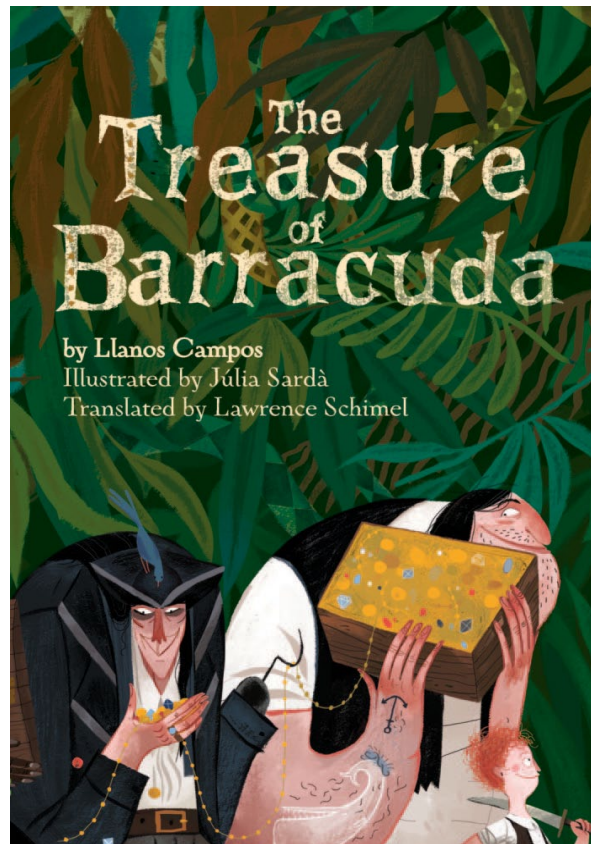


A Common Core State Standards
Aligned Discussion & Project Guide
for Grades 3–6

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presents

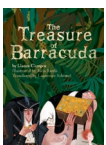


Guide created by Debbie Gonzales
www.debbiegonzales.com



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Discussion Questions

Now that you've just read The Treasure of Barracuda, a story of pirates who must learn to read before they can find a hidden treasure of unimaginable riches, follow along in the book as we explore the story more deeply by answering the following questions.

“That’s the good thing about reading: once you start, there’s no stopping you! Words, once you reach that pivotal moment, seem to come together and everything appears to be clear and simple.” (pg. 34)

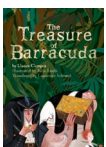
- The word ‘pivotal’ means important, critical, and a defining moment. Discuss how a moment can be pivotal when someone is learning to read.
- On page 28, Sparks said that “...Two Molars had the most difficult job in the world. It was like trying to teach a flock of ducks to sew.” Explore the use of simile in that phrase.
- According to Sparks, was learning to read worth the struggle? List the benefits the pirates experienced as result of becoming readers.
- What about you? Discuss your pivotal moment as a reader. Describe how reading helps to make the world ‘clear and simple.’

“You know,” Boasnovas responded. “That moment when reading is so difficult that you think you’re a fool, and that everyone is laughing at you, and that you’ll never be able to do it, and you blame everyone. It’ll pass, you’ll see.” (pg. 49)

- Why was Barracuda glaring at poor Nuño “...with undeserved hatred” in this scene?
- Barracuda is the brave captain of a bungling, motley crew of pirates. Why is Barracuda, the captain of a pirate ship, determined to learn a skill as complicated as reading? Explain why it is important to him.
- ‘Compassion’ means having empathy and understanding toward others. How Boasnovas expresses pirate-like compassion toward Barracuda in this scene?
- How about you? Has learning to read ever felt frustrating or embarrassing? If so, discuss your struggle with learning how to read. What did you do to make those frustrating feelings ‘pass’?

“It wasn’t me who knew him nor had been in his house and dined with his father. It was Phineas! Phineas did that! . . . I had read it! Chapter 10 of the book! Everything I said is in there. I think I even used the very same words old Krane wrote!” (pg. 63)

- Even though Phineas Krane is no longer alive, how does he continue to play an important role in the story and in the lives of the *Southern Cross* pirates?
- Explore the uniqueness of Phineas Krane’s character. What does his ability to read and write reveal about his character?
- ‘Treasure’ means riches, valuables, abundance, and wealth. Phineas Krane’s buried treasure was a book. Why was the book he buried valuable enough to be considered as treasure?
- What about you? Which of the two is more of a treasure: a book or the ability to read it? Explain your answer.

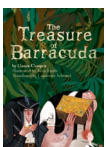


“Now let’s see,” Erik began. “Fung Tao’s treasure was the consolation prize for overcoming the first two obstacles: finding the book and reading it. But Krane left more clues for those who really paid attention to his words.” (pg. 92)

- Erik is saying that Fung Tao’s lavish treasure of gold and jewels is second best to finding Phineas Krane’s book. Actually, this means that the Fung Tao treasure was not the ultimate, great prize. But only those who were clever, good readers would understand that an even bigger treasure awaited them. Do you agree with Erik’s reasoning? Explain your answer.
- Explain how overcoming the obstacles of finding the book and learning to read prepared the pirates to become more aware of the world around them.
- Describe the similarities and differences between Phineas Krane and Fung Tao.
- Krane’s treasure is the written word. Tao’s is jewels and gold. Identify which treasure has lasting value. Why is this so?
- The pirates are closely reading Phineas Krane’s words, taking time to discover clues buried in the phrases. Have you ever read something closely and then discovered a message or clue? Discuss how you felt when doing so.

“I’ll tell you, in case you didn’t already know, that fortune can be inexplicably capricious.” (pg. 103)

- ‘Inexplicably’ means difficult or impossible to explain. ‘Capricious’ means changing often and quickly. So, ‘inexplicably capricious’ means something (like a pirate’s wealth, luck, or fate) that changes quickly and without warning and is difficult to explain why. Explain how trying to avoid someone for years and then, inevitably, running into that person in the most remote place on Earth can be considered to be inexplicably capricious.
- A stereotype is a preconceived notion that people with a particular characteristic will always behave in a certain way. However, a number of stereotypes are challenged in *The Treasure of Barracuda*. Consider how the author’s challenging stereotypical behaviors brought about interest and intrigue with the following characters:
 - The pirates in this story learned to read in order to discover where Phineas Krane’s treasure was hidden. What is the typical stereotype of a pirate’s intellect and behavior? Explain how reading challenges stereotypes about pirates.
 - Whale is a massive, lumbering pirate with a gentle disposition and, yet, he was the one who warns Barracuda against signing Bruno’s troublesome contract. Determine how this action challenges stereotypes about characters such as Whale.
 - Fung Tao is a Chinese pirate. How does this challenge stereotypes of how pirates typically live, look, and act. Discuss how a Chinese pirate adds an element of surprise to the story.
 - The stereotypical ruthless, cut-throat pirate would find the on-going company of a child to be irritating, maddening, or down-right inconceivable. Explore how Spark’s relationship challenged the stereotype of a young boy’s acceptance in a pirate’s world.
- Examine the story to discover other ways that stereotypes are challenged. Discuss your discoveries with the class.



“Of course! A ghost! Fung Tao has never been here. It was Phineas, curse him, who left those signs to frighten away the gullible!” (pg. 121)

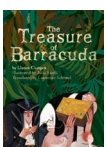
- The word ‘gullible’ describes someone who is foolish, simple, and can be easily taken advantage of. Explain how, by becoming readers, the pirates of the *Southern Cross* were no longer gullible pirates.
- Predict what Phineas Krane’s response might be to Barracuda and his crew’s ability to solve his clues to find the treasure hidden in his home.
- Discuss how the experience of finding Phineas’s treasure caused the pirates to become, “...the closest thing to a family that any of us had.” (pg. 122) Identify how reading helped them to become close.
- How about you? Tell of a time when reading helped you to become less gullible. Describe a time when reading brought you closer to someone else.



