## UNIT: *TREASURE ISLAND*

**ANCHOR TEXT**

*Great Illustrated Classics Treasure Island*, Robert Louis Stevenson

**RELATED TEXTS**

*Literary Texts (Fiction)*

- *The Ballad of the Pirate Queens*, Jane Yolen
- "The Curse of King Tut," Spencer Kayden
- *The Stolen Smile*, J. Patrick Lewis
- *The Mona Lisa Caper*, Rick Jacobson

*Informational Texts (Nonfiction)*

- "Pirate Treasure!" from *Magic Tree House Fact Tracker: Pirates*, Will Osborne and Mary Pope Osborne
- *Finding the Titanic*, Robert Ballard
- "Missing Mona" from Scholastic
- "The Gold Rush" from *Do California!*, Splash Publications

*Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)*

- ***Horrible Histories*: "Putrid Pirates**," BBC (Video)

**UNIT FOCUS**

Students read a combination of literary and informational texts to answer the questions: What are different types of treasure? Who hunts for treasure and how? Why do people search for treasure? Students also discuss their personal treasures. Students work to understand what people are willing to do to get treasure and how different types of treasure have been found, lost, cursed, and stolen over time.

**Text Use:** Describe characters' changing motivations in a story, read and apply nonfiction research to fictional stories, identify connections of ideas or events in a text

**Reading: RL.3.1**, **RL.3.2**, **RL.3.3**, **RL.3.4**, **RL.3.5**, **RL.3.6**, **RL.3.7**, **RL.3.10**, **RI.3.1**, **RI.3.2**, **RI.3.3**, **RI.3.4**, **RI.3.5**, **RI.3.6**, **RI.3.7**, **RI.3.8**, **RI.3.9**, **RI.3.10**

**Reading Foundational Skills: RF.3.3d**, **RF.3.4a-c**

**Writing: W.3.1a-d**, **W.3.2a-d**, **W.3.3a-d**, **W.3.4**, **W.3.5**, **W.3.7**, **W.3.8**, **W.3.10**

**Speaking and Listening: SL.3.1a-d**, **SL.3.2**, **SL.3.3**, **SL.3.4**, **SL.3.5**, **SL.3.6**

**Language: L.3.1a-i**; **L.3.2a**, **c-g**; **L.3.3a-b**; **L.3.4a-b**, **d**; **L.3.5a-c**; **L.3.6**

**CONTENTS**

**Page 155:** Text Set and Unit Focus

**Page 156:** *Treasure Island* Unit Overview

**Pages 157-161:** Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task

**Page 162:** Instructional Framework

**Pages 163-179:** Text Sequence and Sample Whole-Class Tasks

## *Treasure Island* Unit Overview

### Unit Focus

- **Topic**: Treasures
- **Theme**: The challenges and sacrifices people will endure to find treasure
- **Text Use**: Describe characters' changing motivations in a story, read and apply nonfiction research to fictional stories, identify connections of ideas or events in a text

### Summative Unit Assessments

A culminating writing task:

- Determine and explain changes in character motivation
- Support opinions with examples from text

A cold-read task:

- Read and understand a grade-level informational text
- Understand academic vocabulary
- Write in response to a text

An extension task:

- Read and understand various informational texts
- Conduct research in response to an inquiry
- Write an essay in response to a question and present information on a topic

### Daily Tasks

***Daily instruction helps students read and understand text and express that understanding.***

- Lesson 1: Chapters 1-3 of *Great Illustrated Classics Treasure Island* (sample tasks)
- Lesson 2: "Pirate Treasure!" from *Magic Tree House Fact Tracker: Pirates* and *Horrible Histories*: "Putrid Pirates" (sample tasks)
- Lesson 3: Chapters 4-6 of *Great Illustrated Classics Treasure Island*
- Lesson 4: *The Ballad of the Pirate Queens* (sample tasks)
- Lesson 5: Chapters 7-10 of *Great Illustrated Classics Treasure Island* (sample tasks)
- Lesson 6: "The Curse of King Tut" (sample tasks)
- Lesson 7: Chapters 11-14 of *Great Illustrated Classics Treasure Island*
- Lesson 8: Chapter 15 of *Great Illustrated Classics Treasure Island*
- Lesson 9: Chapters 16-17 of *Great Illustrated Classics Treasure Island* (sample tasks)
- Lesson 10: Chapters 18-21 of *Great Illustrated Classics Treasure Island*
- Lesson 11: *Finding the Titanic* (sample tasks)
- Lesson 12: Chapters 22-25 of *Great Illustrated Classics Treasure Island*
- Lesson 13: Chapters 26 and 27 of *Great Illustrated Classics Treasure Island* (culminating writing task)
- Lesson 14: *The Stolen Smile* and *The Mona Lisa Caper* (sample tasks)
- Lesson 15: The Gold Rush" (cold-read task)
- Lesson 16: "Missing Masterpieces," "Investigation Finds 139 Artworks," "Tale of Lost and Found Renoir," "FBI Seek Helps Solving Famous Crime," and The Art Loss Register **(extension task)**

# SUMMATIVE UNIT ASSESSMENTS

## CULMINATING WRITING TASK[1]

Have students respond to the following prompt: After reading *Treasure Island* by Robert Louis Stevenson, explain how Jim's feelings about treasure change from the beginning of the story to the end. (**RL.3.2**, **RL.3.3**) Write an essay that introduces your opinion about how Jim changed. Provide reasons that support your opinion. Provide examples from *Treasure Island* to support your reasons. (**RL.3.1**, **W.3.1a-d**, **W.3.4**, **W.3.10**)

***Teacher Note:*** *The completed writing should use grade-appropriate words and phrases, including those that link opinions and reasons. (**W.3.1c**, **L.3.6**) It should also demonstrate command of proper grammar and usage, capitalization, punctuation, and spelling. (**L.3.1b**, **c**, **d**, **e**, **h**, **i**; **L.3.2a**, **d**, **e**, **f**) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (**W.3.4**, **W.3.5**, **L.3.2g**, **L.3.3a**)*

| UNIT FOCUS | UNIT ASSESSMENT | DAILY TASKS |
|---|---|---|
| **What should students learn from the texts?** | **What shows students have learned it?** | **Which tasks help students learn it?** |
| • **Topic**: Treasures<br>• **Theme**: The challenges and sacrifices people will endure to find treasure<br>• **Text Use**: Describe characters' changing motivations in a story, read and apply nonfiction research to fictional stories, identify connections of ideas or events in a text | This task assesses:<br>• Determining and explaining changes in character motivation<br>• Supporting opinions with examples from text | **Read and understand text:**<br>• Lesson 1 (sample tasks included)<br>• Lesson 3<br>• Lesson 4 (sample tasks included)<br>• Lesson 5 (sample tasks included)<br>**Express understanding of text:**<br>• Lesson 7<br>• Lesson 8<br>• Lesson 9 (sample tasks included)<br>• Lesson 10<br>• Lesson 12<br>• Lesson 13 (use this task) |

[1] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

**COLD-READ TASK**[2]

Students independently read the first two pages of **"The Gold Rush!"** from *Do California!* by Splash Publications. Then they **answer** a combination of multiple-choice and constructed-response questions[3] about the text. Sample questions:

