6. When my parents are not home, my older sister has the _____ to make the rules.

7. Write a sentence using one of the words left in the box.

_____

_____

_____

_____

8. Write a sentence using one word with the suffix *–ful* and one word with the suffix *–less*.

_____

_____

_____

_____

NAME: _____

DATE: _____

E1.1 ACTIVITY PAGE

The Voyage

Word(s) from Chapter	Pronunciation	Page
Madagascar	/mad*ə*gas*kar/	94
Malabar	/mal*ə*bar/	94
Surinam	/ser*ə*nom/	94

As you read the enrichment selection, "The Voyage," answer the following questions using complete sentences.

1. At what point in the storyline of *Treasure Island* does the action in "The Voyage" take place?

_____

_____

2. Describe the scene on the ship as preparation for the voyage begins.

_____

_____

_____

_____

_____

Page(s) _____

3. What do the descriptions of Silver's movement around the ship tell us about his character?

_____

_____

_____

Page(s) _____

4. How does Jim characterize the voyage?
   A. It was extremely difficult because the men suffered from hunger and disease.
   B. The men were depressed and unhappy.
   C. They were treated very well.
   D. It was a typical voyage with both hardship and relaxation.

5. Why does Jim climb in the apple barrel?

_____

_____

Page(s) _____

6. How does the language in Stevenson's original version differ from that in the Reader?

_____

_____

_____

Page(s) _____

NAME: _____

DATE: _____

E2.1 ACTIVITY PAGE

Blackbeard

As you read the enrichment selection, "Blackbeard," answer the following questions using complete sentences.

1. How did Blackbeard use his appearance and flag to intimidate his enemies?

_____

_____

_____

_____

Page(s) _____

2. What strategy did Blackbeard use to defeat what is now Charleston, South Carolina?

_____

Page(s) _____

3. How did the British react to Blackbeard being successful?

_____

_____

_____

_____

Page(s) _____

4. How did Maynard trick Blackbeard?

_____

_____

_____

_____

_____

Page(s) _____

5. Discuss some similarities between the story of "Blackbeard" and *Treasure Island*.

_____

_____

_____

_____

End-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: "Mercury and the Woodman," by Aesop

1 A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not so sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.

2 The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told him what had happened, and straightway the kind Mercury dived into the pool. When he came up again, he held a wonderful golden axe.

3 "Is this your axe?" Mercury asked the Woodman.

4 "No," answered the honest Woodman, "that is not my axe."

5 Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.

6 Mercury dived down for the third time, and when he came up again, he had the very axe that had been lost.

7 The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman's honesty.

8 "I admire your honesty," he said, "and as a reward you may have all three axes, the gold and the silver as well as your own."

9 The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

10 And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.

11 *Honesty is the best policy*.

Questions 1–5 pertain to Passage 1: "Mercury and the Woodman," by Aesop.

1. Explain why the axe slipped and flew out of the Woodman's hands into the pool.

_____

_____

_____

_____

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?
   A. He didn't finish cutting down the tree he had started cutting down.
   B. He didn't want to tell Mercury what had happened.
   C. He wanted the golden axe.
   D. He didn't know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:

Part B: What could the Woodman have done that would not have shown honesty?

_____

_____

_____

4. What good fortune did the other Woodmen in the village hope to easily win?
   A. getting a golden axe and a silver axe in addition to their own
   B. losing their own axes in the pool in the forest
   C. returning the next day to find their hidden axes
   D. showing honesty to Mercury when he asked what the trouble was

5. The moral of the story is "Honesty is the best policy." Explain what this moral means, using evidence from the text.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Passage 2: "Benjamin Banneker"

1 Imagine that you are given an old-fashioned pocket watch. Because you are a curious person and you are interested in how the watch works, you take it apart. Looking at the array of watch parts, you have an idea. Is it possible to use the watch as a model and build a large clock with the same kinds of working parts? It sounds like it could work, but where will you begin? How will you enlarge the design of the watch to build the clock? What materials will you use for the clock parts? It sounds challenging, doesn't it? Believe it or not, a man named Benjamin Banneker accomplished this task in 1753—more than 250 years ago. And he did it without the use of modern tools or technology. He built the clock from wood, and he carefully carved each of the gears. That clock ran for more than 40 years and kept almost perfect time. Benjamin Banneker used his brilliant mind in this and other ways to examine and improve the world around him.

