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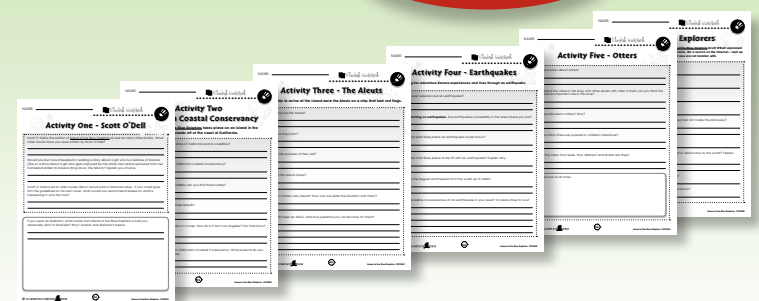
EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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Scott O'Dell

Scott O'Dell was born on May 23, 1898 in Los Angeles, California as Odell Gabriel Scott.

His father worked in the railroad industries, which meant his family had to move a lot and he got to visit all over Southern California. They traveled by foot, horse or horse and wagon. When Scott was young he loved nature, being outdoors and couldn't stay away from water and the sea. He was fascinated with the ocean and the people living in Southern California.



Scott O'Dell attended a few schools. He went to Occidental College in 1919, the University of Wisconsin-Madison in 1920, Stanford University from 1920-21 and the University of Rome in 1925. He only took classes that improved his writing and classes that he thought were interesting.

He tried many different jobs before he became a writer. He was a set dresser, a camera, a cameraman, an army private, a rancher and then a newspaper columnist. It was only many years later that he began to write books for children.

His name was changed because one of the typesetter wrote his name Scott O'Dell instead of Odell Scott. He liked that mistake so much he adopted it as his new name and made it legal.

He received many awards for his work. The first award he received was the Newbery Medal in 1961. *Island of the Blue Dolphins*. Three of his books of historical fiction were named Newbery Honor Books: *The King's Fifth* (1966), *The Black Pearl* (1967), and *Sing Down the Moon* (1970).

Scott O'Dell received the Hans Christian Anderson Award for lifetime achievement in 1972. In 1976, he received the University of Southern Mississippi Silver Medallion. In 1978, he received the Regina Medal. In 1981, he established the Scott O'Dell Historical Fiction Award, an award that recognizes outstanding works of historical fiction. Scott O'Dell died on October 15, 1989.

Did You Know?

- He liked to make statements about issues that were very dear to him.
- He recognized the importance of equality between genders by writing about strong and powerful women.
- He liked to write about minorities and different cultures as a way of exposing them to all his readers.



Chapters Seven to Nine

Answer the questions in complete sentences.

1. Where do you predict the villagers will go from here? Are the White men honest or is this just a plan to get the villagers to leave the island?

2. Do you think changing islands will be beneficial for the villagers? Why or why not?

Vocabulary

Complete each sentence with a word from the list.

vainer beckon gorge lair slunk crevice strode

1. _____ is to fill completely or to the point of distension.
2. The resting or living place of a wild animal is a _____.
3. Ulape had fewer values than her sister Karana. Ulape was _____.
4. A narrow opening resulting from a split or crack (as in a cliff) is a _____.
5. To summon or signal typically with a wave or nod is to _____.
6. _____ is to move in a provocative manner.
7. _____ is to walk with long steps.



Chapters Seven to Nine

Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- | | | |
|----------|----------|---|
| T | F | a) The white ship was owned by the White men. |
| T | F | b) Chowig told Karana they couldn't wait for Ramo. |
| T | F | c) Karana spent the winter and the spring alone on the island. |
| T | F | d) Ulape fell in love with a white man. |
| T | F | e) Karana made the macabre discovery of her brother, dead, attacked by wild dogs. |
| T | F | f) Chief Tan-yosittopai was the new chief on the ship. |

2. Who did the following actions?

Matsaap the wild dogs Ramo Ulape Karana Nanko Men of the tribe

- | | |
|--|-------|
| a) Who ran back to the village to get his spear? | _____ |
| b) Who was urging the villagers to hurry up? | _____ |
| c) Who laughed at Nanko? | _____ |
| d) Who went overboard? | _____ |
| e) Who were already on the ship? | _____ |
| f) Who killed Ramo? | _____ |
| g) Whose face was like a stone and refused to wait for Ramo? | _____ |



Chapters Seven to Nine

Part B

Answer each question with a complete sentence.