1. Read this sentence from "The Gold Rush!": "Sutter was unable to keep hundreds of **prospectors** from trampling his land, destroying his crops, and killing his cattle." What is the meaning of the word *prospector*? (**RI.3.4**) What word or phrase supports the meaning of *prospector*? (**RI.3.4**, **L.3.4a**)
2. Which sentence best summarizes "The Gold Rush"? (**RI.3.2**)
    a) In 1849, thousands of prospectors moved to California in hopes of striking it rich in search of gold.
    b) James Marshall discovered gold while building a sawmill on a farm in California.
    c) One way prospectors search for treasure is by "panning" for gold using scooping pans.
    d) John Sutter's property was destroyed when prospectors tore up his land looking for gold during the Gold Rush of 1849.
3. Which statement best describes John Sutter's feelings toward prospectors finding gold on his property? (**RI.3.6**)
    a) John Sutter was excited to strike it rich with the prospectors.
    b) John Sutter was angry that the prospectors were not sharing any of the gold they found.
    c) John Sutter was happy that he could help all those prospectors find treasure.
    d) John Sutter was worried that too many prospectors would come and ruin his land.
4. Complete the following chart to identify the connections between the various events. (**RI.3.3**, **RI.3.8**, **L.3.6**)

| CAUSE | EFFECT |
|---|---|
| | James Marshal finds gold nuggets in the American River. |
| Prospectors come in search of gold on John Sutter's land. | |
| Word gets out about the discovery of gold. | |
| | Miners begin mining for gold on land using picks and axes. |
| | San Francisco's population grows to 25,000. |

5. Why did Sutter not want people entering his property to search for gold? (**RI.3.1**, **RI.3.3**, **RI.3.8**, **W.3.10**, **L.3.6**)

[2] Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments

[3] Ensure that students have access to the complete texts as they are testing.

6. Why are the prospectors who moved to California in search of gold referred to as "forty-niners"?
7. Read the following sentence from "The Gold Rush!": "All were loaded with supplies and **eager** miners who started their golden journeys in San Francisco."
    - What is the meaning of *eager* in this sentence? (**RI.3.4**)
    - Describe why the miners' trip is described as a "golden journey." (**RI.3.3**, **W.3.10**, **L.3.4b**, **L.3.5a**)

| UNIT FOCUS | UNIT ASSESSMENT | DAILY TASKS |
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| **What should students learn from the texts?** | **What shows students have learned it?** | **Which tasks help students learn it?** |
| • **Topic**: Treasures<br>• **Theme**: The challenges and sacrifices people will endure to find treasure<br>• **Text Use**: Describe characters' changing motivations in a story, read and apply nonfiction research to fictional stories, identify connections of ideas or events in a text | This task focuses on:<br>• Reading and understanding a grade-level informational text<br>• Understanding academic vocabulary<br>• Writing in response to a text | **Read and understand text:**<br>• Lesson 2 (sample tasks included)<br>• Lesson 4 (sample tasks included)<br>• Lesson 6 (sample tasks included)<br>**Express understanding of text:**<br>• Lesson 11 (sample tasks included)<br>• Lesson 15 (use this task) |

**EXTENSION TASK**[4]

1. Break the students into jigsaw[5] groups. Assign each group one of the following articles from www.newsela.com to read and analyze: "Missing Masterpieces,"[6] "Investigation Finds 139 Artworks,"[7] "Tale of Lost and Found Renoir,"[8] and "FBI Seek Helps Solving Famous Crime."[9]
    - Have students work as a group to read and understand the text:[10]
        - Number the paragraphs.
        - Read the article and draw a line between sections of the text (e.g., when a new idea is introduced or it changes from explaining to providing an example).
        - Reread each chunk and summarize the main points in one or two sentences. Write the sentences in the margin.
        - Mark any places with unknown vocabulary or where there are questions or confusion in the group. Work together to define the words (using a dictionary as necessary) and answering the questions.
        - Determine the main idea and author's purpose of the article.
    - Prompt groups to create a poster or chart[11] displaying the main idea and key details of their assigned article. (**RI.3.2**)
    - Ask each group to present their chart to the class while classmates complete a jigsaw expert recording form.[12] (**SL.3.1a-d**, **SL.3.4**, **SL.3.6**)
2. Conduct a Socratic seminar[13] in which students assess the value of art based on the texts from the jigsaw groups. Use the following prompting questions:
    - Why do people steal art? What do you think they plan to do with it?
    - How do people try to recover stolen or lost art?
    - Can art be easily replaced after it is stolen or destroyed? Why or why not?
    - Should art be considered a treasure?

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[4] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[5] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[6] https://www.newsela.com/articles/germany-art/id/1734/

[7] https://www.newsela.com/articles/looted-art/id/1644/

[8] https://www.newsela.com/articles/renoir-theft/id/274/

[9] https://www.newsela.com/articles/art-heist/id/34/

[10] A possible strategy for this is the NAMES strategy (http://www.teacherspayteachers.com/Product/Free-Close-Read-and-Annotation-Bookmarks-731029).

[11] http://bit.ly/1iasZv3

[12] http://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-2-graphic-organizers

[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

3. Using printed pictures from The Art Loss Register[14] **website,** show the students some actual pieces of stolen art or valuables.
4. Ask students to share their final thoughts and reflections from the seminar on stolen treasures.
5. Use the seminar as a brainstorming exercise for students to develop a class inquiry about stolen art, such as: What famous art has been stolen?
6. Have the students conduct a short research project using The Art Loss Register.[15]
7. Have students select and research a piece of lost or stolen treasure or artwork in answer to the following questions:
    - What is the name of the art you are researching?
    - What is its history? (When was it painted and by whom? When was it stolen and from where? Has it been recovered? How?)
    - Why was the art or treasure stolen?
8. Ensure that students use search tools and hyperlinks to locate information to answer their questions. (**RI.3.5**, **W.3.7**)
9. Ask students to gather notes from their research and sort their notes according to the research questions. (**W.3.8**)
10. Have students write a multi-paragraph essay based on their research in answer to the following question: Why is art stolen, and how is it recovered? (**RI.3.1**; **RI.3.2**; **RI.3.7**; **W.3.2a-d**; **W.3.4**; **W.3.5**; **W.3.10**; **L.3.1b-i**; **L.3.2a**, **d-g**; **L.3.3a**; **L.3.6**)
11. Ask students to create and deliver a presentation of their essay to the class. Prompt them to include visual displays to enhance their presentation. (**SL.3.4**, **SL.3.5**, **SL.3.6**)

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[14] http://www.artloss.com/en
[15] http://www.artloss.com/en

# INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[16] to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

**NOTE ABOUT THE LESSONS:** Throughout this unit, students will build knowledge about treasure and the great lengths people will go to acquire and keep it. Students will progressively build knowledge using the following tools throughout the unit.