2 Benjamin Banneker was born near Baltimore, Maryland, in 1731. Many African Americans were enslaved during this time in American history, but Benjamin was born a free man. Benjamin grew up on his family's farm. When he was young, his grandmother taught him to read. Later, Benjamin went to a nearby school where he showed great skill in mathematics and science. Benjamin's schooling did not last long, however, because he was needed on the family farm. While working on the farm, Benjamin created an irrigation system that allowed crops to be watered even during dry times. The irrigation system was made up of ditches and small dams. The system controlled water that flowed from springs near the farm.

3 Banneker was in his early 20s when he built his famous clock. But that accomplishment didn't satisfy his curiosity about the world around him. He continued to learn and grow. When he was older, Banneker began to teach himself astronomy. Astronomy is the study of the sun, moon, stars, planets, and other bodies in space. This area of study fascinated Banneker. He loved astronomy so much that he built a cabin with a skylight. Through this window in the roof, he could observe the sky during the day and at night. Banneker used his observations to record the weather and the appearance of stars in the sky. He used his outstanding mathematical abilities to calculate the tides and correctly predict eclipses of the sun and the moon.

4 Benjamin Banneker decided to create an almanac in which he would publish all the useful information that he gathered. Each year between 1792 and 1797, Banneker published an almanac that included all of his astronomical calculations and weather predictions. Readers used the facts in their daily lives. They also enjoyed the puzzles, health tips, and advice on farming that were included in the pages.

5 Benjamin Banneker's abilities were outstanding. People who knew him thought he could put his skills to use in other areas. Thomas Jefferson was among those who were made aware of Banneker's talents. At that time, Jefferson was secretary of state under President George Washington. Jefferson requested that Banneker be made part of a group that was planning the design for the nation's capital. In 1791, Banneker was made an assistant to Major Andrew Ellicott. Major Ellicott was the man appointed by President Washington to lay out the boundaries for the area. Banneker used his mathematical abilities to help plan the way that Washington, D.C., would look in the years to come.

6 In 1791, Banneker also sent a copy of the manuscript for his first almanac to Thomas Jefferson. Along with the almanac manuscript, Banneker included a letter to Jefferson that expressed how he felt about slavery. Banneker felt that slavery should be abolished, or ended, and that the abilities of African Americans like himself should be recognized. Jefferson reacted favorably to the almanac and responded to Banneker's comments politely. However, it would be years before slavery was abolished in the United States.

7 As Banneker grew older, he continued to observe the natural world around him and to support the anti-slavery movement. He had become well-known and widely respected, and he often enjoyed visits from scientists and others who admired his work. Benjamin Banneker died at his home in 1806. Today the contributions of this farmer, scientist, mathematician, astronomer, writer, and city planner are recognized around the world. In 1980, the U.S. Postal Service remembered the contributions of Benjamin Banneker by issuing a stamp in his honor.

Questions 6–9 pertain to Passage 2: "Benjamin Banneker."

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

Benjamin Banneker's abilities were outstanding.

A. unpaid

B. excellent

C. poor

D. average

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A**: Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled "Part A: What Benjamin Banneker built or made."

Part A: What Benjamin Banneker built or made	Part B: Why he built or made this

Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled "Part B: Why he built or made this."

8. In paragraph 6, the text states the following:

> Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

_____

_____

_____

_____

9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

_____

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Passage 3: "The Circulatory System"

1 If you have ever cut your finger or scraped your knee, you know what your own blood looks like. But have you ever wondered why you need blood or how your blood travels through your body? Long ago, people did not know a lot about blood. For example, it was once thought that bloodletting, or taking blood from a person, would help a sick person. People thought bloodletting would allow a disease to flow out of a person who was ill. Today we know this is not true. Modern scientists and medical professionals have learned a great deal more about blood. They have also learned more about the way blood moves through the body.

2 Blood has many important jobs in the body. It carries life-giving oxygen to body cells and removes carbon dioxide. Blood also moves nutrients from food to body tissues, and it carries away waste products. Some cells in blood help protect the body against disease. Blood also helps distribute heat throughout the body. In addition, it carries the hormones that a body needs to grow and function.

