

Grade 4

Unit 8

Adventure on the High Seas: Treasure Island

Take-Home Pages

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NAME: _____

DATE: _____

1.1

Take-Home

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.

“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.

NAME: _____

DATE: _____

1.1
CONTINUED

Take-Home

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?”

NAME: _____

DATE: _____

1.1
CONTINUED

Take-Home

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: _____

1.2

Take-Home

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

astonishment, *n.* great surprise

B

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

berths, *n.* areas below deck where crew members would sleep

brimming, *v.* becoming full or overflowing

broached, *v.* opened

buccaneer, *n.* a pirate

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

captivated, *v.* fascinated or captured one's attention

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

collided, *v.* crashed together with strong force

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

deduced, *v.* figured out or drew a conclusion

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

deposed, *v.* removed someone from office or a high rank

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

doubloons, *n.* gold coins formerly used in Spain and Spanish America

driving 1. *adj.*, violent or having great force or speed; 2. *v.*, operating a vehicle; 3. *v.*, causing a particular reaction or emotional response

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

E

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

excursion, *n.* a short trip

expressed, *v.* represented or conveyed a feeling or opinion in words or actions

F

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

fathoms, n. lengths of about six feet used to measure water depth

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

G

guinea, n. a gold coin formerly used in Great Britain

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

lashed, v. tied down with a rope or cord

leagues, n. units of length about three miles long

loot, n. things that have been stolen

luff, n. the front edge of a sail

M

marooned, v. abandoned someone on an island

moidores, n. gold coins formerly used in Portugal and Brazil

mucked, v. made dirty

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

ransacked, v. searched thoroughly, causing damage or disorder

NAME: _____

DATE: _____

1.2
CONTINUED

Take-Home

righting, v. correcting or putting in an upright position

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

S

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

scoundrel, n. a wicked or disreputable person

scouted, v. explored an area to find information about it

scurvy, adj. mean; not worthy of respect

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

sequins, n. gold coins formerly used in Venice, Malta, and Turkey

shipwrecked, v. caused a passenger or crew member to experience the destruction of a ship

shrouded, v. covered or concealed

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

squalls, n. sudden, powerful winds with rain, snow, and sleet

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

stunned, v. shocked or amazed by someone or something

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

T

taunted, v. made fun of or teased

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

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: _____

2.1
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: _____

4.1

Take-Home

Relative Pronouns

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

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

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

Tom, whose book I borrowed, is in my class.

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

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

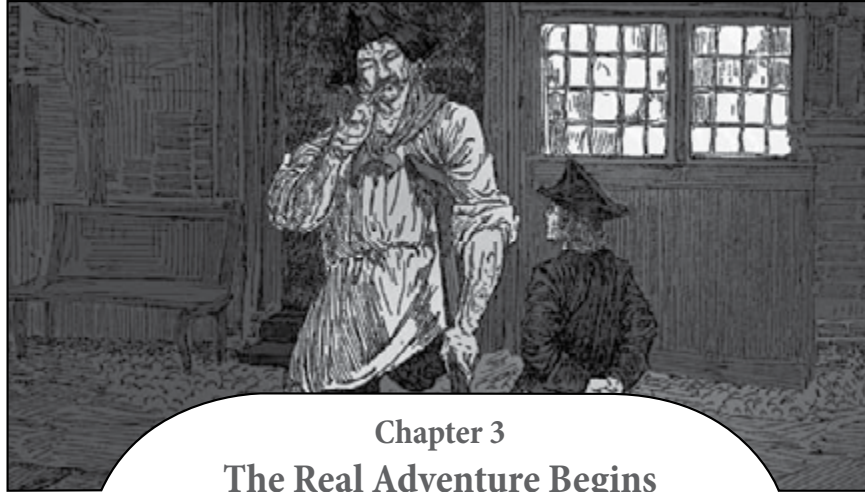
3. My brother likes to tell jokes. My brother is funny.

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

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

Excerpt from “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!”

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.

shrouded	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. (<i>Apple</i> makes me think of <i>bananas</i> because they are both fruits.) 6. Think of an example of the word and write about it. (An example of <i>fruit</i> is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)
captivated	
company	
deduced	
brimming	

Word	Activity	Activity Response

NAME: _____

DATE: _____

6.1

Take-Home

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: _____

6.2

Take-Home

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

6. commotion

2. ferocious

7. buccaneer

3. treasure

8. mutiny

4. voyage

9. nautical

5. fortune

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: _____

6.3

Take-Home

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: _____

8.1

Take-Home

Excerpts from “The Man on the Island”

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

At first, Treasure Island seemed a fascinating place. There were marshes full of willows and odd, outlandish, swampy plants and trees. Here and there I saw snakes, and one raised his head from a rock and hissed at me with a noise not unlike that of a spinning 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.

NAME: _____

DATE: _____

8.1
CONTINUED

Take-Home

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?