- **Treasured Words Vocabulary Display**: **Students learn new vocabulary words in context. Students determine the meaning of the words, identify any real-life connections or relationships between words, and place the words on a display. Students are encouraged to use the words from the display in their writing throughout the unit. Begin in Lesson 1.**
- **Reader Response Notebook**: Students create and maintain a notebook or journal **to record and keep track of their written responses to daily or weekly prompts, graphic organizers, notes, chart, vocabulary, etc. throughout the unit. Students can name the notebook "My Treasured Thoughts" or "Treasured Thoughts Notebook" in keeping with the topic of the unit. Begin in Lesson 1.**
- **Class Character Chart**: Students create a three-column chart to trace the traits, motivations, and role of the various characters in *Treasure Island*. Students keep track of and update this chart throughout the unit. At the end of the unit, students review the chart and make note of any changes over the course of the text. For all entries on the chart, students should consider using details and examples from the text. Begin in Lesson 1.
- **Types of Treasure Inquiry Chart**: Students create an inquiry chart to record the different types of treasure read about and discussed throughout the unit. Students come to understand that there are many different kinds of treasure and, very often, what one considers treasure, another may not consider very valuable. Begin in Lesson 2.

| TEXT SEQUENCE | TEXT USE |
|---|---|
| **LESSON 1:**[17]<br><br>Chapters 1-3 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** The reader is introduced to the main character, Jim Hawkins. He runs the Admiral Benbow Inn with his mother. One day, a man known simply as "Captain" comes to stay at the inn. He likes to tell stories of his adventures, and Jim becomes intrigued. The Captain tells Jim that he will pay him a silver penny at the beginning of every month if he keeps an eye out for a "seafaring man with one leg." The inn is then visited by a man who comes to deliver "the black spot" to the captain.<br><br>**TEXT FOCUS:** These chapters introduce the reader to important characters: Jim Hawkins, Dr. Livesey, and the Captain. The focus of these chapters should be on how Robert Louis Stevenson is able to create a good opening to not only capture the readers' imagination but also begin building elements of plot.<br><br>**MODEL TASKS**<br><br>**LESSON OVERVIEW:** Students listen to Chapter 1 of *Treasure Island* read aloud, and then read Chapters 2-3 in groups. Students begin building a Treasured Words Vocabulary Display. They begin analyzing the motivations and traits of the various characters and finish the lesson by writing an initial response that explains the various motivations of the characters. |

[17] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

| TEXT SEQUENCE | TEXT USE |
|---|---|
| | **READ THE TEXT:**<br>• Read Chapter 1 aloud. Have students read Chapters 2-3 in small groups.<br>• As a class, choose three or four words from the text (e.g., *seafaring, ragged, quarrel, shipmate,* and *bewildered*). Create a Treasured Words Vocabulary Display[18] to highlight content-related vocabulary. Focus on adding words that are likely to appear in the future. (**RI.3.4**, **L.3.6**) Have students define the words in context and verify their definitions using a dictionary. (**L.3.4a**, **d**) As words are continually added throughout the unit, challenge students to use the words in discussion and writing, focusing on choosing words for effect or style. (**L.3.2g**, **L.3.3a**, **L.3.5b**, **L.3.6**)<br>• On page 26, Jim and the doctor discover a tattoo on the Captain's arm that says, "Billy Bones His Fancy." Today, that would mean, "Billy Bones's Fancy" (something Billy Bones liked). At the time this novel is set, people showed possession by adding the word "his" or "her" instead of an apostrophe. Have students point out or make a list of other examples of when an apostrophe is used or not used in the chapter to show possession. Have students correct those instances where "his" or her" is used to form possessives. (**L.3.2d**) Discuss how the author is writing the text as people might speak and compare that to how students write their essays or assignments for school. Ensure that students notice how dialogue or "spoken" text is different from written text, and point out that there is a time and place for both types of writing. (**L.3.3b**)<br>• **Note for Small-Group Reading:** Chapters 1 and 2, "A Visitor to the Inn" and "Black Spot," can be used during small-group reading to reinforce grade-level phonics and word analysis skills in decoding words, specifically focusing on reading grade-appropriate irregularly spelled words. Have students refer to the chapters and search for words that contain blends. List the words as a group (e.g., *bring, drink, treasure, frightening, creature, stranger*) (**RF.3.3d**) Identify the various spelling patterns that produce blends. Discuss which patterns are common and which are not. Then brainstorm and build word lists reflective of the most common spelling patterns presented in the chapters. (**L.3.2f**)<br>**UNDERSTAND THE TEXT:**<br>• What makes a good opening to a story? Have students consider this as they reread Chapter 1 of *Treasure Island*. (**RL.3.5**) Write the following questions on the board and allow students to work with a partner to answer them. (**SL.3.1a-d**, **SL.3.6**)<br>o Who is the narrator of the story? How is his point of view different from your own? (**RL.3.6**)<br>o How does knowing the narrator provide clues to the ending of the novel? (**RL.3.1**, **RL.3.5**) |

[18] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

| TEXT SEQUENCE | TEXT USE |
|---|---|
| | ○ What other information does the author reveal about the ending of the story in Chapter 1? (**RL.3.1**, **RL.3.5**)<br>○ Predict what will happen to the characters in *Treasure Island* based on what you have learned in Chapters 1-3.<br>• Create a three-column Class Character Chart with each character from *Treasure Island* in a separate row, and have students keep their own chart in their Reader Response Notebook.<br>○ Column 1: Traits (Describe the character's appearance and traits.)<br>○ Column 2: Motivations (Describe the character's thoughts, feelings, and motivations.)<br>○ Column 3: Role (Identify the role the character plays in various events.)<br>As needed, define *traits*, *motivations*, and *role* for students. Model how to complete the chart for Jim from Chapters 1-3. While modeling, ask questions such as "What information do you already know about treasure that may help you understand Jim's action?" (**RL.3.1**, **RL.3.3**) Prompt students to work with a partner to fill out the chart for other characters from Chapters 1-3. Have each pair share their responses with the class to complete the class chart.<br>**EXPRESS UNDERSTANDING:**<br>• Have student pairs write a response to the following question: What motivates each character in *Treasure Island*? Explain how their actions show their motivations. (**RL.3.1**, **RL.3.3**) Provide students with an answer frame[19] to support them in organizing their writing. Ensure that students write their response in their Reader Response Notebook. |
| **LESSON 2:**<br><br>"Pirate Treasure!" from *Magic Tree House Fact Tracker: Pirates*, Will Osborne and Mary Pope Osborne<br><br>*Horrible Histories*: "**Putrid Pirates**," BBC | **TEXT DESCRIPTION:** The informational text "Pirate Treasure!" describes all of the different items pirates considered to be treasure. "Putrid Pirates" is a set of two clips from the BBC series *Horrible Histories*. Both videos use parody to show what pirates considered to be treasure.<br>**TEXT FOCUS:** Why were pirates willing to live in horrible conditions out at sea for months at a time? One word: treasure. "Pirate Treasure!" details different types of items real pirates considered treasure and why. Watching both videos in "Putrid Pirates" will show students that pirates weren't only after gold, but also sugar, medicine, and maps. Students should understand that these items were considered valuable treasure to pirates.<br>**MODEL TASKS**<br>**LESSON OVERVIEW:** Students will understand that there are many different types of treasure. They will begin making their inquiry chart, which they will use to compare and contrast the most important points and key details presented in multiple texts about treasure. (**RI.3.1**, **RI.3.9**) They will continue to add information to this chart as the unit progresses. |