“If we talk of Barracuda’s treasure, we should stop right here: with me alone, inside a barrel, holding a red package of books tied with a blue bow. For here is where my first stage as a pirate ends, at the tender age of almost twelve-years-old.” (pg. 131)



Write a fictional beginning-middle-end tale predicting the final outcome of the story beyond this scene. Consider the emotional impact of being left behind, all alone to fend for oneself. Explore the phrase “...my first stage as a pirate...” Determine the meaning of that statement. Imagine how the books Sparks is holding will contribute to the final outcome of the story.



Every Tattoo Has a Story Overview

Objective: To write a narrative using the first-person point of view featuring an imagined character and events using effective writing techniques, voice, and descriptive details.



Materials:

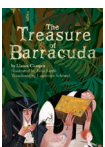
- Temporary Tattoo Graphics (Guide, pg. 7)
- Inkjet or laser printer
- Temporary Tattoo Paper (available for purchase at local craft stores or online)
- Step-by-Step Temporary Tattoo Making & Application Instructions (Guide, pg. 8)
- Scissors
- Washcloth & Water
- Paper & pencil
- Colored pens and/or markers (for hand-drawn tattoo graphics)
- Computer graphic software (for hand-drawn tattoo graphics)

Procedure:

- Create a prepared sheet of temporary tattoos by following the Step-by-Step Temporary Tattoo Making & Application Instructions found on page 8. (Note that child-drawn tattoo graphics require scanning, cropping, and importing drawings using computer graphics software. When importing hand-drawn graphics, be mindful to allow for a generous border around the drawings.)
- Instruct students to consider the tattoo selection closely. Ask them which tattoo they would choose to wear if they were a real pirate sailing the Seven Seas. Which tattoo best represents their inner pirate and why?
- Apply chosen temporary tattoo by following the Step-by-Step Temporary Tattoo Making & Application Instructions.
- Summarize the experience by writing a narrative by following the instructions listed below.



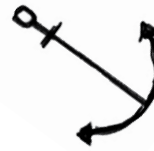
Instruct students to write a narrative using a first-person pirate's voice describing the symbolic nature of their chosen tattoo. Direct students to to introduce themselves as a pirate, describe an adventure experienced, and tell what their tattoo means to them. Instruct students to illustrate their narrative piece.



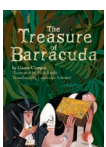
Temporary Tattoo Graphics



The Treasure of Barracuda



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Step-by-Step Temporary Tattoo Making & Application Instructions

Materials:

- *The Treasure of Barracuda* Temporary Tattoo Graphics (Guide, pg. 7)
- Scanner and Computer Graphics Program (for hand-drawn tattoo graphics)
- Inkjet or laser printer
- Printable Temporary Tattoo Paper (Click [HERE](#) for a kit option made by the Silhouette Temporary Tattoo Company) which includes:
 - Printable Temporary Tattoo Paper—a thick sheet with a glossy surface on one side and a matte surface on the other
 - Printable Temporary Tattoo Adhesive Sheet
- Ruler
- Scissors
- Wet washcloth
- Paper and pencil
- Colored pens and/or markers

Procedure A—Printing Temporary Tattoos:

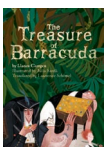
- Access desired temporary tattoo graphics on computer. (Note: The tattoo graphics in this Guide are formatted and easily printable using standard-sized Temporary Tattoo Paper for hand-drawn tattoos, you will need a Computer Graphics Program to scan, crop, and import graphics.)
- Print desired tattoo graphics on the glossy side of the Temporary Tattoo Paper. (IMPORTANT! When using the tattoo graphics from this Guide, always select and print page 7!)
- Apply adhesive sheet to the printed side of the tattoo paper. Use edge of ruler to remove air bubbles.

Procedure B —Applying Temporary Tattoos:

- Create a ‘tattoo card’ by using scissors to cut out desired design, keeping as close to the image as possible.
- Make sure skin is clean and dry.
- Remove plastic top sheet of tattoo card.
- Place design on skin. Hold in place for 20 seconds.
- Place wet washcloth on back of tattoo. Ensure that tattoo is thoroughly wet.
- Remove washcloth. Wait one minute before peeling away the tattoo paper.
- Temporary tattoos usually last a day. Use wet washcloth to remove.

Click [HERE](#) to access an informative and thorough YouTube video from Temporary Tattoos of Australia describing how to make temporary tattoos.

Reference: Temptattoosoz. “How To Make Your Own Temporary Tattoos (Inkjet Printers).” YouTube. YouTube, 2013. Web. 22 Aug. 2016.



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Search for Hidden Treasure Overview

Objective: To incorporate an overview of landforms, map studies, and graphing points on a coordinate plane, deepening the understanding of literary elements of the story.

Materials:

- The Coordinate Calculations template (Guide, pg. 10)
- Map 1—Landforms and Labeled Treasure Path (Guide, pg. 11)
- Map 2—X Marks the Spot (Guide, pg. 12)
- Map 3—Blank Treasure Map (Guide, pg. 13)
- Red pencil or marker
- Paper and pencil
- Treasure—a bag of gold plastic coins, a special toy, or a favorite book to be included as part of the Map 3—Blank Treasure Map project



Procedure A : Map 1—Landforms and Labeled Treasure Path

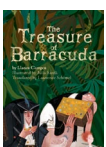
- Print the Coordinate Calculations template and Map 1.
- Familiarize students with names of landforms labeled on Map 1.
- Using the Coordinate Calculations template, refer to the map coordinate list in the first column. Demonstrate how the listed coordinates match the designated points printed on Map 1. Using the compass rose on the right side of the map, identify the direction of movement from point to point.
- Beginning with coordinate C-9, trace the path leading to the final coordinate, I-4, marking the spot where the treasure is buried.

Procedure B: Map 2—X Marks the Spot

- Locate the bold X at coordinate I-13 on Map 2, which marks where the treasure is buried.
- Using the second column of the Coordinate Calculations template as reference, instruct students to designate nine coordinates leading to the X—the treasure.

Procedure C: Map 3—Blank Treasure Map

- Instruct students to sketch the layout of a familiar place, such as their backyard, bedroom, or family room. Locate identifiable items such as a tree (if hiding treasure in their yard) or a coffee table (if hiding treasure in the family room) by sketching items in appropriate places on the blank map.
- Tell students to hide their treasure in a secret place.
- Using a first-person pirate's voice, write directions guiding their fellow pirates to the location of the treasure.
- Using the third column of the Coordinate Calculations template as reference, instruct students to and choose nine coordinates that will lead to their final destination—their treasure—which they should mark with a red X on Map 3.
- Share the written instructions and map with the class.