NAME: _____

DATE: _____

8.1
CONTINUED

Take-Home

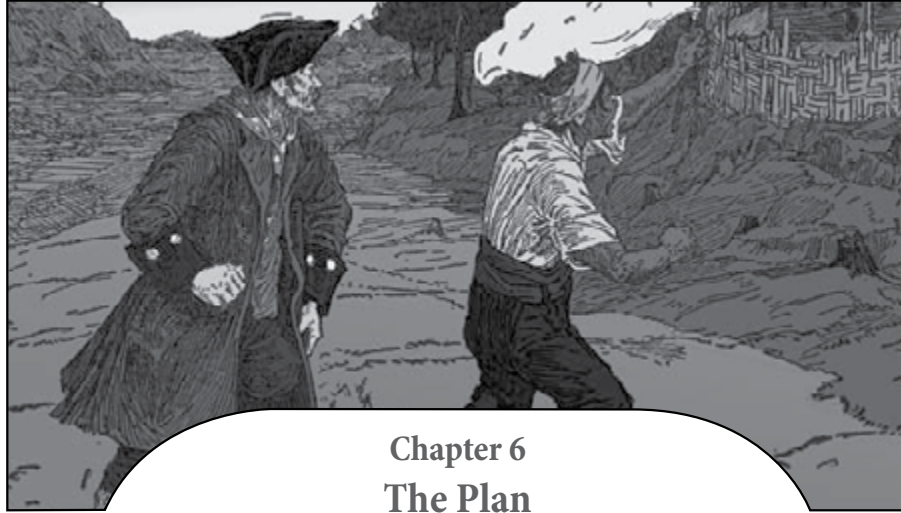
After talking with Ben Gunn for a few minutes, I no longer feared him. In fact, I told him the story of our voyage, and he heard it with the keenest of interest.

“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?

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 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.

NAME: _____

DATE: _____

9.1
CONTINUED

Take-Home

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.

55

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: _____

11.1

Take-Home

Conjunctions

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

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

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

1. It was cold outside so we put on our coats.
2. He was going to go to the swimming pool but decided not to go.
3. He was sick yet he looked well.
4. She is afraid of the dark so her parents leave a light on for her.
5. He walked the dog on Tuesday and I walked the dog on Thursday.
6. She requested a glass of ice water but the server brought lemonade instead.
7. She enjoys listening to music and reading books in her spare time.
8. He loves peanut butter but is allergic to it.
9. People said my neighbor wasn't friendly yet she was very nice to me.
10. He wanted to be a superhero for Halloween but his mother wanted him to be a robot.

11. My favorite colors are blue and orange.
12. It was very dark outside yet it was still early in the evening.
13. They wanted ice cream so I took them to the ice cream shop.
14. I wanted to go to the party yet I had to miss it.
15. I was really tired so I went to bed early.
16. They have two dogs and two cats.

NAME: _____

DATE: _____

11.2

Take-Home

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

DATE: _____

Take-Home

Practice Spelling Words

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

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

<i>-able</i>	<i>-ible</i>	<i>-ful</i>	<i>-less</i>

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. _____

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: _____

12.1
CONTINUED

Take-Home

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

bargain	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. (<i>Apple</i> makes me think of <i>bananas</i> because they are both fruits.) 6. Think of an example of the word and write about it. (An example of <i>fruit</i> is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)
ravenous	
hostage	
convince	
deposed	

Word	Activity	Activity Response

Grade 4

Answer Key

TAKE-HOME ANSWER KEY

NAME: _____
DATE: _____

1.1
CONTINUED Take-Home

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.

"Then he stood inside the door, peering out like a hungry cat
waiting for a mouse." Black Dog is compared to a hungry cat waiting
for a mouse to show that he is anxious and excited about finding the
captain because he has been looking for him for a while. Black Dog
plans to surprise the captain and probably scare him as well.

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?

These sounds are made by animals when they are about to attack.
Using these words to describe the captain suggests that he is
dangerous, ruthless, and frightening.

Unit 8 Take-Home Pages

5

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?

The captain wants Jim to get help if Black Dog returns or if the
captain is given the black spot. When he says "send all hands,"
he means send all the help possible, including the doctor and the
magistrate. He hopes these men will protect him and prevent Black
Dog and his men from finding the sea chest.

6

Unit 8 Take-Home Pages

NAME: _____
DATE: _____

2.1 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.

- We are loved.
- I am sleepy.
- You are thoughtful.
- They are sweet.
- You all are funny.
- The pie is delicious.

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

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

_____ will
X may
_____ couldn't

- We have been planning a trip for a year to see my family in Greece. Tomorrow, we _____ finally begin our trip.
_____ can't
_____ might
X will

Unit 8 Take-Home Pages

11

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

X Can
_____ Might
_____ Cannot

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

_____ will
X might
_____ couldn't

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

X won't
_____ couldn't
_____ can't

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

X can't
_____ couldn't
_____ won't

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

_____ might
_____ can
X could

12

Unit 8 Take-Home Pages

NAME: _____
DATE: _____

2.1
CONTINUED

Take-Home

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

1. Answers may vary, but should include the correct use of a form of the verb to be.

2. Answers may vary, but should include the correct use of a form of the verb to be.

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

1. Answers may vary, but should include the correct use of a modal auxiliary verb.

2. Answers may vary, but should include the correct use of a modal auxiliary verb.

Unit 8 Take-Home Pages

13

NAME: _____
DATE: _____

4.1

Take-Home

Relative Pronouns

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

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

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

Tom, whose book I borrowed, is in my class.