3 Your blood moves through your body along a network called the circulatory system. The circulatory system is made up of the heart, blood vessels, and blood itself. At one time, it was thought that blood was constantly being made and used up in the body. This idea came from an ancient Greek physician, or doctor, named Galen. Galen believed that the food we eat was turned into blood in the liver. He thought that blood flowed through the veins into the body where it was used up. Then new blood would be made. In the 1600s an English physician named William Harvey proved that this was not true.

4 William Harvey was a physician at a hospital in London, England. He was also a doctor to two English kings. Harvey observed blood flow in animals and in the bodies of humans. He confirmed that the heart is an organ that pumps blood through the body. He discovered that blood vessels have valves in them that stop the blood from flowing back the wrong way. In 1628, Harvey published a book that explained how blood is pumped from the heart through the body and then returned to the heart again. His paper proved that blood was circulated over and over again in the body. Harvey also explained the pulse we feel in our bodies. He said the pulse is caused by blood vessels that expand, or grow larger, each time the heart contracts and sends out blood. Harvey's work changed the way doctors thought of the heart and blood vessels.

5 So just how does the circulatory system work? Let's begin with the heart and blood vessels. The heart is a muscular organ that is about the size of a person's fist. It pushes blood out when it contracts, or squeezes together, and it pulls blood in when it relaxes. The blood vessels make up the "pipeline" through which blood flows. You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together! There are different kinds of blood vessels. Arteries are large blood vessels that carry blood away from the heart. The arteries take blood to tiny blood vessels called capillaries. The capillaries are the connections between arteries and veins. Veins are the blood vessels that take blood back to the heart.

6 Blood itself is made up of liquid and solid particles. The liquid is called plasma. Plasma is made mostly of water, proteins, and minerals. The solids in blood are called red blood cells, white blood cells, and platelets. The red blood cells carry oxygen and carbon dioxide. The white blood cells protect the body from disease and infection. Platelets help the blood clot. Without the clotting substances in platelets, blood would keep flowing from a wound and a person might bleed to death.

7 What happens during blood circulation? The heart pumps blood to the lungs where the blood mixes with oxygen. The blood then goes back to the heart again and is pumped through the arteries to the capillaries. As the blood travels through the capillaries, oxygen and nutrients are delivered to body tissues. The blood also picks up carbon dioxide and other waste products that the body does not need. The blood crosses through the capillaries into the veins. Now it's on its way back to the heart. When the blood reaches the heart, it is pumped into the lungs. In the lungs, carbon dioxide is removed from the blood and fresh oxygen is mixed with the blood again. Other waste products have already been removed from the blood along the way by the liver and the kidneys.

8 Your heart, blood, and blood vessels do an amazing job of making sure your body stays strong, healthy, and alive. And they do it in a very short time. It might seem that it would take hours or even days for blood to circulate through your body. But it takes less than a minute. The circulatory system is one of the most important systems in your body. The next time you feel your pulse or hear your heartbeat, remember how hard your circulatory system is working for you!

Questions 10–15 pertain to Passage 3: "The Circulatory System."

10. In paragraph 5, what does the following sentence mean?

> You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.

B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.

C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.

D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A**: List the important jobs blood has in the body in the following chart.

Important Jobs Blood Has in the Body

Part B: Using information from the chart, write complete sentences to give at least two reasons why blood is important to the body.

_____

_____

_____

_____

_____

_____

_____

_____

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?
    A. Veins carry blood away from the heart; arteries carry blood back to the heart.
    B. Veins carry blood away from the heart; capillaries carry blood back to the heart.
    C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.
    D. Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?
    A. heart → lungs → heart → veins → capillaries → arteries → heart
    B. heart → lungs → heart → arteries → capillaries → veins → heart
    C. lungs → veins → heart → capillaries → veins → heart → lungs
    D. lungs → arteries → heart → capillaries → veins → heart → lungs

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A**: Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

	How Blood Is Used in the Body	Where Blood Starts before Going through the Body
Galen		
Harvey		

Part B: Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

15. In paragraph 8, the text states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the passage, explain why it might seem that blood would take so long to circulate through your body.

_____

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_____

End-of-Year Reading Comprehension total _____ /15 points

To receive a point for a two-part question (i.e., 3, 7, 11, and 14), students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Grade 4 End-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Other Notes:

_____

_____

_____

_____

_____

_____

Fluency Assessment Scoring Sheet

		Words Read in One Minute
____		**Uncorrected Mistakes in One Minute**
		W.C.P.M.