Coordinate Calculations

Map 1

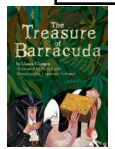
1.	C-9
2.	D-10
3.	E-11
4.	F-12
5.	F-10
6.	G-9
7.	G-7
8.	H-6
9.	H-5
X marks the spot at	
	I-4

Map 2

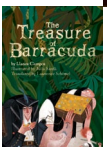
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
X marks the spot at	
	I-13

Map 3

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
X marks the spot at	

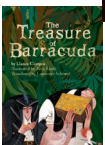


Map 1: Landforms and Labeled Treasure Path



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Map 2: X Marks the Spot

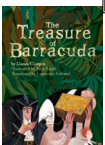
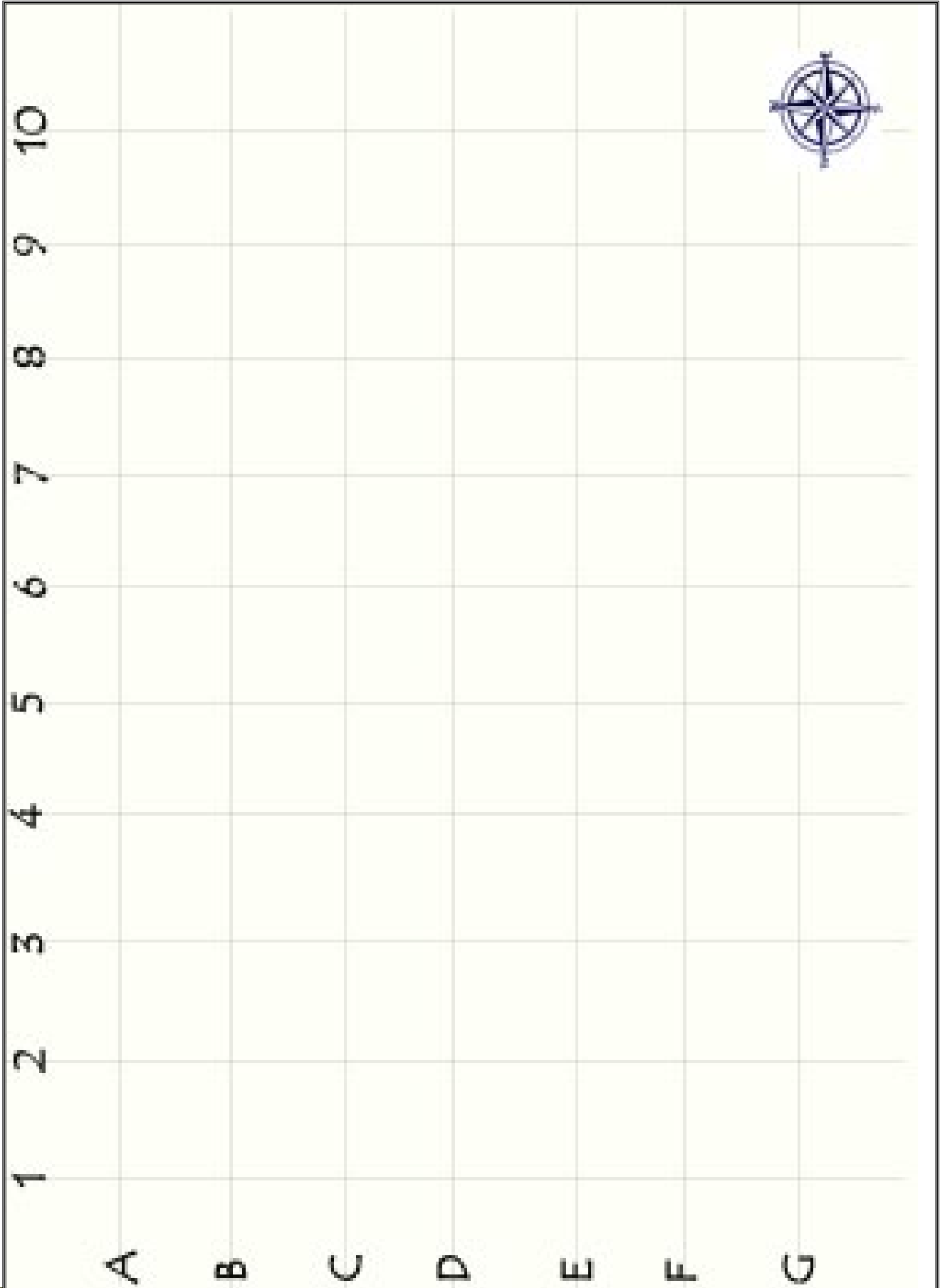


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Map 3: Blank Treasure Map



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Book Trailer Overview

By completing the following lessons and activities, students will have developed the necessary content to create their own book trailer of *The Treasure of Barracuda*. A book trailer is a video representation for a book, much like promotional movie trailers.

The instructions to create a trailer are sequentially divided into three steps:

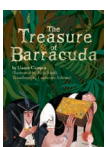
- Character Analysis (Guide, pg. 15-21)
- Plot Analysis (Guide, pg. 22-25)
- and Storyboarding (Guide, pg. 26-27)

Procedure Suggestions:

- Encourage students to work together in small groups. These groups can be referred as “Production Teams.”
- Provide each production team with a binder to store notes and completed template for project reference.
- Help students choose a computer graphic or animation software program for transferring creative content into final digital form.
- Introduce students to selected book trailers online, which will help familiarize them with the structure of a book trailer before starting this project. Show students that book trailers focus on characterizations and subplots rather than the entire story.
- Note that video book trailers often include slides depicting title pages, text, and credits.

Book trailers are short and interesting because they focus on the highlights of a book without giving the entire story away. To make a book trailer, the student must have a solid understanding of the story’s beginning, middle, and end, as well as these four basic elements:

- Character
 - What are the characters’ fears, strengths, weaknesses, and innermost desires?
 - How do characters relate to one another?
- Setting
 - Where does the story take place?
 - How does the setting relate to the characters’ interactions or experiences?
- Conflict
 - What is the problem or situation?
 - How can this conflict be revealed without divulging too much?
- Hook
 - The element of suspense intended to convince the viewer to read the book.
 - A cliffhanger that entices viewers to find out how the book ends.



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Aspects of Character Overview

Production Note: Effective book trailers concentrate on only a few main characters and leave the minor characters out. This technique enables students to focus on the most important aspects of the story. And, it is not necessary to present characters as they physically appear in the story. Symbols for their characterization can be useful in revealing the individual's innate nature. Consider the effect of color, or a symbol, or even an animal to represent that character in the book trailer.

Objective: To develop a deep sense of characterization and an understanding of how chosen characters interrelate.

Materials:

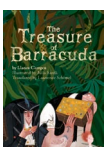
- The five Aspects of Character templates (Guide, pg. 16-20)
- Character Connectivity Template (Guide, pg. 21)
- Pencil
- Binder
- *The Treasure of Barracuda*