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

| TEXT SEQUENCE | TEXT USE |
|---|---|
| | **READ THE TEXT:**<br>• Project the selection "Pirate Treasure!" so that all students can follow along as the teacher selects certain students to read sections of the chapter aloud. As the students are reading along with the text, have them organize and record the key details, identify the main points, and summarize the information in the Reader Response Notebook using Cornell Notes.[20] (**RI.3.1**, **RI.3.2**, **RI.3.8**)<br>**UNDERSTAND THE TEXT:**<br>• Create a class inquiry chart[21] (use Template 2 from the bottom of the page) labeled "Types of Treasure." Have students keep their own chart in their Reading Response Notebook. Use unit focus questions about treasure as the three questions at the top of the inquiry chart.<br>o **Question 1:** How would you classify this treasure? List possible examples in this column.<br>o **Question 2:** Who hunts for this treasure and how?<br>o **Question 3:** Why is this considered treasure?<br>Label the first row as Source 1, "Pirate Treasure!" from *Magic Tree House Fact Tracker: Pirates* and "Putrid Pirates." As a class, complete the first row of the chart using the informational texts as the basis for the answers.[22]<br>**EXPRESS UNDERSTANDING:**<br>• Engage students in a discussion about types of pirate treasure they found surprising in each text (e.g., sugar, medicine, water). (**RI.3.9**) Ask students to work in groups to make a list of items people today consider to be treasures that might be surprising to pirates (e.g., pictures, tech devices, designer clothes). Then have student groups create a poster describing and illustrating their types of surprising treasure. At the bottom of the poster, have the group write a paragraph explanation for why they chose the examples they did. (**RI.3.1**, **RI.3.6**, **W.3.10**)<br>• Display posters around the room for all groups to see. Have students perform a gallery walk[23] around the classroom and allow them time to read and discuss each other's visuals and explanations. (**SL.3.1a-d**) Provide each student with three or four sticky notes to compare and contrast the different items included on the various visuals. |

[20] http://coe.jmu.edu/learningtoolbox/cornellnotes.html
[21] http://www.readingrockets.org/strategies/inquiry_chart
[22] Possible answer for Question 1: Pirate treasure. Gold, silver, sugar and salt, medicine, fresh food and water, ships, weapons. Possible answer for Question 2: Pirates hunt for this treasure by attacking other pirates or merchant ships and stealing it from them. Possible answer for Question 3: These items are considered valuable to pirates because they were at sea for a very long time, and they did not have access to these items very easily. They needed medicine to prevent illness, salt and sugar to help preserve food on board, weapons to attack other ships, etc.
[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

| TEXT SEQUENCE | TEXT USE |
|---|---|
| | • Following the gallery walk, conduct a class discussion in which students identify trends they noticed among the various group posters and explanations. What are some items that all groups identified? (**SL.3.2**, **SL.3.6**)<br>• Have students write in their Reader Response Notebook in response to the following prompt: What do you treasure? Why is it your treasure? How is what you treasures similar to or different from what Jim treasures in *Treasure Island* and what pirates treasure? Ensure that students provide reasons to support their opinion and provide examples from both texts. (**W.3.1a-d**, **RL.3.1**, **RI.3.1**, **RL.3.6**, **RI.3.6**) |
| **LESSON 3:**<br><br>Chapters 4-6 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** After the Captain dies of a stroke, Jim and his mother quickly remove a valuable map from the Captain's sea chest. They narrowly escape a group of pirates coming to retrieve the map from the inn. Jim and his mother decide to take to map to the most honorable man they know, Dr. Livesey. Dr. Livesey quickly recognizes the importance of the map and takes it to the richest man in town, Squire Trelawney. The squire and the doctor quickly make plans to hire a crew and go retrieve the treasure for themselves. They offer Jim a place onboard the ship as cabin boy.<br><br>**TEXT FOCUS:** In this part of the book, the reader learns how Jim came to be involved in the journey to Treasure Island. These three chapters are incredibly suspenseful and fast paced. Throughout the chapters, illustrations contribute to the suspense of the story and the actions of the characters. (**RL.3.7**) Ensure that students update the Class Character Chart begun in Lesson 1. Stevenson also adds to the suspense through the use of rich words and phrases (e.g., *silently and swiftly*, *stood and panted*, *approaching footsteps*, and *a group of men knocking at the front door*) and onomatopoeias, such as *thumping* and *tap-tap-tapping*. (**RL.3.4**) Students can record the vivid language in their Reader Response Notebook by labeling three columns: (1) Verbs, (2) Adverbs, and (3) Adjectives and recording examples of each of these from the chapter. Then ask students to discuss the role that each plays in developing meaning in the sentences and impacting the reader or developing style. (**L.3.1a**, **L.3.3a**) |
| **LESSON 4:**<br><br>*The Ballad of the Pirate Queens*, Jane Yolen | **TEXT DESCRIPTION:** *The Ballad of the Pirate Queens* recounts the story of two infamous female treasure hunters, Anne Bonney and Mary Reade, who joined Calico Jack Rackham on his ship, the *Vanity*.<br><br>**TEXT FOCUS:** Students understand how far-reaching the pull of treasure can be. Often, people are willing to risk their lives in order to obtain wealth and glory. The focus of this text should be on the literary devices used and the structure of the poem (**RL.3.4**) as well as the theme of female bravery through insurmountable odds. This ballad also supports the theme of treasure and the lengths people are willing to go to get it.<br><br>**MODEL TASKS**<br><br>**LESSON OVERVIEW:** Students analyze the structure of a poem. Students work in groups to determine the main idea and central message of the poem and present their findings to the class. Lastly, the groups engage in a whole-class discussion, focusing on understanding the central message and how that connects to the unit theme of valuing treasure. |

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| | **READ AND UNDERSTAND THE TEXT:**<br>• Read aloud the full text with minimal interruption on the first read.<br>• **Note for Small-Group Reading:** Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and receive additional support. This can help students be more prepared to participate in the whole-class discussion. As this is a poem, it can be useful for working with struggling readers on fluency and reading with expression. (**RF.3.4b**) A rubric for assessing reading fluency is available here.[24] Divide the poem into smaller chunks (e.g., two or three stanzas) that would be able to be easily practiced. Students can also break into small groups and practice reciting the poetry to increase fluency. Additional techniques for how to address fluency can be found with the ELA Instructional Framework.[25]<br>• Divide the class into pairs. Provide each pair with index cards labeled with specific stanzas from the text. Have them place the stanzas in sequenced order. Ask each pair join with another pair to form a group of four. Have the pairs recount the poem to each other based on their sequences and verify they have the same sequence. (**RL.3.1**, **RL.3.2**)<br>• Ask the groups to discuss how each stanza builds on the previous stanza and leads to the next. Have them write the explanation they developed for each stanza on a separate index card and place it in between each index card of the sequence. Ensure that students use language like *stanza* when discussing and writing about the structure of the poem. (**RL.3.1**, **RL.3.2**, **RL.3.5**, **W.3.10**)<br>• Project the stanzas that detail the pirate queens defending the ship while the rest of the crew drinks and "sports" below decks. Conduct a choral reading[26] of these stanzas.<br>• Work as a class to describe the main characters in the poem (e.g., their traits, motivations, and feelings), paying particular attention to Anne Bonney and Mary Reade. Prompt students to explain how Anne and Mary's actions contribute to the sequence of events in the poem. Have students record answers on a graphic organizer either attached to or drawn in their Reader Response Notebook. Ensure that students include details from the text to support their explanation and refer to specific parts of the text (i.e., stanza number) on the organizer. (**RL.3.1**, **RL.3.3**, **RL.3.5**)<br>• Read aloud the full poem and project the text for students to follow along and see the illustrations. Students can also follow along with the text written on their index cards. |

