1. What is the book mainly going to be about?

2. What connections can you make to the cover of the book now?

3. What was the *Coral Queen* “dumping illegally”?

4. Is dumping this in the ocean waterways an ethical or unethical action—a right or wrong choice? Use evidence from the text to explain your answer.
Flush Word-catcher

Name: 

Date: 

Mark literary words with an * (For example: *inference)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
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<tbody>
<tr>
<td>F</td>
<td>G</td>
<td>H</td>
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<td>K</td>
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<td>Z</td>
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</tbody>
</table>

Use this space for notes.
# Point of View Anchor Chart

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Noah’s point of view of his father’s situation?</td>
<td>How do you know? (Choose specific words, phrases, and sentences from the text that support your claim.)</td>
<td>How does he tell us about it? (Thoughts? Words? Actions? By whom?)</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
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<td></td>
</tr>
</tbody>
</table>
Thought, Word, Action Symbols

Thought

Word

Action
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Homework Focus Question</th>
<th>Answer to Homework Focus Question with Evidence from the Text (include page numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Targets:
“I can analyze how an author’s word choice affects tone and meaning in a literary text.” (RL.6.4)
“I can analyze how an author develops a narrator or speaker’s point of view.” (RL.6.6)

<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
<th>WORD CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Noah’s point of view of the Coral Queen and Dusty Muleman?</td>
<td>How do you know? How did Hiaasen develop Noah’s point of view of the Coral Queen and Dusty Muleman? (Use specific words, phrases, and sentences from the text.)</td>
<td>Describe the tone of the text with one word. (for example, angry or sad)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Circle figurative language.</td>
</tr>
</tbody>
</table>
Flush Plot Development anchor chart
Learning Targets:
“I can analyze how an author’s word choice affects tone and meaning in a literary text.” (RL.6.4)
“I can analyze how an author develops a narrator or speaker’s point of view.” (RL.6.6)

Directions:
1. Reread pages 17–19 of Flush from “Mr. Peeking?” I said. His real name was Charles,” on page 17 to the end of page 19.
2. In triads, discuss the question: What is Noah’s point of view of Lice Peeking? Use evidence from the text to support your answer.
3. Record your claims in the first column of the organizer.
4. Record evidence from the text to support those claims in the middle column. Remember to use quotation marks and to include the page number.
5. Choose one word to describe the tone of the evidence you have recorded and record it in the final column.
<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
<th>WORD CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Noah’s point of view of Lice Peeking?</td>
<td>How do you know? How did Hiaasen develop Noah’s point of view of Lice Peeking? (Use specific words, phrases, and sentences from the text.)</td>
<td>Describe the tone of the text with one word.</td>
</tr>
<tr>
<td>Circle figurative language.</td>
<td>(for example, angry or sad)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: “I can analyze how each chapter contributes to plot development.”

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Main Events in Chapter</th>
<th>How do these events contribute to the plot development? (Do they introduce a new character? Provide/build on conflict or tension?)</th>
</tr>
</thead>
</table>
Noah’s Point of View Graphic Organizer: Pages 27–29

Name: 

Date: 

Learning Targets:
“I can analyze how an author’s word choice affects tone and meaning in a literary text.” (RL.6.4)
“I can analyze how an author develops a narrator or speaker’s point of view.” (RL.6.6)

Directions:
1. Reread pages 27–29 of Flush from “In July days get long and stream together,” on page 27 to “Rado took him home while I skated alone down the old road, back toward Lice Peeking’s place” in the middle of page 29.
2. In triads discuss the question: What is Noah’s point of view of the area he lives in? Use evidence from the text to support your answer.
3. Record your claims in the first column of the organizer.
4. Record evidence from the text to support those claims in the middle column. Remember to use quotation marks and to include the page number.
5. Choose one word to describe the tone of the evidence you have recorded and write it in the final column.
<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
<th>WORD CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Noah’s point of view of the area he lives in?</td>
<td>How do you know? How did Hiaasen develop Noah’s point of view of the area he lives in? (Use specific words, phrases, and sentences from the text.)</td>
<td>Describe the tone of the text with one word. (for example, angry or sad)</td>
</tr>
<tr>
<td></td>
<td>Circle figurative language.</td>
<td></td>
</tr>
</tbody>
</table>
**Learning Target:** “I can analyze how Chapters 4 and 5 contribute to plot development.”

