

BCSCR



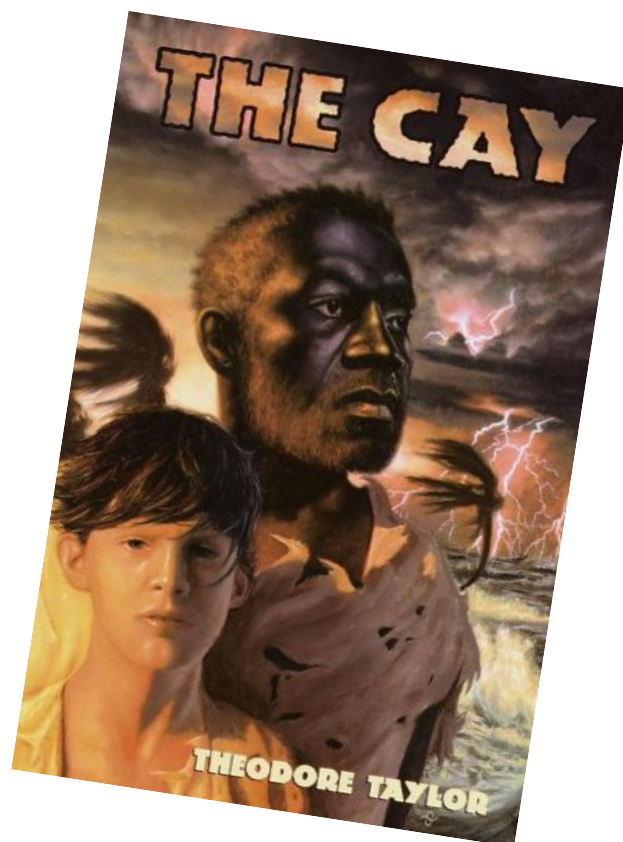
Building Communities that
Support Children's Reading

Arizona

The Cay

By Theodore Taylor

RL 5.3



5th Grade - H

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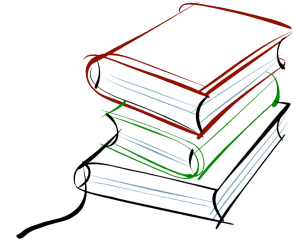


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Synopsis

The Cay



The Cay is the suspenseful story of a young boy, handicapped by blindness and thrust into an unfamiliar environment, who is forced to grow up quickly. Young readers can identify with Phillip's struggle for independence and his frustration in coping with situations over which he has virtually no control. Phillip's survival depends upon his learning to follow Timothy's instructions and to respect the power of nature. He jeopardizes his life each time he forgets past lessons, but those lapses—whether from carelessness, fear, or despair— make Phillip very believable character.

The Cay illustrates Phillip's progress toward an ideal of tolerance, chronicling the course of events that gradually leads him to shed his prejudice toward Timothy. At first Phillip considers himself superior to Timothy, an old black sailor who eats raw fish and cannot spell the word "help." He depends upon Timothy but keeps both a physical and an emotional distance. Slowly, though, Phillip begins to appreciate Timothy's kindness and wisdom, and at the end of the novel he plans a significant gesture of respect—a pilgrimage to Timothy's grave.

Set in the Caribbean, close to the South American mainland, the novel provides an unusual perspective on historical events and topics frequently overlooked, such as the role of the merchant marine during World War II, and the war's impact on domestic life in the Americas.

Arizona's College and Career Ready Standards

These are the main Arizona English Language Arts Standards addressed by the activities in this module.

5.RL.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.

5.RL.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes.

5.RL.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.RL.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

5.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary

The Cay



constantly - without stopping; continually; repeatedly; all the time

drone - a low, steady noise or hum

gravely –in a serious, solemn, or sober manner; grimly, gloomily, or sadly

harass - to bother repeatedly against someone's wishes; to pester or annoy

mussel - a marine animal that has a soft body enclosed between two hinged, oval shells; a bivalve mollusk

outrageous - greatly beyond the bounds of reason or what is considered right, proper, acceptable, or normal; greatly offensive to decency or morality; shocking or extreme

reef - a strip of rocks or coral near the surface of water; an underwater or partly underwater ledge

refinery - a factory where raw materials are made pure

schooner - a ship with front and rear sails

torpedo - a long tube-shaped, self-propelled, underwater explosive device used as a weapon against ships

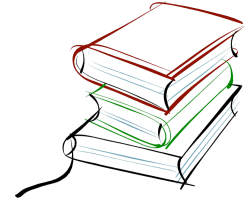
High Level Questions

The Cay



These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Compare Phillip's life as a child to Timothy's.
2. Explain the racial prejudices Phillip experienced before his time on the cay.
3. How would Phillip and Timothy's relationship be different if Phillip had not gone blind?
4. Why do you think Phillip asked, "Timothy, are you still black?"
5. What can you conclude about the relationship between Phillip's parents?
6. What was the most important survival skill Timothy taught Phillip?
7. What was the most important life skill Timothy taught Phillip?
8. Phillip went through many emotions in the novel. Which one can you identify with and explain why.
9. Why wasn't Phillip as close to his friend, Henrik van Boven, after his rescue?
10. Compare Phillip at the beginning and at the end of the story.