Procedure 1: Character Analysis

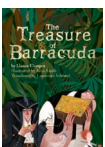
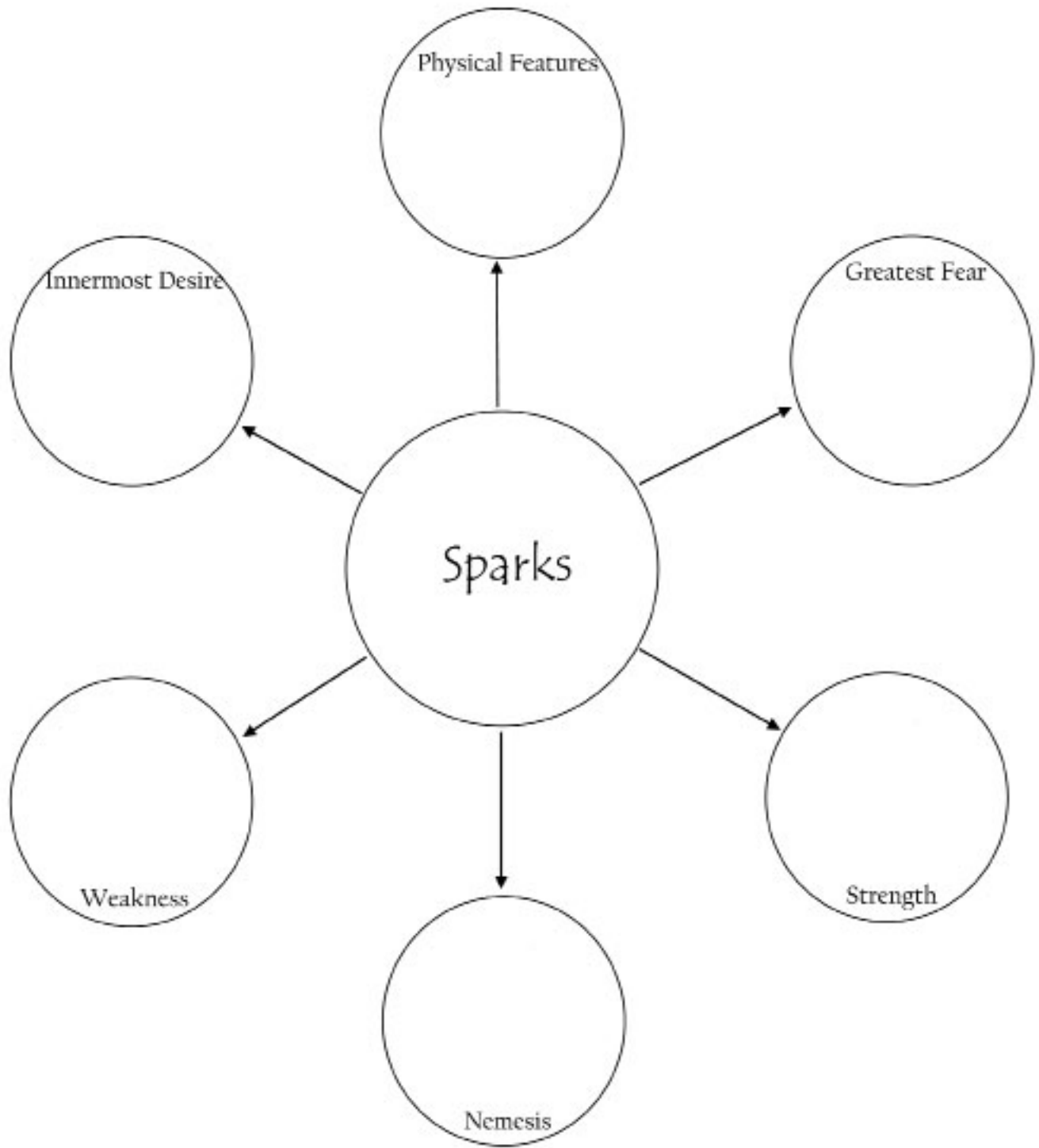
- Print the five Aspects of Character templates (Guide, pg. 16-20).
- Explore aspects of characterization labeled in outer circles. Describe each character's:
 - Physical features: How do their features affect them as a character?
 - Innermost desire: What do they want more than anything in the world?
 - Greatest fear: What terrifies them?
 - Weakness: Identify the flaw in their character
 - Strength: What gives them power? Describe their strength.
 - Nemesis: Who or what gives them the most trouble?
- File completed Aspects of Character templates in binder.

Procedure 2: Character Connectivity

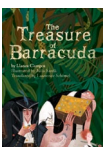
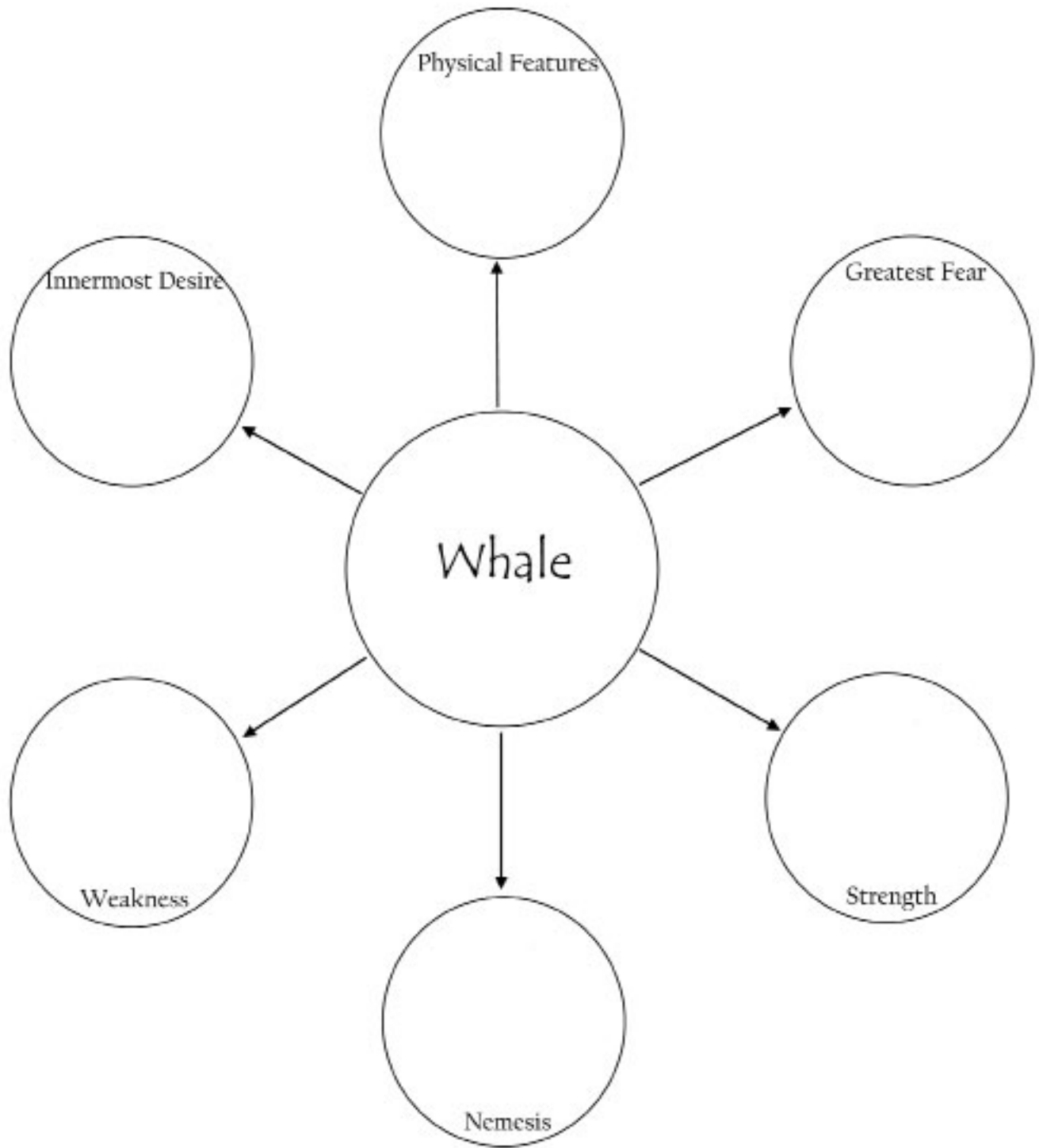
- Print the Character Connectivity Graphic template (Guide, pg. 21).
- Determine which images best symbolize each character and list them in the circles.
 - Is there a color that reveals characterization?
 - An animal?
 - A symbol?
 - A sound?
- Using the arrows as guides, describe the characters' relationship. How do they connect?
 - Be specific and descriptive.
 - Elaborate on characters' conflict or trouble.
 - What do they want?
 - What do they need?
 - What or who is keeping them from their desire or need?