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Main Events in Chapter</th>
<th>How do these events contribute to the plot development? (Do they introduce a new character? Provide/build on conflict or tension?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mid-Unit 2 Assessment: Analyzing Point of View and Plot Development in *Flush*

Name: 
Date: 

Long-Term Learning Targets Assessed:
- “I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text.” (RL.6.4)
- “I can analyze how an author’s word choice affects tone and meaning in a literary text.” (RL.6.4)
- “I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.” (RL.6.5)
- “I can analyze how an author develops a narrator or speaker’s point of view.” (RL.6.6)
- “I can use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) to determine the meaning of a word or phrase.” (L.6.4a)

Assessment Prompt:
One of the characteristics that makes Carl Hiaasen’s novel *Flush* a compelling story is his development of the narrator’s point of view. Through his use of details and descriptive language that capture Noah’s observations and thoughts, the reader comes to know Noah’s point of view of his father, of Lice Peeking, and of where he lives in Florida. In this assessment, you will have the opportunity to show what you have learned about determining how Noah’s point of view has been developed, how both figurative and connotative language and word choice can affect the tone of a novel, and how each chapter contributes to the development of the plot in the novel.

Directions:
In Chapter 8 of *Flush*, read from the last paragraph on page 82, beginning with “The next afternoon Mom insisted,” and ending with “In a matter of moments he had hustled to his car and sped away” on page 84. After you read, complete the organizer and answer the questions.
1. Complete the organizer below.

<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
<th>WORD CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Noah’s point of view of his dad’s interview?</td>
<td>How do you know? How did Hiaasen develop Noah’s point of view of his dad’s interview? Provide three examples of specific words, phrases, and sentences that support your claim.</td>
<td>Describe the tone of the text with one word. (for example, angry or sad)</td>
</tr>
</tbody>
</table>

1. 1. 1.

2. 2.

3. 3.
2. On your completed organizer:
   A. Underline each piece of text evidence with a colored pencil or marker as follows:
      - Noah’s own thoughts, actions, and feelings—blue
      - The words and actions of others—another color
   B. Code each piece of evidence as a thought, word, or action using the Thought, Word, Action symbols.

3. “My father ended the interview by saying he intended to stay locked behind bars until the law dealt squarely with Dusty Muleman.” (page 82)
   - What do you think the word squarely means?
   - What word(s) would you replace squarely with? Use that strategy to help you determine what this word might mean. Explain why you would replace it with that word(s).

4. “Mr. Shine sucked air through his teeth. ‘Sorry. I’m obliged to tell your mother first.’” (page 83)
   - What do you think the word obliged means?
   - Use the context to determine the meaning and record it below. Explain how you know the meaning from the context clues in the text:
5. “Dad’s TV interview was the **buzz** of the Keys...” (page 82)
   - What is the connotation of **buzz**?
   - What other words could have been used here with a similar meaning but a different connotation?
   - Why has the author used this connotation here?

6. “Next to show up on camera was a rodent-faced man who identified himself as Dusty’s attorney.” (page 82)
   - Circle the figurative language about Dusty Muleman’s attorney in this sentence. What does it mean?
   - Why has the author used this figurative language here? In your explanation, include the specific words or phrase that helped you determine the meaning.

7. “Mr. Shine looked like he’d swallowed a bad clam. ‘What?’ he croaked. ‘Where in the world did you get that idea?’” (page 84)
   - Circle the figurative language in this sentence. What does it mean?
   - Why has the author used this figurative language here?
8. How does the excerpt you read from page 82–84 contribute to plot development? Describe the main events in this excerpt and how they contribute to the rising action of the plot.

Main events in excerpt:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

How do these events contribute to the development of the plot’s rising action? Do they introduce new characters? Do they build tension? Do they introduce/continue conflict?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________
Learning Targets:
“I can use evidence from the text to answer text-dependent questions.”
“I can infer Carl Hiaasen’s perspective of Florida.”

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
<th>PERSPECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use evidence from the text to support your answers.</td>
<td>As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen’s perspective of the place?</td>
<td></td>
</tr>
</tbody>
</table>

“Five Creative Tips from Carl Hiaasen”

1. What affects the way Carl Hiaasen cares about Florida?

2. Why does Carl Hiaasen have “tremendous affection” for Florida?

3. According to Hiaasen, why is Florida vulnerable?
Gathering Evidence of Hiaasen’s Perspective: Part 2 Graphic Organizer

Name:

Date:

Learning Targets:
“I can use evidence from the text to answer text-dependent questions.”
“I can identify evidence of Carl Hiaasen’s perspective of Florida.”
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
<th>PERSPECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Use evidence from the text to support your answers.)</td>
<td></td>
<td>As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen’s perspective of the place?</td>
</tr>
<tr>
<td>“Florida ‘A Paradise of Scandals’” Excerpt 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. According to the text, what does Hiaasen reserve his anger for?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. According to the text, how has Florida changed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. According to the text, how much green space is paved over in Florida each day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What does Carl Hiaasen say is produced in Florida?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. According to the text, why did Carl Hiaasen start writing novels?</td>
<td></td>
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</tr>
</tbody>
</table>
Gathering Evidence of Hiaasen’s Perspective: Part 3 Graphic Organizer

