New York State Common Core

English Language Arts Curriculum

GRADE 5  Module 4  Unit 2  Student Workbook
Map of Haiti

Source: http://commons.wikimedia.org/wiki/File:Western_Hemisphere_LamAz.png
Read-Aloud Task Card

**Reader 1:** pages 1–6 (Start, “When I was pulled ...” and end, “On the second day ... Alarive! Surprise!”)

**Reader 2:** pages 7–10 (Start, “On the morning of the third day ...” and end, “And I did get my solo ... in the entire world!”)

**Reader 3:** pages 11–14 (Start p.12, “On the fifth day ...” and end, “On the sixth day ... mouthful of rain.”)

**Reader 4:** pages 15–20 (Start p.16, “On the seventh day ...” and end, “On the eighth day ... never let go.”)

1. Locate the pages you are assigned to read, and then mark the pages where you will start and where you will end (mark with a sticky note, bookmarks, slips of paper, or other method).

2. Take a moment to read through your part of the text silently.

3. Once all group members have had a moment to read their section of the text silently, Reader 1 begins. Make sure to read so all group members can hear, but not so loudly that it interferes with other groups’ reading.

4. After Reader 1 finishes, Reader 2 begins, then Reader 3, finishing with Reader 4.

5. Group members who are not currently reading need to follow along silently as each portion of the text is read aloud.
<table>
<thead>
<tr>
<th>WHO are the other characters? (relationship to narrator)</th>
<th>WHO is the narrator?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>____________________</td>
</tr>
</tbody>
</table>

**Write a complete sentence to briefly describe …**

**WHAT** events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

- Event 1:
- Event 2:
- Event 3:
- Event 4:
- Event 5:
- Event 6:
- Event 7:
- Event 8:
- Event 9:
1. Refer to the exemplar paragraph and the Literary Summary anchor chart. Discuss with your group members how you would like to begin your summary paragraph. (What information should come first?) Write your first sentence in your journal.

2. Continue to refer to the exemplar paragraph and the Literary Summary anchor chart and discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:

   • Name of story and author
   • WHO the narrator is (important known and inferred details)
   • WHAT the major event(s) are and in what order they happen in the story
   • WHEN and WHERE the major event(s) take place
   • WHO other characters are and their relationship or interactions with the narrator
   • Does not give your opinion of the story
   • Written in the present tense (“is,” “says,” “experiences,” “happens,” etc.)
   • Key vocabulary and language from the text
   • Transitional words and phrases

4. Revise as necessary.

5. As time allows, share complete paragraph with a peer who has also completed her or his summary (from your group or another group). Give your peer a “star” (compliment) about her or his summary, based on Literary Summary criteria.
The novel *Esperanza Rising*, by Pam Munoz Ryan, is about a thirteen-year-old girl named Esperanza who lives a life of privilege on her family’s ranch in Aguascalientes, Mexico. Esperanza’s life changes drastically when her father is killed and she, her mother, and their servants must flee to California during the Great Depression of the 1930s. In California, Esperanza lives as a poor farm worker harvesting the fruits and vegetables that grow each season. Esperanza experiences many hardships once she moves to California. Her mother becomes ill and Esperanza must take on more responsibility. She also witnesses how poorly immigrant workers are treated and as a result, the strikes that are organized to demand fair treatment and equal opportunity for all workers. Because of these and other experiences, Esperanza changes over the course of the novel and eventually learns to find happiness in her new home.
Narrator’s Point of View Analysis Task

The author wrote this story from the point of view of ... (WHO is the narrator?)

In this story, the narrator **mainly** describes ...

I think that because the narrator is ____________________________,
s/he describes the event(s) by using the details and/or words
Image Analysis Questions

1. What are the main colors used on these pages? What feeling(s) do these colors convey to the viewer?

2. Examine the characters and objects in this image. What detail(s) does the artist emphasize in this composition?

3. What meaning, or message, is the artist trying to help the reader understand about the narrator and/or this event?
<table>
<thead>
<tr>
<th>The author used this figurative language…</th>
<th>What this literally means…</th>
</tr>
</thead>
<tbody>
<tr>
<td>“But in my <em>mind</em>, I <em>played</em>.” (p.1)</td>
<td></td>
</tr>
<tr>
<td>“Solo”—repeated (pp.9–10)</td>
<td></td>
</tr>
<tr>
<td>“Oscar felt really tired and went to <em>sleep</em>. He <em>never woke up</em>.” (p.12)</td>
<td></td>
</tr>
<tr>
<td>“… I hugged them so tight I thought I would <em>never let go</em>.” (p.19)</td>
<td></td>
</tr>
</tbody>
</table>
Map of Galveston, Texas

Source: http://commons.wikimedia.org/wiki/File:Western_Hemisphere_LamAz.png
Close-Up Map, Galveston Island, Texas

Source: http://commons.wikimedia.org/wiki/File:Galveston_island_0001.png
<table>
<thead>
<tr>
<th>Image Pause 1, p. 12</th>
<th>Image Pause 2, p. 20</th>
</tr>
</thead>
</table>

*Gist of Chapters 1 and 2:*
<table>
<thead>
<tr>
<th>WHO is the narrator?</th>
<th>WHO are the other characters? (relationship to narrator)</th>
</tr>
</thead>
</table>

Write a complete sentence to briefly describe …

**WHAT** events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1:

______________________

Event 2:

______________________

Event 3:

______________________
**Chunk 1**: Start page 1, “The train clicked ...” and end page 3, “... around and felt ... my uncle’s fault.”