1. Do you think Karana will stay stranded for much longer?

2. How do you think Karana feels having to do all the chores by herself? What do you think she misses the most?

3. Where do you think the White ship took the tribe? Do you think they'll return for Karana?

4. Why do you think Matsaap couldn't wait for a few minutes for Ramo to get on? Do you believe he was being reasonable or not?

5. Why was it so important to leave the island? What does that tell you about human nature?

Journal Activity

Recall an incident where you felt depressed. Write the situation that got you depressed. Then go on to explain how you overcame your depression. Did you talk to someone? Did you use a journal? Write five recommendations to someone going through a rough time. Share how they can make things better.



Chapters 1 to 5

In Chapter Four, the Aleuts bring a black chest to the beach. Imagine the situation is taking place today.

Take a shoebox and cover it with black paint or paper. Inside your black chest either written on paper, pictures or actual items, include what the modern treasure chest would contain.

Be sure to include 5-6 objects. Have others guess what you included in your black chest or compare with your friends to see if you have the same wants as them. Compare as a class and see what top three items can be found in the black chest.



Chapters 6 to 10

In Chapter Eight, Ramo crowns himself Chief Tanyositlopai. He leaves to go get a canoe but wild dogs savagely attack him.

Pretend that he is still alive and Karana decides to celebrate his new crowning.

How will she celebrate it?
What could she offer him that could symbolize his new role?
What ritual could she undertake?



Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

aleut	crevices	gash	parley	toluache
ancestors	decree	idle	please	urchins
bob	entangle	inhabitants	seized	vanquished
carcasses	explorer	injured	sinew	wreckage
clamor	fare	kelp	skirted	xucha
coils	fledging	lobe	snare	yucca
cormorants	fowl	occasional	strewn	zalwit

c	o	r	m	o	r	a	n	t	s	r	o	t	s	e	c	n	a	
a	o	h	l	r	w	a	d	i	s	t	a	n	t	o	r	k	l	
r	a	d	e	c	r	e	e	t	h	e	d	a	m	i	f	f	x	e
c	o	e	t	a	b	d	y	e	s	a	e	l	p	o	o	l	u	
a	t	r	o	i	l	a	d	s	y	e	s	z	a	l	w	i	t	
s	g	m	s	k	i	r	t	e	d	n	o	g	k	l	d	o		
s	d	i	g	e	y	n	x	i	m	a	n	a	u	a	l	n	w	l
e	m	t	n	l	s	e	d	z	c	r	o	e	r	o	o	u		
s	y	t	s	p	a	r	l	e	y	e	e	t	r	i	c	t	a	
f	l	b	v	c	a	x	e	f	u	d	l	o	r	j	g	n	c	
n	t	o	r	e	o	p	a	o	c	r	e	v	i	c	e	s	h	
a	n	b	e	p	e	o	u	c	a	e	p	n	o	l	e	s	e	
t	a	i	x	i	x	u	c	h	a	s	s	e	j	r	e	i	h	
i	t	k	u	i	p	r	d	p	v	a	d	u	c	s	z	s		
b	s	e	b	o	l	c	g	a	y	t	n	h	r	l	p	e	a	
a	n	f	a	n	o	h	j	t	u	f	f	a	e	a	a	d	g	
h	o	h	t	a	r	i	k	i	d	j	e	k	d	m	l	h	n	
n	c	r	e	e	n	l	o	o	e	q	j	s	o	l	o	i		
i	k	t	w	s	r	t	r	e	w	n	y	m	r	o	f	g		
d	p	e	i	a	t	e	y	g	t	d	t	a	d	v	c	n	d	
l	l	n	t	l	a	n	o	i	s	a	c	c	o	u	b	n	e	
e	e	s	v	a	n	q	u	i	s	h	e	d	g	d	y	d	l	
w	r	e	c	k	a	g	e	n	t	a	n	g	l	e	r	a	f	