[24] http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading
[26] http://www.fcrr.org/studentactivities/F_023b.pdf

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| | • Have students work in groups to analyze the language and meaning of the poem to determine a theme. (**SL.3.1a-d**, **SL.3.2**) (**Teacher Note:** The following process is based on the TP-CASTT [27] strategy. If this is the first time for students to analyze poetry, model how to conduct this process using another poem or a portion of this poem.)<br>1. Analyze the title: What is a ballad? Why are they called "Pirate Queens"? Use a dictionary to look up the meaning of *ballad* if necessary. (**RL.3.4**, **L.3.4d**)<br>2. Rewrite each stanza into your own words. Write your group's paraphrase on the back of one set of index cards. Then lay out both sets of index cards on a table or desk. Place the index card with the stanza face up on the left and the corresponding paraphrase face up on the right. (**RL.3.2**, **L.3.1a**) (**Teacher Note:** To preserve the work students have done, allow them to glue or tape both sets of index cards onto poster or chart paper and display on the wall. Or provide students with a paperclip or binder clip and plastic bag to store their cards in order.)<br>3. Identify the literal and nonliteral language (e.g., "flew the black," "drink and sport," "ghostly ship"), repetition (e.g., the use of silver, repeated dialogue: "'What news, what news?' the people cry. 'What news bring you to town?'"), and interesting words or phrases in the poem. Discuss the effect of the language: Does the language make the poem more interesting? Does it help you better understand the characters or setting? Does it help you create images in your mind as you read?. (**RL.3.4**; **L.3.3a**; **L.3.5a**, **c**; **L.3.6**)<br>4. How does the speaker of the poem feel about the pirate queens? Is the poem positive or negative? Does the speaker seem to like the pirate queens and agree with their actions in the poem? (**RL.3.6**)<br>5. Review the title again: What is a ballad? Why are they called "Pirate Queens"? (**RL.3.4**)<br>6. What can be learned about the pirate queens from reading this poem? What does the speaker want us to know about them or their actions? Write a one-sentence statement of the central message of this poem. (**RL.3.2**)<br>• Conduct a class discussion about *The Ballad of the Pirate Queens* in which students ask and answer questions to demonstrate their understanding of the text. Ensure that students use accountable talk[28] throughout the discussion to pose and respond to the questions of others and refer to specific examples in the text. (**RL.3.1**, **SL.3.1a-d**, **SL.3.2**, **SL.3.4**, **SL.3.6**) Encourage students to ask questions by providing question frames or conversation starters[29] and developing a routine to ensure that all students are participating in the question asking and answering. Sample questions for *The Ballad of the Pirate Queens:* |

[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[29] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

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| | ○ What is a central message or lesson of *The Ballad of the Pirate Queens*? (**RL.3.1**, **RL.3.2**)<br>○ How does the central message of *The Ballad of the Pirate Queens* relate to the idea that people value treasure? (**RL.3.1**, **RL.3.2**)<br>○ Describe Anne Bonney and Mary Reade. How are their actions different from those of the other pirates onboard *The Vanity*? (**RI.3.1**, **RL.3.3**)<br>○ How does the illustration "Defending the Vanity" help readers better understand the actions of Anne Bonney and Mary Reade? (**RL.3.1**, **RL.3.7**)<br>**EXPRESS UNDERSTANDING:**<br>• Have students write a letter to Calico Jack Rackham in their Reader Response Notebook in response to the following prompt: Write a letter to Calico Jack Rackham as either Anne Bonney or Mary Reade, from prison. Describe your experiences and include details from the poem in your letter. Use details that describe your thoughts and show how you feel about your situation. (**RL.3.1**, **W.3.3a-d**, **W.3.10**, **L.3.1b-i**, **L.3.2c-g**, **L.3.3a**, **L.3.6**) As needed, provide students with an answer frame[30] to support them in organizing their writing. |
| **LESSON 5:**<br><br>Chapters 7-10 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** The doctor and Squire Trelawney are busing making plans to hire a crew and sail the *Hispaniola* to Treasure Island while Jim anxiously awaits for the preparations to be complete. When Jim and the doctor finally head to Bristol, Jim is sent to locate the man hired to be the ship's cook, Long John Silver. While introducing himself to Silver, Jim spies a familiar face: the man who delivered the black spot to the captain. Silver helps to pursue the man, but he gets away. Jim and Silver quickly become friends as they prepare to board the *Hispaniola*. In this section we meet Captain Smollett. Smollett is an experienced seafaring man, and he is uneasy with some of the men Squire Trelawney has hired for his crew. He tells Jim, Dr. Livesey, and Squire Trelawney that he doesn't like secret voyages, and they had better be careful to keep it protected. At the end of Chapter 10, Jim accidentally overhears Silver and the crew talking about a plan that leaves him trembling.<br><br>**TEXT FOCUS:** By analyzing Jim's, Silver's, and Captain Smollett's feelings, motivations, and actions in Chapters 7-10, the students can explain how these contribute to the sequence of the events in the story (**RL.3.3**) through foreshadowing. For example, first Jim recognizes the pirate, Black Dog, in Long John Silver's Spyglass Inn. Even though Silver claims not to know the man, we cannot at this point be sure if he is telling the truth. Secondly, Jim recalls Billy Bones warning him to be on the lookout for a man with one leg, but Jim has taken such a liking to Silver that he refuses to believe that this could be the same man. Lastly, Captain Smollett expresses apprehension about the voyage he has been hired to command. He tells Jim and his friends that he doesn't like treasure voyages, especially when they are secret. |

[30] http://www.centergrove.k12.in.us/cms/lib4/IN01000850/Centricity/Domain/24/Form_for_a_Friendly_Letter.pdf