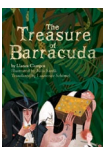
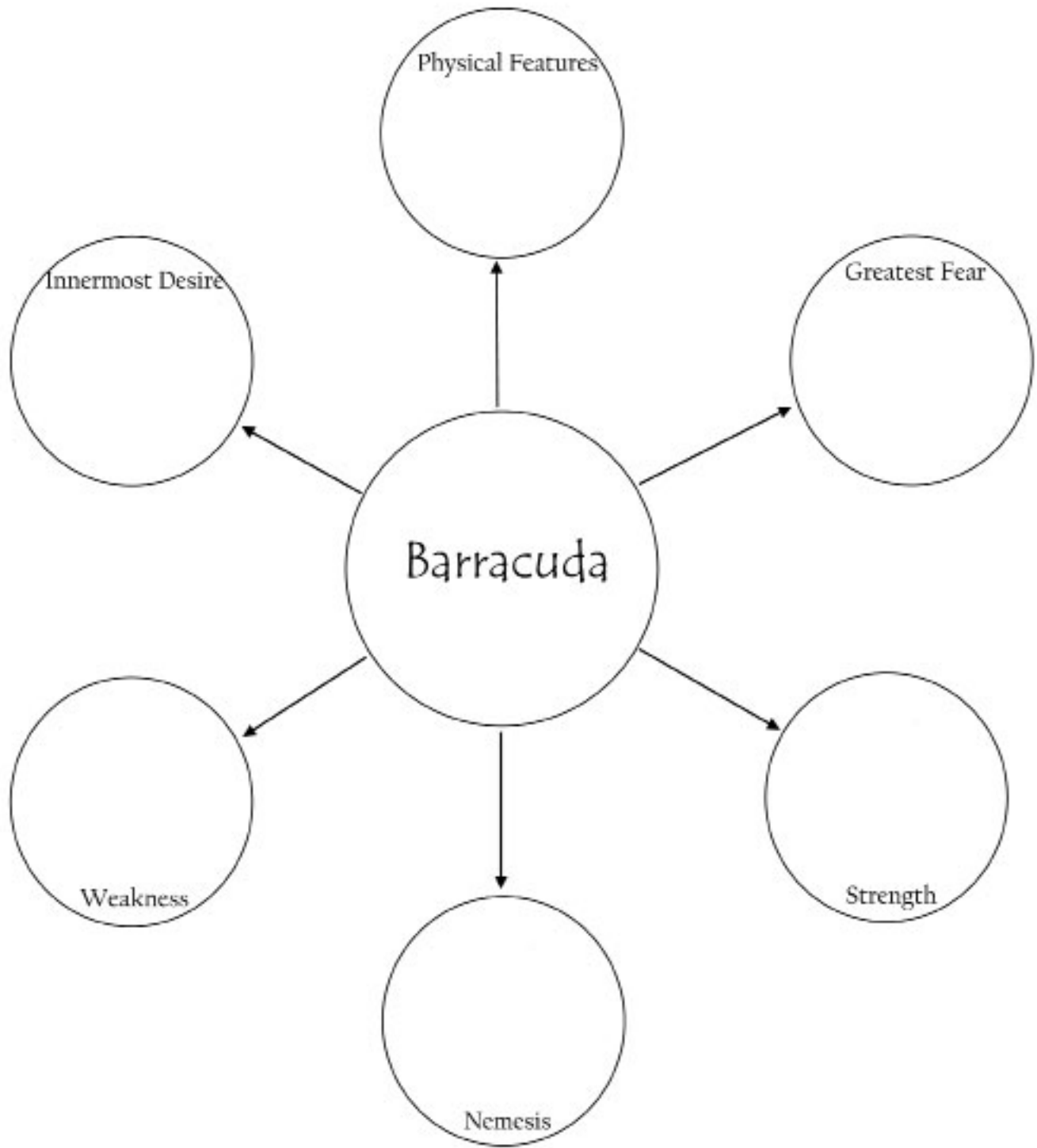
Aspects of Character – Sparks



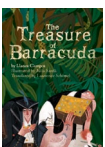
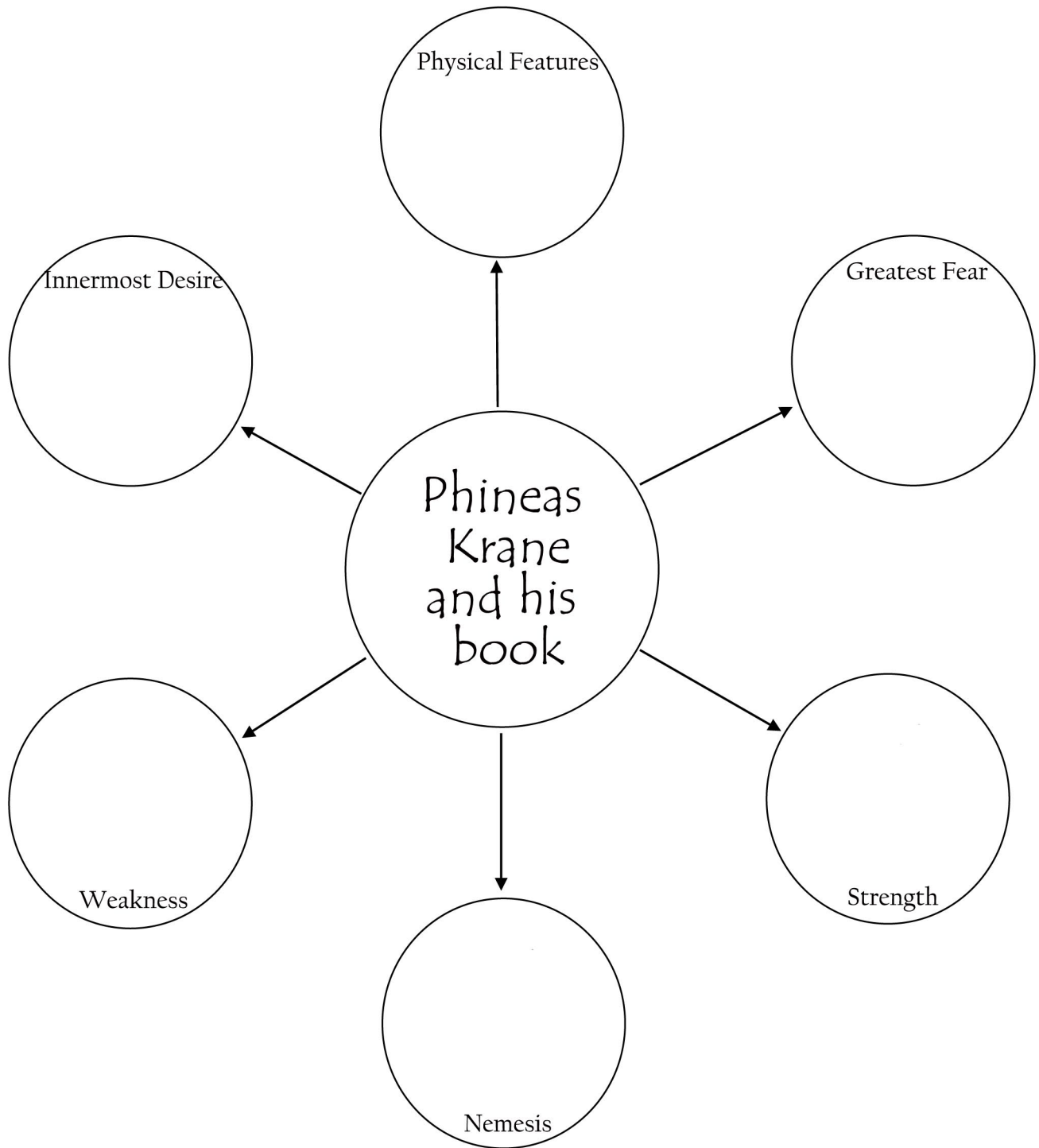
Aspects of Character - Whale