Comprehension Quiz

28

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

8

- | | |
|-------------------|--|
| T F | a) Karana was on a quest to capture the giant starfish. |
| T F | b) Rontu was in fact a she and she had babies. |
| T F | c) Tutok and Karana shared a special friendship. |
| T F | d) The island was in an earthquake. |
| T F | e) Rontu died of old age. |
| T F | f) Karana adopted two monkeys as her new pets. |
| T F | g) Karana stayed alone on the island for 16 years. |
| T F | h) Father Gonzales brought Karana to the Mission in Santa Barbara. |

2. Put a check mark (✓) next to the answer that is most correct.

4

- | | |
|--|--|
| a) Where was Karana's injury? | b) How many times did the Aleuts come to the island? |
| <input type="radio"/> A She hurt her leg. | <input type="radio"/> A 5 times. |
| <input type="radio"/> B She hurt her arm. | <input type="radio"/> B 3 times. |
| <input type="radio"/> C She hurt her back. | <input type="radio"/> C 2 times. |
| c) The story took place on the island of the Blue Dolphins, the village was named... | d) What did she collect to prepare for the winter? |
| <input type="radio"/> A Ghas-last. | <input type="radio"/> A Abalone. |
| <input type="radio"/> B Ghalas-at. | <input type="radio"/> B Xucha. |
| <input type="radio"/> C Gaslas-tas. | <input type="radio"/> C Yucca. |

SUBTOTAL: /12

Book Report Island of the Blue Dolphins

Choose five objects that are found in the story *Island of The Blue Dolphins*. List the objects below. Write how significant the objects were to Karana and how significant the objects are to you. Be creative; use objects and/or pictures, drawing, crafts, models, toys and any other tangible matter.

Object 1	Meaning for Karana and myself
Object 2	Meaning for Karana and myself
Object 3	Meaning for Karana and myself
Object 4	Meaning for Karana and myself
Object 5	Meaning for Karana and myself

NAME: _____

After You Read 



Chapters Thirteen to Fifteen

Part B

Answer the questions in complete sentences.

- Why was Karana so preoccupied with the leader of the wild dogs? How would you have reacted?

- Why did the leader accept being lifted and taken care of by Karana? What would you have done?

- What could have happened to Karana? Do you believe the dog will turn on her?

- Point-of-view** is how the author chooses to write his or her story and how he or she decides to expose the story. Karana is telling her story and we get into her thoughts and read about her fears. How different do you think the story would be if a narrator told the story in the third-person point-of-view? Rewrite a passage using another point-of-view.

EASY MARKING

ANSWER

KEY



Journal Activity

"The name I thought of was Rontu, which means in our language Fox Eyes."

Continue the story. What happens next? What happens between Karana and Rontu? Will Rontu get even with her? Will they become friends? Will he defend her now? Is she in better hands with him now than alone in her house?

<p>1. She was afraid of him; worried that he would turn on her. Answers will vary.</p> <p>2. He was in a vulnerable position. Answers will vary.</p> <p>3. Answers will vary.</p> <p>4. Point-of-view: Answers will vary.</p>	<p>1. Answers will vary</p> <p>2. Answers will vary</p> <p>Vocabulary</p> <p>1. sinew</p> <p>2. yucca</p> <p>3. narp</p> <p>4. zalwit</p> <p>5. gnapan</p> <p>6. lupines</p>	<p>1. a) TRUE</p> <p>b) FALSE</p> <p>c) TRUE</p> <p>d) FALSE</p> <p>e) TRUE</p> <p>f) FALSE</p> <p>g) TRUE</p> <p>h) FALSE</p> <p>2. a) 5</p> <p>b) 1</p> <p>c) 4</p> <p>d) 2</p> <p>e) 3</p>	<p>1. Answers will vary.</p> <p>2. They kept her company and protected her. Answers will vary.</p> <p>3. She was handy with her hands and she had spent hours with her father.</p> <p>4. Answers will vary.</p> <p>5. She took them from their nest after they hatched and put them in a small cage she made. She cut the tips of their wings so they wouldn't fly away. As they got older, she trained them to take food from her so when they flew away, they would always return.</p> <p>6. Answers will vary</p>
---	---	--	--



26

27

28



Island of the Blue Dolphins

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.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.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.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.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.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.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.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.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.