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| | **READ AND UNDERSTAND THE TEXT:**<br>• Create a two-column class chart labeled "Signs through the Spyglass." Label the first column "Example and Page Number." Label the second column "Thoughts and Predictions." Explain to students that they will be reading Chapters 7-10 closely to look for possible signs of trouble. Have students create the same chart in the Reader Response Notebook.<br>• Read Chapter 7 aloud. Model for students how to look for signs of trouble, stop, and record those signs on the chart. For example, on page 72, Long John Silver is described. In a letter to Jim, Squire Trelawney describes Silver as "honest, hard-working, and quite clever." Work with students to define *clever* and discuss people they know who are clever. When is that term normally used? Is this something that could potentially cause problems in the future? (**RL.3.1**, **RL.3.3**, **RL.3.4**, **L.3.5b**) Record student responses on the class chart and ensure that they record them on their individual charts.<br>• Have students read Chapters 8-10 of *Treasure Island* in pairs or groups. (**RL.3.10**) Prompt students to look for "signs of trouble" and record those instances on their individual chart in their Reader Response Notebook.<br>• Conduct a class discussion in which student pairs or groups share the signs they recorded on their charts. As each pair or group shares, have the other students review their charts to see if they had similar incidents listed. Have the class vote on which signs to add to the class chart. (**RL.3.1**, **RL.3.5**, **SL.3.1a-d**, **SL.3.2**, **SL.3.4**, **SL.3.6**)<br>• Add academic vocabulary words to the Treasured Words Vocabulary Display and update the Class Character Chart begun in Lesson 1. Ensure that students also update the copy of the chart in their Reader Response Notebook. |
| **LESSON 6:**<br><br>"The Curse of King Tut,"<br>Spencer Kayden | **TEXT DESCRIPTION:** This reader's theater play describes the discovery of King Tut's treasure and the curse that might have affected those involved in its discovery.<br><br>**TEXT FOCUS:** Students will read and discuss the idea of "cursed treasure." Although this text offers students a chance to demonstrate fluid reading at an understandable pace to enhance certain facts through drama (**RF.3.4b**, **SL.3.5**), the focus should remain on the factual information presented in the selection about King Tut and the discovery of his treasure. This selection should be used to enhance the overall understanding of the idea of different types of treasure and the lengths people are willing to go to in order to find it. This text also helps prepare students for the writing task.<br><br>**MODEL TASKS**<br><br>**LESSON OVERVIEW:** Students will participate in a reader's theater about the cursed treasure of King Tut. Students will then make an audio or video recording of the reader's theater to present to fellow classmates. |

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| | **READ THE TEXT:**<br>• Divide the class into groups. Provide each student with a copy of the text and ask them to determine specific roles in each group. (**SL.3.1b**) Inform students that this is a *dramatization,* which means it is a story based on actual events from the past. Point out and quickly define vocabulary such as *hieroglyphics* and *sarcophagus*, and add them to the Treasured Words Vocabulary Display begun in Lesson 1. (**RL.3.4**)<br>• Choose three or four academic vocabulary words from the text (e.g., *euphoric, debris, gilded,* and *desecrate*). (**RL.3.4**, **L.3.6**) Have students define the words in context and verify their definitions using a dictionary. (**L.3.4a**, **d**) Add the words to the Treasured Words Vocabulary Display. Challenge students to use the words in discussion and writing, focusing on choosing words for effect or style. (**L.3.2g**, **L.3.3a**, **L.3.5b**, **L.3.6**)<br>• Have student groups read the selection aloud, reading their specific parts. Monitor the groups to ensure students are reading with sufficient fluency and accuracy to support comprehension of the text. (**RF.3.4a-c**, **RL.3.10**) Have groups record an audio version of the selection or perform the dramatization for another group or groups of students. (**SL.3.5**)<br>• **Note for Small-Group Reading:** Students struggling with reading fluency should work during small-group reading time to build fluency in preparation for the audio recording.<br>**UNDERSTAND THE TEXT:**<br>• Have students complete the second row of their Types of Treasure Inquiry Chart begun in Lesson 2, using information gained about cursed treasure from reading "The Curse of King Tut."[31]<br>o **Question 1:** How would you classify this treasure? List possible examples in this column.<br>o **Question 2:** Who hunts for this treasure and how?<br>o **Question 3:** Why is this considered treasure?<br>**EXPRESS UNDERSTANDING:**<br>• Have students respond to the following prompt in their Reader Response Notebooks: How are the actions of Howard Carter similar to those of Anne Bonney and Mary Reade? How are they different? Use examples and details from both texts in your response. (**RL.3.1**, **RL.3.3**, **W.3.2a-d**, **W.3.10**) |

[31] Possible answers for Question 1: Egyptian treasure, cursed treasure. Some people believe it is cursed because a lot of bad things happened to those who helped with its discovery. Possible answers for Question 2: Egyptologists like Howard Carter and Lord Carnarvon. They hire archeologists to excavate sites that might contain burial tombs of important pharaohs. Possible answers for Question 3: King Tut's treasure is considered valuable because it is the most complete tomb ever discovered.

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| **LESSON 7:**<br><br>Chapters 11-14 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** Jim overhears the crew talking about staging mutiny and stealing the treasure as soon as they arrive on the island. Jim realizes that Long John Silver is not the friend he thought he was. Jim rushes to tell Dr. Livesey, Squire Trelawney, and Captain Smollett of the terrible news he has just heard. When they reach the island, Jim chooses to go ashore with the pirates but soon regrets his decision and makes a run for it as soon as they touch land. Jim is on his own, but he is secretly watching Silver and his mates. He witnesses Silver murder two crewmembers who refuse to follow orders.<br><br>**TEXT FOCUS:** The importance of courage and duty is introduced in these chapters. Prior to reading these chapters, define and discuss the concept of *duty* before adding it to the Treasured Words Vocabulary Display along with other words from these chapters as they are read. Ask students to make note of instances in Chapters 11-14 when characters display a sense of duty. Continue to update the Class Character Chart begun in Lesson 1, focusing on the motivations of characters who are upholding their duty. For example, even though Jim is frightened by the things he has overheard, he still reports them to his friends. Jim also changes his mind quickly about spying on the pirates for fear they might think he has joined them. Jim witnesses the murder of two shipmates who refuse to side with Silver and instead choose to die with honor. Jim starts to realize just how sinister Long John Silver is and how much Silver hates the idea of *duty*. Discuss how the events in these chapters change Jim. While Jim has always lived his life by upholding his sense of duty, he now realizes that it could get him killed. This completely changes the mood of the story. The honorable men are completely outnumbered, and the pirates are ruthless in their desire to obtain treasure. Jim is just a kid—is duty worth dying for? Are Jim's feelings about treasure also changing? |
| **LESSON 8:**<br><br>Chapter 15 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** After witnessing the murders, Jim quickly flees from spying on Silver and his men. He doesn't get far before he meets Ben Gunn. They swap stories. Jim tells Ben Gunn about the mutinous pirates trying to steal treasure, and Ben tells the story of being marooned on the island for failing to find the treasure. Jim learns that Ben Gunn has made a small boat, so the two of them set out to find his friends. The soon hear a volley of cannon fire and spot the Union Jack flying overhead. Jim realizes the fight for Treasure Island has begun.<br><br>**TEXT FOCUS:** This is the introduction of Ben Gunn a character who quickly becomes a friend to Jim Hawkins. Focus on the mental imagery the author uses to describe the characters and setting in this chapter: "a shaggy, ragged creature," "mere tatters of an old ship sail," "toasted and dripping off a slab of brown bread," "sweltering sun." (**RL.3.4**, **L.3.5a**) |
| **LESSON 9:**<br><br>Chapters 16-17 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** In Chapter 16, the narrator switches from Jim to Captain Smollett. Smollett gives his version of events about getting to the island. While in the boat ferrying supplies to the stockade, Smollett hears a bloodcurdling cry, which he fears might be Jim Hawkins. In Chapter 17, the narrator switches again, and the same series of events is told from the doctor's point of view. While in the lifeboat making a last run of supplies and artillery to the island, Silver's men, still on the *Hispaniola*, start to fire upon the lifeboat. Squire Trelawney fires back at the men, "as cool as steel." Even though all men on the lifeboat survived, the pirates were successful in sinking the lifeboat, including many needed supplies.<br><br>**TEXT FOCUS:** These chapters focus on shifts in point of view between characters, and on how each narrator's unique actions and motivations affect the events of the story. (**RL.3.1**, **RL.3.3**, **RL.3.6**) |

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## MODEL TASKS

**LESSON OVERVIEW:** Students will analyze and compare the motivations of three different characters: Jim Hawkins, Captain Smollett, and Dr. Livesey. These chapters should be read independently in preparation for the cold-read task.

