Standards Focus

Objectives

Students will
- analyze plot, setting, and conflict
- analyze textbooks, instruction manuals, and newspapers
- identify and use multiple-meaning words
- write autobiographical narratives

Review

Guided Practice

If necessary, use the annotations to guide students in their reading before they answer the questions.

? Plot

How does the story begin? ***Possible response:*** *It begins on an island. Someone is thinking about all the things that must be done in the wake of a storm's damage.*

How does Phillip's blindness affect the plot? ***Possible response:*** *It makes survival and daily tasks harder for him, which intensifies the suspense.*

Why does Phillip feel that he must keep busy and not think about himself? ***Possible response:*** *He is in a bad situation and thinking about it might make him panic.*

What elements in the story make readers feel sympathy for Phillip? ***Possible responses:*** *his blindness; the fact that he is alone; his resourcefulness; his friendship with Stew Cat*

Literary Skills Review

Plot and Setting **Directions:** Read the passage. Then, answer each question that follows.

from The Cay by **Theodore Taylor**

In the novel The Cay, *Phillip, an eleven-year-old boy who is blind, is shipwrecked on a very small island, or cay, with a West Indian seaman named Timothy and a cat. Timothy dies while protecting Phillip during a hurricane. In this part of the story, Phillip is trying to make it on his own.*

The sun came out strong in the morning. I could feel it on my face. It began to dry the island, and toward noon, I heard the first cry of a bird. They were returning.

By now, I had taught myself to tell time, very roughly, simply by turning my head toward the direct warmth of the sun. If the angle was almost overhead, I knew it was around noon. If it was low, then of course, it was early morning or late evening.

There was so much to do that I hardly knew where to start. Get a campfire going, pile new wood for a signal fire, make another rain catchment for the water keg, weave a mat of palm fibers to sleep on. Then make a shelter of some kind, fish the hole on the reef, inspect the palm trees to see if any coconuts were left—I didn't think any could be up there—and search the whole island to discover what the storm had deposited. It was enough work for weeks, and I said to Stew Cat, "I don't know how we'll get it all done." But something told me I must stay very busy and not think about myself.

I accomplished a lot in three days, even putting a new edge on Timothy's knife by honing it on coral. I jabbed it into the palm nearest my new shelter, so that I would always know where it was if I needed it. Without Timothy's eyes, I was finding that in my world, everything had to be very precise; an exact place for everything.

On the fifth day after the storm, I began to scour the island to find out what had been cast up. It was exciting, and I knew it would take days or weeks to accomplish. I had made another cane and beginning with east beach, I felt my way back and forth, reaching down to touch everything that my cane struck; sometimes having to spend a long time trying to decide what it was that I held in my hands.

I found several large cans and used one of them to start the "time" can again, dropping five pebbles into it so that the reckoning would begin again from the night of

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Literary Skills
- Analyze plot.
- Analyze setting.
- Analyze conflict.

Resources for Skills and Standards Review

Collection 1 Resources, Collection Summative Test, p. 45, Collection Vocabulary Review, p. 42

Differentiating Instruction, below-level Collection Summative Test

Teacher One Stop™, editable Collection Summative Test

Standardized Test Preparation Workbook: English/Language Arts Skills

ThinkCentral Online Assessment, Collection Summative Test

ThinkCentral Online Remediation

Holt Online Essay Scoring