Percentile	**Spring Grade 4 W.C.P.M.**
90	180
75	152
50	123
25	98
10	72
Comprehension Questions Total Correct _____/4	

Benchmark Fluency: Percentile 50 or above
Student Fluency: _____
Benchmark Comprehension: 3/4 Questions
Student Comprehension: _____/4 Questions

Recommended placement in Grade 5 (check one)

____ CKLA Grade 5 without reservation

____ CKLA Grade 5 with additional support

____ Intensive remedial intervention

NAME: _____

DATE: _____

End-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A**: Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

Strong storms caused extensive damage to the new bank.

Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: _____ **Verb the adverb describes**: _____

3. Write a sentence using the verb and adverb provided.

verb: looked **adverb**: quickly

_____

_____

4. Which of the following sentences contains an adverb that describes the verb?
   A. Rabbits hop quietly in the meadow.
   B. We hung our towels outside so the warm breeze would dry them.
   C. The strong winds shook the tent at the campsite.
   D. Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

5. **Part A**: Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeaux Tapestry tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

6. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected Sentence:

_____

_____

Fragment: *the new family on our street*

Corrected Sentence:

_____

_____

7. Correct the following run-on sentences by breaking each into two sentences and adding correct capitalization and punctuation.

> We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

_____

_____

_____

_____

> Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

_____

_____

_____

_____

8. For each sentence, add appropriate punctuation for the sentence type indicated.
   A. Imperative: Sit down
   B. Declarative: The sky is blue
   C. Interrogative: Do you know how to get to the grocery store
   D. Exclamatory: Today is my birthday

9. Write an exclamatory sentence.

_____

_____

_____

_____

10. Which of the following sentences shows the correct way to use commas to separate items in a series?
   A. Kendra put her homework, math book, and lunch in her backpack.
   B. Kendra put her homework math book and lunch in her backpack.
   C. Kendra put her homework, math book and lunch in her backpack.
   D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

   July 4 1776

12. Which of the following shows the correct use of a comma in an address?

    A. Marcus Wilhelm
    1326 Bellevue Lane
    Fayetteville, NC 28301

    B. Marcus Wilhelm
    1326, Bellevue Lane
    Fayetteville NC 28301

    C. Marcus Wilhelm
    1326 Bellevue Lane
    Fayetteville NC, 28301

    D. Marcus Wilhelm
    1326 Bellevue, Lane
    Fayetteville NC 28301

13. Which of the following is the correct way to use a comma and quotation marks to note a quotation from a text?

    A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.

    B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.

    C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

    D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech.

    A. Ramon was serious when he said "I think you should go talk to Mr. Barnes before you make a decision!"

    B. Ramon was serious when he said, "I think you should go talk to Mr. Barnes before you make a decision."

    C. Ramon was serious when he said, I think you should go talk to Mr. Barnes before you make a decision.

    D. Ramon was serious when he said I think you should talk to Mr. Barnes before you make a decision!

15. Choose the answer that demonstrates the correct way to sequence multiple adjectives.

    A. She wears a pretty, green dress.

    B. She wears a green pretty dress.

    C. A green, pretty dress she wears.

    D. She wears pretty, a green dress.

The following question has two parts. Answer Part A and then answer Part B.

16. **Part A**: Identify the subject and the verb in the present tense in the following sentence and write each on the lines that follow the sentence.

We are first in line for tickets to the new movie.

Subject: _____ **Verb**: _____

Part B: Write a new subject or a new verb in the present tense to agree with the following changes to the previous sentence.

New Sentence: _____ is first in line for tickets to the new movie.

New Sentence: I _____ first in line for tickets to the new movie.

17. Write the correct form of the verb in the present tense to agree with the subject and complete the sentence.

Verb: choose

Maria _____ nonfiction books each time she goes to the library.

18. Complete the "Agreement" column of the following chart, using the information provided. Remember to use the present tense (action is happening now).

Subject	Action Verb	Agreement
You	read	
Jim Hawkins	write	
The pirates	fight	
She	learn	

19. Complete the "Agreement" column of the following chart for *to be* verbs, using the information provided. Remember to use the present tense (action is happening now).

Subject	Agreement
I	
he/she/it	
we	
you (plural)	

20. Select the modal auxiliary verb that correctly completes the sentence.

We didn't get to go to the park today, but we _____ definitely go tomorrow.