Name:

Date:

**Learning Targets:**
“I can use evidence from the text to answer text-dependent questions.”
“I can infer Carl Hiaasen’s perspective of Florida.”
**Gathering Evidence of Hiaasen’s Perspective: Part 3 Graphic Organizer**

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
<th>PERSPECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Use evidence from the text to support your answers.)</td>
<td>As a result of what you have read so far, how has being born and raised in Florida affected Carl Hiaasen’s perspective of the place?</td>
<td></td>
</tr>
</tbody>
</table>

**“Florida ‘A Paradise of Scandals’” Excerpt 2**

1. How does Carl Hiaasen escape?

2. How does he describe what it’s like out on the water for him?

3. What is more important than fishing to Carl Hiaasen?

4. Why does Carl Hiaasen say he needs to fish?
**Finding Evidence of Carl Hiaasen’s Perspective Graphic Organizer**

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

**Learning Targets:**
- “I can identify evidence of Carl Hiaasen’s perspective in *Flush*.”

**Directions:**

1. Read back through all the inferences you have made about Carl Hiaasen’s perspective of Florida on your Gathering Evidence of Hiaasen’s Perspective graphic organizers from Lessons 6–8.

2. Look for the common themes in each of the perspectives you have inferred and combine those to write a short summary (no more than two sentences) describing Carl Hiaasen’s perspective of Florida, using the sentence starter in the top row of the Claim column.

3. Record that summary in the Claim column.

4. Assign each student in your triad one of the following excerpts: pages 44–46, 66–68, 102–104 and 138–140 looking for connections to Carl Hiaasen’s perspective of Florida.

5. Each triad member should read his or her assigned section, marking any evidence of Carl Hiaasen’s perspective of Florida with evidence flags.

6. Share and discuss the evidence you marked with your triad and determine which evidence you think clearly shows his perspective and how he channels that in his writing.

7. Record the evidence in the Evidence column and use the sentence starters in the top row to explain how this shows evidence of Carl Hiaasen’s perspective.
Finding Evidence of Carl Hiaasen’s Perspective Graphic Organizer

<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of being born and raised in Florida, Carl Hiaasen’s perspective is that ...</td>
<td>In his novel <em>Flush</em>, he writes ... This shows evidence of the claim that ... because ...</td>
</tr>
</tbody>
</table>
Illustrating a Scene Showing Perspective

Name:

Date:

Learning Targets:
• “I can create and present a text or artwork in response to a literary work.” (W.6.11)
• “I can develop a perspective or theme supported by relevant details.” (W.6.11a)
• “I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts.” (W.6.11b)
End of Unit 2 Assessment:
Finding Evidence of Carl Hiaasen’s Perspective in *Flush* and Illustrating Perspective

Name:

Date:

**Learning Targets:**

“I can identify evidence of Carl Hiaasen’s perspective in *Flush.*”

“I can illustrate a scene from *Flush* that shows evidence of Carl Hiaasen’s perspective of Florida.”

**Directions:**

1. Revisit the summarized claim you made about Carl Hiaasen’s perspective of Florida in Lesson 9 and record it on the organizer on the following page.

2. Read a new excerpt of *Flush* from the beginning of Chapter 18, “The food coloring didn’t show up as brightly in the sea as it did in the store bottles,” to “Dusty Muleman was officially busted.”

3. Reread that excerpt of *Flush*, using evidence flags to mark where you find evidence of Carl Hiaasen’s perspective of Florida.

4. Record the evidence you find in the second column of the organizer.
1. Finding Evidence of Carl Hiaasen’s Perspective

<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of being born and raised in Florida, Carl Hiaasen’s perspective is that ...</td>
<td></td>
</tr>
</tbody>
</table>
2. Use your graphic organizer to write a response to the following prompt:

How has being born and raised in Florida affected Carl Hiaasen’s perspective of the place? Where is the evidence of this perspective in the excerpt you have read today of the novel *Flush*? How does the evidence you have selected illustrate his perspective?
3. Illustrate a scene from the excerpt you’ve read from Chapter 18 of *Flush* that shows how Carl Hiaasen’s perspective of Florida is evident in this excerpt. Explain how Carl Hiaasen’s perspective is evident in this scene.

Page numbers: __________

In this scene ...

This shows evidence of Carl Hiaasen’s perspective of Florida because ...
1. What happened?
   In this text, _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

2. What did you notice? (structure, author’s language and word choice, writing style, etc.)
   I noticed _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

3. What did this book make you wonder/think about/connect to?
   Reading this book made me think about/wonder/connect to _______________________
4. How would you rate this book?

I would give this book 1/2/3/4/5 stars because _________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
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