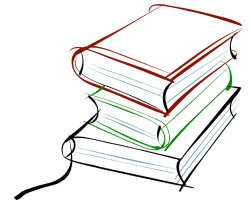
Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

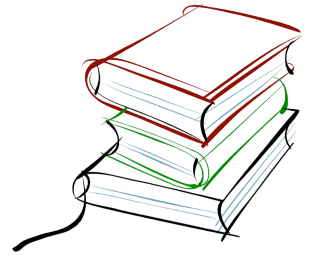
Choice Board

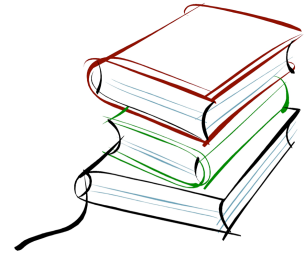
The Cay



Write a poem about Phillip's heightened senses after he became blind.	Draw a picture of the island and label key places.	Choose a chapter or event and describe the perfect visual element for that chapter or event. Explain how your visual connects to the text.
Create a table comparing Venezuela and New Mexico in 1942.	Choose some of Timothy's dialect and rewrite in proper English.	Sketch a world map with the latitude and longitude lines with the cay in the middle.
Get a partner and pantomime the scene of Timothy death.	Fast-forward 10 years when Phillip is about 22. Write a final chapter of what he is doing.	Create a PowerPoint about Venezuela and Holland's role in WW II in 1942.

Choice Board





Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.

RAFT Matrix

The Cay



Role	Audience	Format	Topic
Island	Phillip and Timothy	Instructions	What to do to survive on an island
Phillip's Mother	Timothy	Letter	How she feels about Blacks
Phillip	Timothy	Speech	If I could talk to you now
Phillip	Father	Travel guide	The Cay

RAFT Matrix Rubric



STUDENT NAME: _____ **NOVEL:** _____

Accuracy
Information is accurate and supported with specific details from the novel.

Comments:

Role
The writing is credible in the role assigned.

Comments:

Format
The proper format was used.

Comments:

Conventions
The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

Creativity
Writing shows imagination and originality.

Comments:

Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete

RAFT Matrix



Role	Audience	Format	Topic

Extended Resources

The Cay



Kid friendly writing rubrics and checklists Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on World War II

http://www.ducksters.com/history/world_war_ii/

Background on Hurricanes

<http://www.weatherwizkids.com/weather-hurricane.htm>

Background on Cays

<http://en.wikipedia.org/wiki/Cay>

National History Day

<http://www.nhd.org/ClassroomConnection.htm>

VENEZUELA

- Venezuela is officially called the Bolivarian Republic of Venezuela.
- Venezuela is on the northern coast of South America, it covers an area of 916,445 km² (353,841 mi²) making it the 33rd largest country in the world by land mass.
- Venezuela shares a land border with Colombia to the west, Guyana to the east, and Brazil to the south. Off its Caribbean Coastline lies the island nations of Trinidad and Tobago, Grenada, Curaçao, and Aruba.
- There are 28.5 million people living in Venezuela (28,459,085) as of July 2013.
- The capital and largest city of Venezuela is Caracas (officially called Santiago de Leon de Caracas), which is home to nearly 2 million people.
- Pico Bolivar is the highest mountain in Venezuela, at 4,979 m (16,335 ft) it sits in the northern extension of the Andes mountain range in the west of Venezuela.
- The worlds tallest waterfall, Angel Falls, is located in Venezuela.
- The northern fringe of the Amazon Basin is located in Southern Venezuela.
- Venezuela is considered one of the seventeen megadiverse countries that contain most of Earth's species.
- Venezuela is home to many weird and interesting animals including manatees, the Giant anteater, Three-toed sloth, Two-toed sloth, jaguar, Amazon river dolphins, Orinoco crocodiles and the worlds largest rodent the capybara.
- Venezuela has over 1400 bird species, including kingfishers, ibises, ospreys, and its national bird the yellow-orange Venezuelan Troupial.
- There are over 25,000 species of orchids in Venezuela, including the country's national flower 'flor de mayo orchid'.
- Venezuela was colonized by Spain in 1522. It declared independence from Spanish rule in 1811, on July 5th (its celebrated National Day). The country secured independence as part of the Republic of Gran Colombia in 1821, and became its own independent republic in 1830.
- Venezuela has one of the largest natural gas reserves and has the 2nd largest oil reserve in the world, it is one of the worlds top ten crude oil exporters.

- The currency of Venezuela is called the bolivar fuerte.
- Spanish is the official language in Venezuela but over 30 other indigenous languages are officially recognised including Wayuu, Warao, and Pemon.
- A type of small guitar called the cuatro is the national instrument of Venezuela. and the national dance of Venezuela is the waltz-like dance called joropo.
- Baseball is Venezuela's most popular sport, there has been a professional baseball league in the country since 1945.
- The Venezuelan flag is colored yellow, blue and red. The yellow is for land wealth, the blue for the sea that separates Venezuela from Spain, and the red represents the blood shed by the heroes of independence.
- For more information, check out maps of Venezuela or take a closer look at the Venezuelan flag.



Research Simulation Task and Literary Analysis Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity, and cohesion appropriate to the task; uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity, and cohesion appropriate to the task; uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>