A. might

B. will

C. may

D. couldn't

21. Select the modal auxiliary verb that correctly completes the sentence.

I took swimming lessons last summer, so now I _____ swim.

A. can

B. can't

C. won't

D. could

22. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

My neighbor is friendly. My neighbor lives across the street.

A. My neighbor, who is friendly, lives across the street.

B. My neighbor whom is friendly lives across the street.

C. My neighbor whose is friendly lives across the street.

D. My neighbor, which is friendly, lives across the street.

23. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

I found the notebook. The notebook was lost.

A. I found the notebook, which was lost.

B. I found the notebook, who was lost.

C. I found the notebook that was lost.

D. I found the notebook whose lost.

24. Select the sentence that correctly uses a coordinating conjunction with appropriate punctuation.

    A. My aunt, and I wanted to go to the beach.

    B. He loves peanut butter but I do not like it.

    C. They wanted to take a walk so we did.

    D. She was sick, yet she looked well.

25. Add commas in the appropriate places for the following sentences using coordinating conjunctions. Some sentences will not need punctuation.

    A. I went to the library on Thursday and my sister went to the library on Friday.

    B. We planned to walk a mile every day but didn't.

    C. The weather forecast predicted snow yet it did not snow.

    D. She asked me to bring her a pencil so I did.

End-of-Year Grammar Assessment total _____ /25 points

To receive a point for a multiple-part question (i.e., 1, 2, 5, 6, 7, 16, 18, and 19), students must correctly answer all parts of the question.

NAME: _____

DATE: _____

A.4 ASSESSMENT

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /də*liet/ ə * digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə * digraph	riddle /rid*əl/ closed * –le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/
4	marvelous /mar*vəl*us/ r-cont. * ə * digraph	betrayal /bə*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowlful /boel*fəl/ digraph * ə
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * –le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sinj/	assign /ə*sien/ ə * digraph
13	wriggle /rig*əl/ closed * –le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * –le * open

End-of-Year Fluency Assessment
Recording Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his 18
parents had to use a covered wagon for his cradle. 28

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five 43
barrels of porridge a day, and his parents had to milk four dozen cows every morning and 60
evening just to keep his baby bottle filled. 68

Paul was so big it caused some problems in the little town in Maine where he grew 85
up. When he sneezed, he blew the birds from Maine to California. When he snored, the 101
neighbors ran out of their houses hollering, "Earthquake! Earthquake!" 110

After that, Paul's father thought it might be better if Paul didn't sleep in town. He built 127
a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few 149
nights, but the floating cot didn't work out. When Paul turned over in his sleep, he created 166
gigantic waves that knocked down houses along the coast. 175

Eventually, Paul's father decided that the East Coast was just too small for Paul 189
Bunyan. The only sensible thing to do was to move out West. So the Bunyan family 205
moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and 219
lumberjacks. Americans were moving west and "building the country." They had to cut 232
down a lot of trees to make their homes, not to mention their schools, churches, boats, 248
and furniture. 250

Word Count: 250

NAME: _____

DATE: _____

End-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
   A. It is not rare.
   B. It is rare.
   C. It is well-known.
   D. It is easy to find.

2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

   _____

   _____

3. Which of the following words correctly completes the sentence below?

The tour guide _____ my brother with reading the map for the group during the hike.

   A. enjoyed
   B. enclosed
   C. endangered
   D. entrusted

4. Choose the sentence that does **not** demonstrate an example of what the word *patriarch* means.
   A. My grandfather is the head of our family.
   B. The king is the leader of the country.
   C. The archbishop is the most important leader in the Church.
   D. My mother is the head of our family.

5. Someone who is skilled in *calligraphy* is skilled at what?
   A. writing his or her signature
   B. the art of beautiful handwriting
   C. the art of making pictures to provide information
   D. telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A**: When you add the suffix –*y* to the word *taste*, what new word do you create?

   New Word: _____

   Part B: What is the part of speech of the root word *taste* and the new word from Part A?

   Part of Speech of *taste*: _____

   Part of Speech of new word:_____

7. Which of the following words with the suffix –*ly* means in a way that indicates something is for a limited time?
   A. easily
   B. speedily
   C. temporarily
   D. daily

8. If you *interrupt* someone while he or she studies, what are you doing?

_____

_____

_____

9. Which word pair shares the same root and means the opposite of each other?
   A. import and export
   B. biography and biology
   C. erupt and rupture
   D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A**: Circle the correct prefix to add to the root word in the following sentence.