Aspects of Character – Barracuda



Aspects of Character – Phineas Krane & His Book

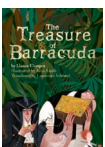
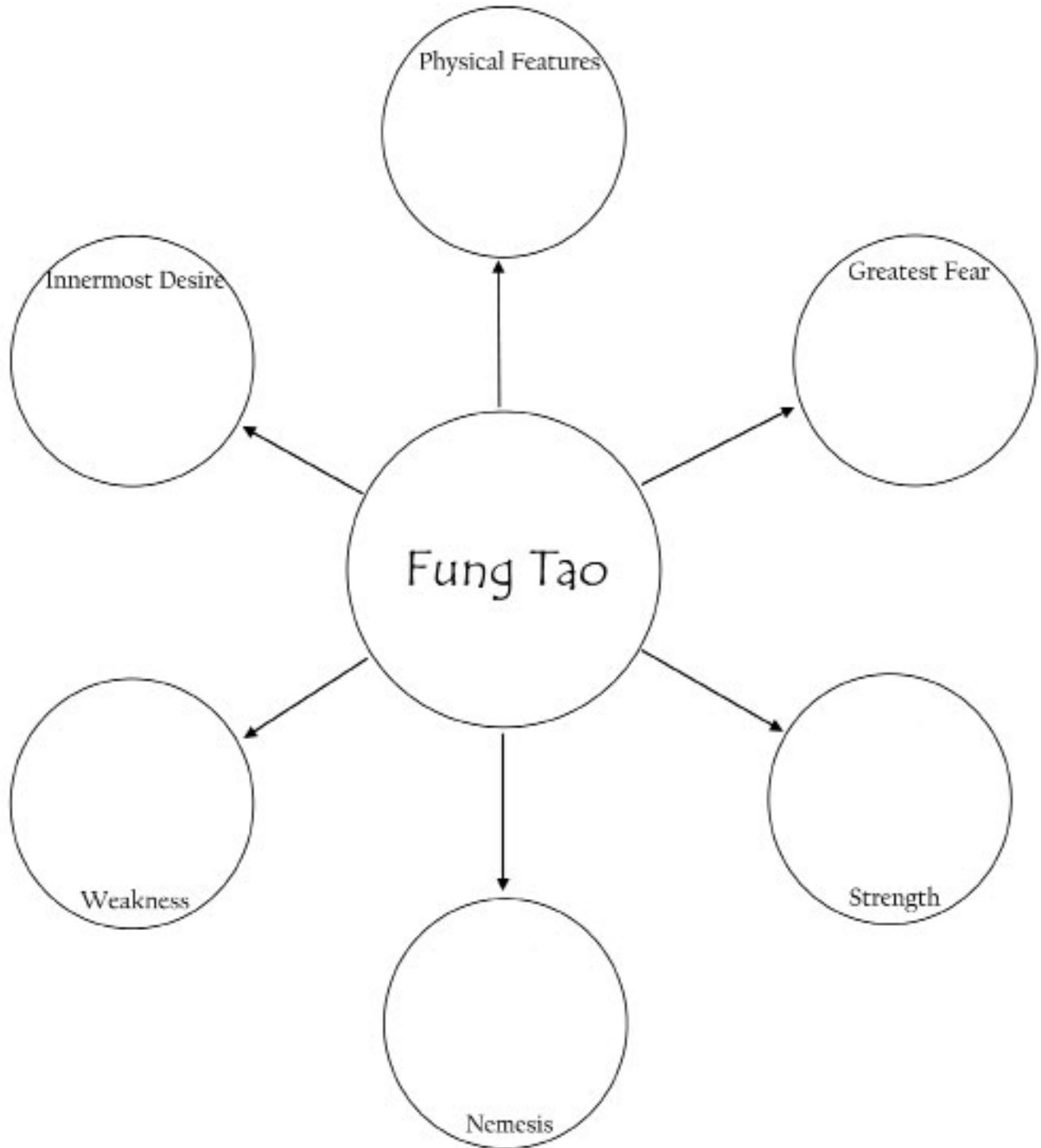


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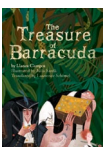
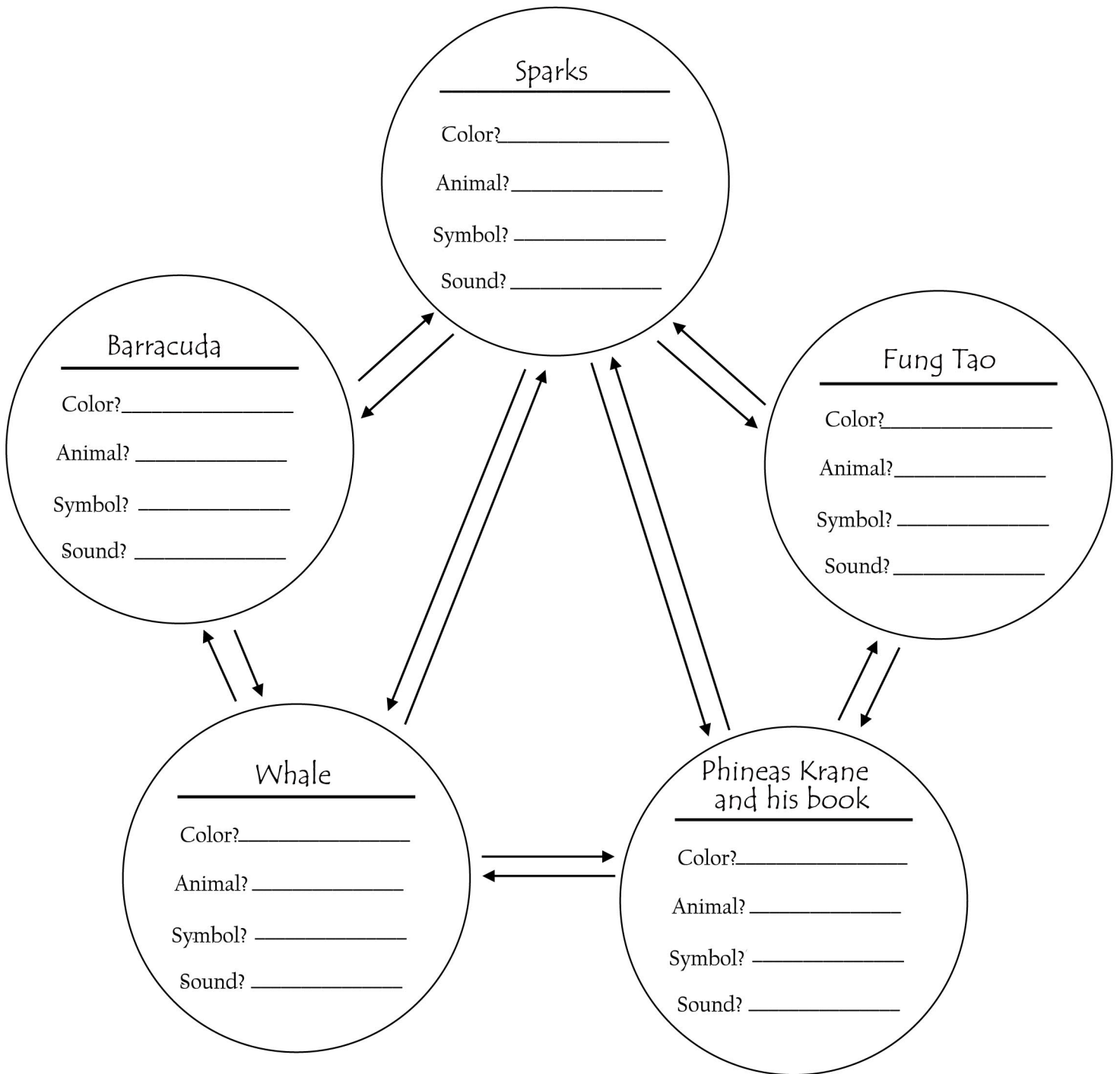
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Aspects of Character – Fung Tao