**READ THE TEXT:**

- Have students read the text independently. (**RF.3.3d**; **RF.3.4a**, **c**; **RL.3.10**)

**UNDERSTAND THE TEXT:**

- Either on the board or on chart paper, create three Somebody-Wanted-But-So displays. Fill in each "somebody" prior to the discussion: Jim, Captain Smollett, and Dr. Livesey. Complete the charts as a class.[32] Prompt students to refer to text as the basis for their answers. Explain to the students they may have to refer back to Chapter 14 to locate Jim's version of events. Once the charts are complete, discuss how the different narrators affect the details that are shared and the way readers understand the characters and the story.

| Somebody | Wanted | But | So | Then |
|---|---|---|---|---|
| Jim Hawkins | | | | |
| Captain Smollett | | | | |
| Dr. Livesey | | | | |

- Have students work in pairs to reread the text and summarize each chapter in writing in their Reader Response Notebook. (**RL.3.2**)

**EXPRESS UNDERSTANDING:**

- Have student pairs write answers to the following questions prior to discussing them as a class:
    - Why does the author switch the narrator for these two chapters? (**RL.3.1**, **RL.3.5**, **RL.3.6**)

[32] Possible answers: (1) Jim wanted to spy on the pirates (because of his sense of duty) but he witness the murder of two honorable men so now he is not sure if duty is worth dying for and begins to question his loyalty. (2) Captain Smollett wanted to check on Jim (preform his duty) but he hears a bloodcurdling scream that he fears might be Jim so he heads back to the *Hispaniola* to gather supplies and weapons in preparation to fight the pirates. (3) Dr. Livesey wanted help fight the pirates (because of his sense of duty) and make his way to the stockade, but the remaining crewmembers started shooting cannons at the lifeboat so Squire Trelawney shoots one of the pirates before the lifeboat sinks.

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| | ○ How does this change in narrator affect the story? (**RL.3.1**, **RL.3.3**, **RL.3.5**) ***(Teacher Note:** Depending on the ability of students, use this question instead: What information can be learned about the characters that could not have been learned if Jim were the narrator in these chapters?)*<br><br>Provide students with an answer frame[33] to support them in organizing their writing. Ensure that students write their response in their Reader Response Notebook. |
| **LESSON 10:**<br><br>Chapters 18-21 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** Jim manages to get to the stockade and reunite with his friends. He tells them about meeting Ben Gunn and how he might be able to help them in the future. Silver comes to the stockade waving a flag of truce and proposes an offer to the captain. He tells the captain that if they give him the map, the pirates will stop attacking the stockade. He also tells the captain that they could come back to the ship with the crew, and Silver promised to take them ashore unharmed. The captain replies that the only deal he is interested in is the one that involves Silver and his crew going back to England for a trial. Silver leaves in a huff and returns to the pirates. Later that night, the pirates attack the stockade, and the captain is injured. Jim and his friends are victorious but Jim also realizes it is a matter of time before the pirates attack again. He sneaks away from the stockade and locates Ben Gunn's boat. Jim manages to navigate the tiny raft back to the *Hispaniola*.<br><br>**TEXT FOCUS:** Focus on page 160, when Long John Silver tells the captain, "Once we've found the treasure, you can come on board with us, and I give you my word you will be put ashore safely." Before continuing the chapter, have the students discuss possible reactions by the captain. Also ask the students if they are familiar with the phrase, "I give you my word." Discuss possible explanations of what that could mean and if Silver is someone the captain should trust. (**RL.3.1**, **RL.3.3**, **RL.3.4**) |
| **LESSON 11:**<br><br>*Finding the* Titanic, Robert Ballard | **TEXT DESCRIPTION:** This text describes the true events of how Dr. Robert Ballard discovered the remains of the sunken ship, *Titanic*.<br><br>**TEXT FOCUS:** This text reinforces the unit theme of different types of treasure and the lengths people are willing to go through to find it. Students should focus on answering the question, "Should sunken treasure (Titanic artifacts) be removed from their resting place?"<br><br>**MODEL TASKS**<br><br>**LESSON OVERVIEW:** Students read *Finding the* Titanic in small groups. Then they engage in group discussions about whether or not sunken treasure should remain in its resting place or be brought up to the surface.<br><br>**READ THE TEXT:**<br><br>• Have students read *Finding the* Titanic in small groups. (**RI.3.10**) |

[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

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| | **UNDERSTAND THE TEXT:**<br>• Ask groups to fill out the Types of Treasure Inquiry Chart for *Finding the* Titanic.<br>• Have student groups write down questions about the vocabulary and details of the text. Encourage students to ask questions by providing question frames or conversation starters.[34]<br>• Engage students in asking and answering questions to demonstrate their understanding of the text during "Text Talk Time."[35] Ensure that students use accountable talk[36] throughout the discussion. Develop a routine to ensure that all students participate in the question asking and answering. (**RL.3.1**, **SL.3.1a-d**, **SL.3.2**, **SL.3.4**, **SL.3.6**) End the discussion by asking a few targeted questions to prepare students for the writing task under Express Understanding (below). For example, "Should the personal artifacts from the *Titanic* be removed and placed in a museum?" (**RI.3.6**)<br>• Update the Treasured Words Vocabulary Display based on the vocabulary from *Finding the* Titanic. (**RI.3.4**)<br>**EXPRESS UNDERSTANDING: (optional extension)**<br>• Have students respond to the following prompt in their Reader Response Notebook: Once lost (or sunken) treasure is discovered, should it be relocated? Identify your opinion and provide reasons and details from *Finding the* Titanic and *Treasure Island* to support your reasons and opinion. (**RL.3.1**, **RI.3.1**, **RI.3.2**, **RI.3.6**, **W.3.1a-d**, **W.3.10**) |
| **LESSON 12:**<br><br>Chapters 22-25 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** Jim sneaks aboard the *Hispaniola* and finds Israel Hands. After a brief fight, Jim manages to kill Israel Hands. Jim is wounded but survives and finds his way back to the stockade, only to discover the pirates sleeping inside. Finding himself captured by pirates and facing certain death, Jim feels guilty for leaving his friends and not fulfilling his duty to keep watch. The pirates demand that Silver kill Jim but Long John Silver silences the room by throwing Captain Flint's treasure map to the floor. The pirates are so eager to go in search of treasure that they quickly forget their desire to kill Jim. The doctor comes with medicine to help the sick and injured pirates, and he and Jim get a chance to have a private conversation. Jim tells the doctor that he killed Israel Hands and has retaken the *Hispaniola*. The doctor is delighted with this news and asks Jim to trust him.<br><br>**TEXT FOCUS:** This is the climax of the novel. Focus on the relationship between Jim and Long John Silver. Long John Silver tried to convince Jim to join his crew by telling Jim that his own friends feel betrayed and no longer consider him to be an honorable man. Then, Silver not only sticks up for Jim with the other pirates but he also saves his life. Focus on the following question: Why would Silver turn on his longtime friends and shipmates to protect a young boy he just met? Update the Class Character Chart and the Treasured Words Vocabulary Display. Also, add an entry on the Types of Treasure Inquiry Chart. |