    The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

    A. *un–*
    B. *non–*
    C. *im–*
    D. *in–*

    Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

    New Word: _____

    Meaning: _____

11. Complete the following sentence:

If my homework is *incomplete*, that means it is _____

_____

12. A laptop is a portable computer. What does *portable* mean?

A. able to be eaten

B. able to bend

C. able to be carried around

D. able to be seen

13. Which of the following items is *edible*?

A. paint

B. folder

C. poison ivy

D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A**: Which of the following roots means "life?"

A. rupt

B. bio

C. graph

D. loc

Part B: Choose the word with the root that means "life" and write a sentence using the word.

A. disrupt

B. biography

C. autograph

D. relocate

Sentence:

_____

_____

_____

15. Which of the following demonstrates the meaning of the word *purposeful*?

A. having the TV on in the background while you finish math homework

B. working hard to finish a science project so you can go to a friend's house the next day

C. asking your dad if you can ride your bike to the park

D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

–y	*–ly*	*–ful*	*–less*	*–able*	*–ible*

There were *end* _____ possibilities for who to choose as the topic of the biography project.

17. Complete the following sentence:

She accidentally _____

_____

18. If someone disrupts something, what do they do?

A. They make something messy.

B. They send out rock, lava, and ash in a sudden explosion.

C. They break or burst something.

D. They stop something from happening.

19. Explain what the following statement means.

The house was still visible from the top of the hill.

_____

_____

20. Which of the following words with the root *bio* means "able to be broken down naturally"?

A. autobiography

B. biodegradable

C. biography

D. symbiotic

End-of-Year Morphology Assessment total _____ /20 points

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

Student Resources

In this section, you will find:

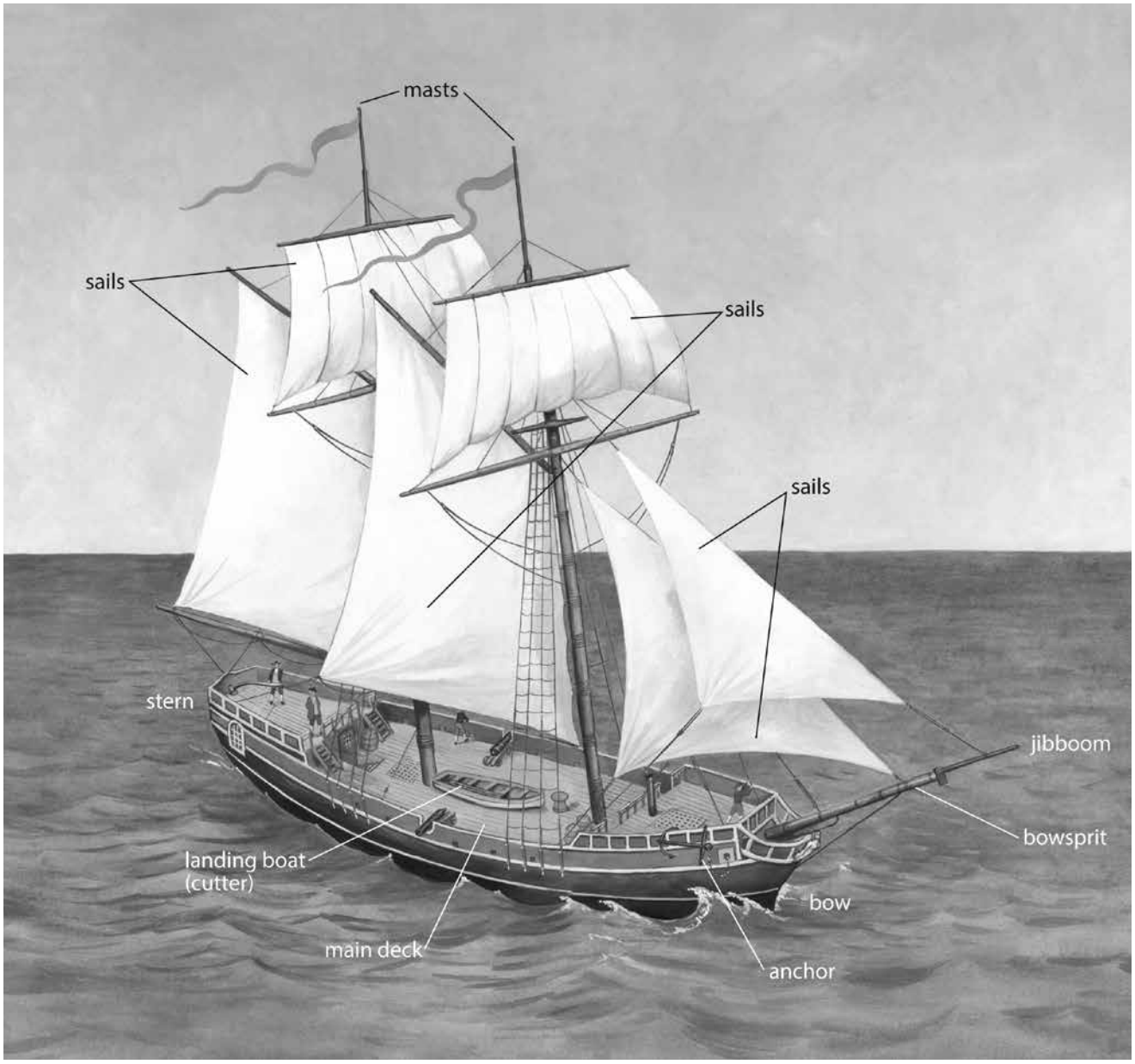
- SR.1—Schooner Diagram
- SR.2—Ship Terms
- SR.3—Individual Code Chart
- SR.4—Adventure Story Rubric
- SR.5—Adventure Story Editing Checklist