Character Connectivity



Plot Analysis Overview

Production Note: To create an interesting and successful book trailer, limit the number of details featured in the scene. Select just a few plot points and then develop those through revealing specific detail. Highlight what makes a particular moment memorable. Does it create a plot twist? Does it set up a conflict between characters? Describe what is at stake if something bad happens within the story, or ask the viewer a compelling question.

Use your imagination. Have fun!

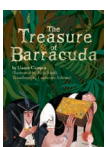
Objective: To identify and decide upon key scenes to be represented in the book trailer.

Materials:

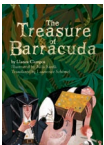
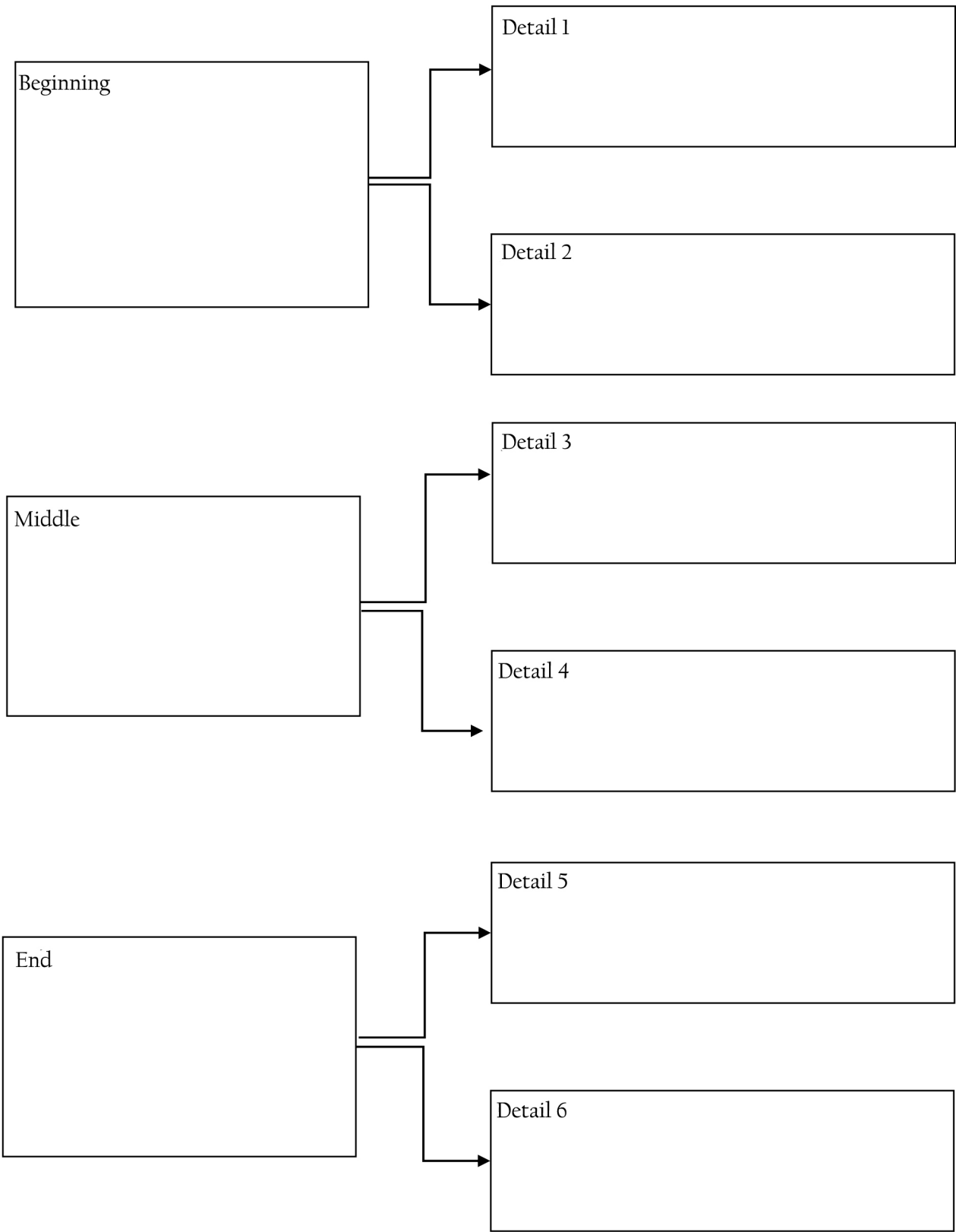
- Plot Analysis Template (Guide, pg. 23)
- Pencil
- Binder
- *The Treasure of Barracuda*

Procedure:

- Identify three major plot points—Beginning, Middle, and End:
 - Choose plot points that will hook the viewer with tension and drama.
 - Each plot point should build upon the other. For example:
 - Beginning—Describe the main characters and their problem
 - Middle—Describe how learning to read will help solve their problem
 - End—List characters' experiences as a result of learning to read
- Think of two specific details that occurred in the story that support the three chosen major plot points. For example:
 - Tell what happened in the plot point.
 - Tell who was involved in the plot point.
 - Tell the consequences of the plot point.
- File completed Plot Analysis Templates in the binder for later reference.



Plot Analysis Template



Picture Perfect Depiction

Production Note: Here we begin visualizing images that depict the details stated in the prior exercise. Remember that the images do not necessarily need to reflect the physical features of the characters. For example, if a character is angry, then a picture of a raging fire might best express the emotion. Or, if a character is kind and gentle, perhaps a photo of a rainbow or a daisy might suit the situation. Consider both the setting and mood when deciding upon graphic representation.

Objective: To pare down the broad overview of plot points into more concise, specific visual depictions.