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

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

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

Unit 8 Take-Home Pages

15

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

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

16

Unit 8 Take-Home Pages

NAME: _____
DATE: _____

6.1

Take-Home

Relative Pronouns

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

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

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

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

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

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

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

Unit 8 Take-Home Pages

21

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

The bicycle, which was green, had a flat tire.

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

The mailbox whose flag is broken needs to be replaced.

22

Unit 8 Take-Home Pages

NAME: _____

DATE: _____

6.3 Take-Home

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. buccaneer

2. captain

3. commotion

4. ferocious

5. fortune

6. league

7. mutiny

8. nautical

9. treasure

10. voyage

Unit 8 Take-Home Pages

25

NAME: _____

DATE: _____

8.1 Take-Home

Excerpts from "The Man on the Island"

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

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

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

Answers may vary, but should include evidence from the text.

Unit 8 Take-Home Pages

27

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

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

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

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

Like a horse pricked by a rider's spurs: A rider on a horse sometimes

wears spurs on their boots, which are sharp, metal objects that

can be poked into the horse's sides to make the horse move faster.

This simile means that Tom jumped up quickly, as if something

sharp suddenly poked at him.

Like a snake about to strike: A snake gets very still and watches what

it will prey on before attacking. This simile means Silver stood

watching his companion very carefully, without moving, as if he was

about to attack.

28

Unit 8 Take-Home Pages

NAME: _____
DATE: _____

8.1
CONTINUED

Take-Home

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

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

"Who are you?" I demanded.

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

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

Jim could tell the old, tattered clothes Ben Gunn wore were once like the style of clothes Jim was wearing.

Unit 8 Take-Home Pages

29

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

A rusty lock has likely not been used for a while, squeaks when someone tries to open it, and is often hard to operate. Ben Gunn hadn't used his voice for a very long time, having been marooned on the island alone for so long, which made his voice sound odd and out of use when he did speak.

"Well, now, Jim," he said. "If I ever get back to England, I'm changing my ways and the company I keep. I'm a changed man.

"And, Jim . . ." he continued, looking around and lowering his voice to little more than a whisper. "I'm rich! You'll thank your lucky stars, you will, that you was the first that found me!"

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

Answers may vary, but may include: Ben Gunn tells Jim he is rich and indicates that later Jim will be glad he was the first to help Ben.

30

Unit 8 Take-Home Pages

NAME: _____
DATE: _____

8.1
CONTINUED

Take-Home

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

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

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

In a pinch means in a difficult situation. In this context, it means that Jim and the others are in a tough situation being on the island with Silver and his supporters having carried out a mutiny and with everyone trying to get their hands on the treasure.

Unit 8 Take-Home Pages

31

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

Captain Smollett is the captain of the *Hispaniola*. Long John Silver was aboard the ship but he was not the captain. When Silver calls himself Captain, he claims it is because Captain Smollett deserted the ship, rather than the fact that Silver and the others decided to mutiny.

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

Answers may vary, but should include the fact that at this point, because of the mutiny planned and executed by Silver and his dishonest ways, nobody is willing to help Silver with anything, even something as simple as helping him get up off the ground.

3. Summarize this scene in your own words.

Answers may vary, but should include evidence from the text and an accurate summary of the scene in the excerpt.

36

Unit 8 Take-Home Pages

NAME: _____
DATE: _____

11.1 Take-Home

Conjunctions

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

Example: Do you want to come to the park with my sister and me?
She thought we should take a walk, but I thought we should stay home.

1. It was cold outside, so we put on our coats.
2. He was going to go to the swimming pool but decided not to go.
3. He was sick, yet he looked well.
4. She is afraid of the dark, so her parents leave a light on for her.
5. He walked the dog on Tuesday, and I walked the dog on Thursday.
6. She requested a glass of ice water, but the server brought lemonade instead.
7. She enjoys listening to music and reading books in her spare time.
8. He loves peanut butter but is allergic to it.
9. People said my neighbor wasn't friendly, yet she was very nice to me.
10. He wanted to be a superhero for Halloween, but his mother wanted him to be a robot.

11. My favorite colors are blue and orange.
12. It was very dark outside, yet it was still early in the evening.
13. They wanted ice cream, so I took them to the ice cream shop.
14. I wanted to go to the party, yet I had to miss it.
15. I was really tired, so I went to bed early.
16. They have two dogs and two cats.

NAME: _____
DATE: _____

11.3 Take-Home

Practice Spelling Words

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

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

-able	-ible	-ful	-less
enjoyable	visible	successful	helpless
predictable	edible	faithful	endless
comfortable	accessible	powerful	senseless

Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

Amplify CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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