[34] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[35] https://www.teachingchannel.org/videos/analyzing-text-as-a-group
[36] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

| TEXT SEQUENCE | TEXT USE |
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| **LESSON 13:**<br><br>Chapters 26 and 27 of *Great Illustrated Classics Treasure Island*, Robert Louis Stevenson | **TEXT DESCRIPTION:** In Chapter 26, Long John Silver begins to lose control of his mutinous crew. The pirates grow angry when Silver cannot produce the treasure. Meanwhile, Captain Smollett and his crew are busy planning their own attack. The pirates are attacked but Jim prevents Silver from being killed. It is revealed the Ben Gunn found the treasure years ago while marooned on the island. The captain and his crew load the treasure on board the *Hispaniola,* and the captain even agrees to transport Long John Silver back to England. In the final chapter of the book, we learn that Long John Silver escaped the *Hispaniola* almost as soon as they had set off for home, taking with him a few sacks of treasure. We also learn the fate of all the characters.<br><br>**TEXT FOCUS:** As this is the end of the novel, ensure that students have a complete understanding of the characters and events. Complete the Class Character Chart begun in Lesson 1. Review the chart as a class or in small groups, making note of the characters' changes throughout the text. What were the causes of their changes? What lesson can be learned?<br><br>**MODEL TASK**<br><br>**SAMPLE SUMMATIVE TASK:** Culminating Writing Task |
| **LESSON 14:**<br><br>*The Stolen Smile*, J. Patrick Lewis<br><br>*The* Mona Lisa *Caper*, Rick Jacobson<br><br>"Missing Mona," Scholastic | **TEXT DESCRIPTION:** *The Stolen Smile* tells the true story of the day in 1911 when France's national treasure, the *Mona Lisa*, was stolen. It begs the question: Was Vincenzo Peruggia a villain or a national hero? In *The Mona Lisa Caper*, Mona Lisa believes she is embarking on her first adventure. **"**Missing Mona" is an upper-level passage detailing the true events about the *Mona Lisa*, France's national treasure, being stolen from the Louvre by Vincenzo Perugia in 1911.<br><br>**TEXT FOCUS:** *The Stolen Smile* supports the unit theme. This book provides opportunities to teach point of view, determine the meanings of new words, and use illustrations to demonstrate understanding of a text. (**RI.3.4**, **RI.3.6**, **RI.3.7**) *The* Mona Lisa *Caper* retells the true story of the *Mona Lisa* being stolen in a new light: What if she was unhappy hanging on the wall in a museum all day? What if she liked being with Vincenzo in his apartment, looking out at a new world? Students can discuss how looking at the same event from different perspectives can have a profound impact on opinions. "Missing Mona" is above the third-grade reading band. Use "Missing Mona" for enrichment purposes either individually or in small groups. (**RI.3.1**, **RI.3.2**) This series of texts supports student work on the Extension Task, as they will be researching stolen art.<br><br>**MODEL TASKS**<br><br>**LESSON OVERVIEW:** In this lesson, students study stolen treasure, particularly stolen art like the *Mona Lisa*. Students also work independently or in pairs to practice answering questions in preparation for the cold read assessment.<br><br>**READ THE TEXT:**<br><br>• Divide the class into pairs. Have one student in each pair form a group to read either *The Stolen Smile* or *The* Mona Lisa *Caper*. The goal of the reading groups is to become an expert on the book. Have the other student in each pair form a group to read the other text. (**RL.3.10**) |

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| | • Ask each group identify words to add to the Treasured Words Vocabulary Display begun in Lesson 1 and summarize their text. (**RL.3.2**, **RL.3.4**, **L.3.6**)<br><br>**UNDERSTAND THE TEXT:**<br><br>• Have each group write the answers to questions that focus on recounting events of the text, describing and analyzing characters and how their actions affect the sequence of events, and determining lessons learned from the text and how those lessons connect to the unit focus. (**RL.3.1**, **RL.3.2**, **RL.3.3**) Sample questions for *The Stolen Smile*:<br>o Describe the motivation of Vincenzo Peruggia for stealing the *Mona Lisa*. (**RL.3.1**, **RL.3.3**)<br>o How does the sinking of the *Titanic* affect finding the *Mona Lisa*? (**RL.3.1**,**RL.3.3**)<br>o Read this sentence from *The Stolen Smile*: "I ventured out daily to see a city in well-deserved pain." What is the meaning of the word *ventured*? (**RL.3.4**, **L.3.6**)<br>What other words in the sentence support your understanding of *ventured*? (**RI.3.1**, **L.3.4a**)<br>o How does the picture on page 12 of *The Stolen Smile* contribute to the mood of the passage? (**RL.3.1**, **RL.3.7**)<br>o How does each part of the story build on the next? Create a timeline of the events. Refer to specific events and portions of the text on the organizer. (**RL.3.1**, **RL.3.2**)<br>o Reread the last few pages of *The Stolen Smile*. What happens at the end? Why is this key detail important to the meaning of the whole story? (**RL.3.1**, **RL.3.2**)<br>• Have students return to their original partner and share the information from the text they read. Prompt the pairs to discuss the similarities and differences in their stories, focusing on the different perspectives that are provided in each text. (**RL.3.6**) Discuss as a pair: Who should own the *Mona Lisa*: Italy or France? (**SL.3.1a-d**)<br>• Add a row to the Types of Treasure Inquiry Chart for *The Stolen Smile* and *The* Mona Lisa *Caper*.<br>o **Question 1:** How would you classify this treasure? List possible examples in this column.<br>o **Question 2:** Who hunts for this treasure and how?<br>o **Question 3:** Why is this considered treasure? |
| **LESSON 15:**<br><br>"The Gold Rush" from *Do California!*, Splash Publications | **TEXT DESCRIPTION:** The first two pages from the passage describe the causes of the California Gold Rush of 1849.<br><br>**MODEL TASK**<br><br>**SAMPLE SUMMATIVE TASK:** Cold-Read Task |

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| **LESSON 16:**<br><br>"Missing Masterpieces," Newsela<br><br>"Investigation Finds 139 Artworks," Newsela<br><br>"Tale of Lost and Found Renoir," Newsela<br><br>"FBI Seek Helps Solving Famous Crime," Newsela<br><br>The Art Loss Register | **TEXT DESCRIPTION:** These articles are all about recent events in which art has either been stolen or recovered. The Art Loss Register is an online database for reporting lost or stolen art. People can also report recovered artwork in hopes of locating the original owners.<br><br>**MODEL TASK**<br><br>**SAMPLE SUMMATIVE TASK:** Extension Task |