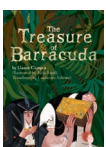
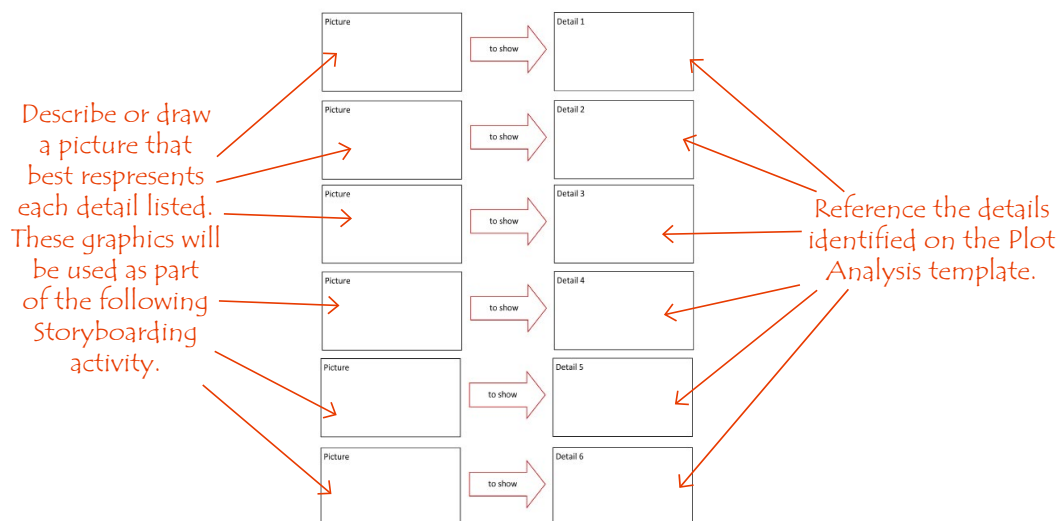
Materials:

- Completed Plot Analysis Template (Guide, pg. 23)
- The Picture Perfect Depiction Graphic Template (Guide, pg. 25)
- Pencil
- Binder
- *The Treasure of Barracuda*

Procedure:

- Instruct students to examine their completed Plot Analysis template, and copy each detail into the corresponding space on the Picture Perfect Depiction template.
- Tell students to think of images that show the intended message of each detail.
- Describe or sketch the images in the “Picture” boxes. The images should show the intended mood, theme, emotion, or action for each detail.
- File the completed Plot Analysis template in binder for later reference.
- Refer to the sample below for clarification.

Sample Picture Perfect Depiction Graphic Template



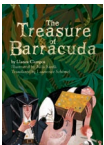
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Picture Perfect Depiction Template

Image/Description	to show	Detail 1
Image/Description	to show	Detail 2
Image/Description	to show	Detail 3
Image/Description	to show	Detail 4
Image/Description	to show	Detail 5
Image/Description	to show	Detail 6



Storyboarding

Production Note: Storyboards are visual maps for book trailers. Movie makers use storyboards to combine the script and the visuals before actually filming the shots. Plans for sequencing and transitions are made through storyboarding—be it in text, sound, or visuals. Once the storyboard script and visuals are satisfactorily completed, it is time to create a digital representation of the final book trailer project!

Objective: To write the script and draw sketches for the storyboard book trailer project.

Materials:

- Storyboarding Template (Guide, pg. 27)
- Binder with completed templates
- Pencil
- *The Treasure of Barracuda*

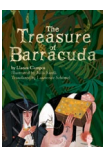
Procedure:

- Print several copies of the StoryboardingTemplate.
- Use discussion question notes and completed templates to plan for book trailer script and corresponding images.
- Sketch simple images to represent each visual aspect of the production in the boxes provided on the Storyboard Template. Stick figures are acceptable. Students may search or create more detailed images later when working on the digital rendition of the book trailer.
- Fine powerful quotes from the text to use as script material. Review discussion notes to discover interesting quotes there.
- Keep your book trailer script concise and to the point. Let your visuals help tell the story.
- Draft an introduction and a cliff hanging conclusion for the book trailer.

Shiver me timbers, mateys!

*Now gather a crew and tell a tale of clippers and cauldrons, booty and bilge rats,
hearties and heroes ~ and of treasure more precious than gold.*

Arrrrr!



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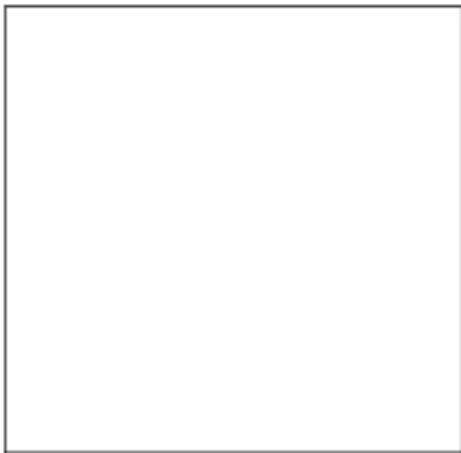
Storyboard Template

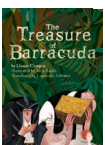
Image



Script





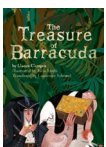


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Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Discussion Questions	Tattoo Stories	Hidden Treasure	Book Trailer
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•			•
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	•			•
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	•			
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	•	•	•	•
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	•			•
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	•			•
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	•			•
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	•	•	•	
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	•			•
CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	•			
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	•	•	•	•
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•			•
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	•			•
CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	•			
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•

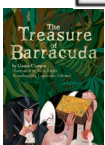


English Language Arts Standards » Writing

		Discussion Questions	Tattoo Stories	Hidden Treasure	Book Trailer
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●	●	●	●
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	●	●	●	●
CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●	●	●	●
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●	●	●	●
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	●	●	●	●
CCSS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●

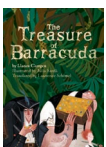
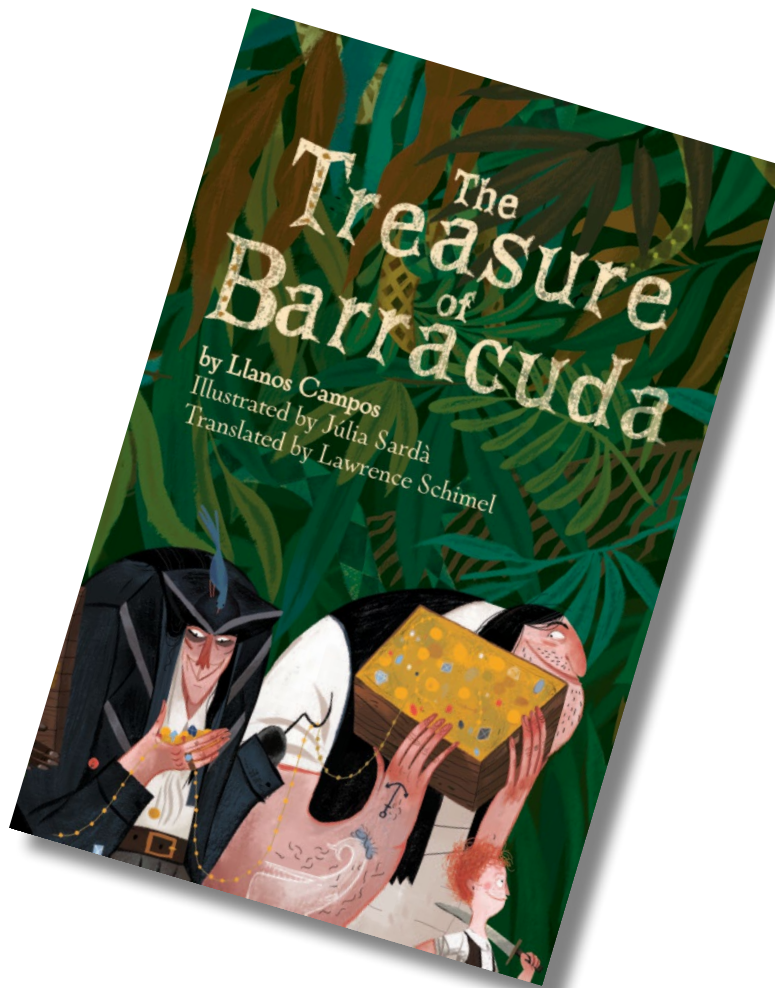
English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	●			●
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●			●
CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	●	●	●	●
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	●			●
CCSS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				●
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●			●
CCSS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				●
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.				●



Standards for Mathematical Practice: Geometry

		Discussion Questions	Tattoo Stories	Hidden Treasure	Book Trailer
CCSS.Math.Content.5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).			●	
CCSS.Math.Content.5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.			●	



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