NAME: _____

DATE: _____

SR.1 RESOURCE

1700s Sailing Schooner Diagram



NAME: _____

DATE: _____

SR.2 RESOURCE

Ship Terms

Person/People Onboard	Definition
captain	the commanding officer, or leader, of a ship
first mate	just below the captain in ranking and would take on the captain's duties if left in charge
crew	a group of people who work on a ship; this group excludes the captain and officers
Directional Term	**Definition**
fore	toward the front, or bow, of the ship
aft	toward the back, or stern, of the ship
starboard	toward the right-hand side of the ship when facing the front of the ship
port	toward the left-hand side of the ship when facing the front of the ship
Part of Ship: Top Level (Mast and Sails)	**Definition**
mast	a tall pole that holds the sails
sail	a piece of fabric attached to a ship that is used to catch wind as a way to move a ship through the water
Part of Ship: Main Level (Deck)	**Definition**
main deck	the open-air area of a ship that is the surface, or floor, of a ship; there may be different levels or locations of the main deck on a ship
anchor	a metal device that, when thrown overboard, holds a ship in place
landing boat	a small, long, lightweight boat that stays on a ship until the captain or crew members need to use it to get to other ships or to go ashore
bowsprit	the large pole of a ship that sticks out in the front and holds the jib sails
jibboom	a pole placed on the end of a bowsprit to extend it

Part of Ship: Lower Level (Cabin)	Definition
hold	a storage space where goods and supplies would be kept below deck
galley	the kitchen of a ship
captain's cabin	an area at the stern, or back of the ship, reserved for the captain, which would include the captain's sleeping quarters
berths (living quarters)	an area below deck where crew members would sleep

NAME: _____

DATE: _____

SR.3 RESOURCE

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu	gh	
	gift	egg	guess	ghost	
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

NAME: _____

DATE: _____

SR.3 CONTINUED

RESOURCE

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			

/w/	w wet	wh when
/y/	y yes	
/x/	x tax	
/sh/	sh shop	ch chef
/qu/	qu quit	

NAME: _____

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SR.3 CONTINUED

RESOURCE

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
/ee/	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
/ie/	i	i_e	y	ie	igh
	biting	bite	try	tie	night
/oe/	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
/ue/	u	u_e	ue		
	unit	cute	cue		

NAME: _____

DATE: _____

SR.3 CONTINUED

RESOURCE

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar
car

/er/

er	or	ur	ar	ir
her	work	hurt	dollar	bird

ear
earth

/or/

or	ore	ar	our	oar
for	more	war	four	roar

oor
door

NAME: _____

DATE: _____

SR.4 RESOURCE

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

NAME: _____

DATE: _____

SR.5 RESOURCE

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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