**Chunk 2**: Start page 10, “Ezra walked ...” through the end of Chapter 1, page 12, “... more than he could.”

**Chunk 3**: Start page 16, “It’s been such a hot August ...” through the end of Chapter 2, page 20, “... I’d show him.”

Key vocabulary: undoing (3), tapestries (11), showplace (12), gulf, brimming-full (16), stewing (20)

**Directions:**

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main events take place? WHEN and WHERE do they take place? (Details, language from the text used to describe the event)

2. Focus on “key vocabulary” (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Record the details you locate in the appropriate spaces on your summary notes in your journal. Make sure to include **key vocabulary** from the text in your notes.

5. Repeat Steps 1–3 with Chunks 2 and 3.
1. Refer to the Literary Summary anchor chart and your summary notes. Discuss with your group members how you would like to begin your summary paragraph (what information should come first?). Write your first sentence in your journal.

2. Continuously refer to the anchor chart and your summary notes; discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:

   - Name of specific chapters, title of novel, and author
   - WHO the narrator is (important known and inferred details)
   - WHAT the major event(s) are and in what order they happen in the story
   - WHEN and WHERE the major event(s) take place
   - WHO other characters are and their relationship or interactions with the narrator
   - Verbs in the present tense (“is,” “says,” “experiences,” “feels,” etc.)
   - Key vocabulary and language from the text
   - Transitional words and phrases
   - Make sure your paragraph does NOT include your opinion of the story.

4. Revise as necessary.

5. If you don’t complete your summary paragraph in class, finish it for homework.
<table>
<thead>
<tr>
<th>gulf</th>
</tr>
</thead>
<tbody>
<tr>
<td>tapestries</td>
</tr>
<tr>
<td>undoing</td>
</tr>
<tr>
<td>showplace</td>
</tr>
<tr>
<td>brimming-full</td>
</tr>
<tr>
<td>stewing</td>
</tr>
<tr>
<td>Image Pause 1, p. 28</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
</tbody>
</table>

=Gist of Chapters 3 and 4:=
**Chunk 1:** Start page 23, Paragraph 7, “Ben and I left ...” and end page 24, “Their sloping roofs ... than a bathhouse.”

**Chunk 2:** Start page 25, “Voices rose and fell ...” and end page 27, “Ben and I changed ... cheers from late-night swimmers.”

**Chunk 3:** Start page 32, Paragraph 3, “We pulled up to a ...” and end page 33, “While they were gone ... she said, 'please do not hesitate to call on us.'”

**Chunk 4:** Start page 34, “All day Saturday ...” and end page 36, “All three of us ... the sea lapping at my door.”

**Chunk 5:** Start page 32, last paragraph only, “But sleep didn’t come easy.” and end, “... I closed my eyes.”

Key vocabulary: tiered, massive (23), festivities (34), abundance (35), peculiar, enormity (36)
Directions:

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main events take place? WHEN and WHERE do they take place? (Details, language from the text used to describe the event)

2. Focus on “key vocabulary” (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Adding details to your summary notes:
   a. If you locate a detail about “WHO is the narrator?” that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the “WHO are the other characters?” space.
   c. Add new lines below the “WHAT, WHEN, WHERE” description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was “Event 3,” the next event you record will be “Event 4” and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–3 with Chunks 2 and 5.
<table>
<thead>
<tr>
<th>The author used this figurative language…</th>
<th>What this literally means is…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simile</strong></td>
<td></td>
</tr>
<tr>
<td>• “I glanced out the window at the green water all around and felt a bit like a kite flying too close to the waves, dragged toward the long, narrow island that was sure be my undoing.” (pp.2–3)</td>
<td></td>
</tr>
<tr>
<td>• “But Nate says this weather is best ever for surf and bathing and that the gulf is brimming-full and warm as bathwater.” (p.16)</td>
<td></td>
</tr>
<tr>
<td>• “... the bright, octagon-shaped dancing pavilion tiered like a massive wedding cake.” (p.23)</td>
<td></td>
</tr>
<tr>
<td>• “... the faint crash of surf.... It made me feel like an ant in a house of sand, with the overfull bowl of the sea lapping at my door.” (p.36)</td>
<td></td>
</tr>
<tr>
<td><strong>Metaphor</strong></td>
<td></td>
</tr>
<tr>
<td>• “Galveston is fast becoming the New York City of Texas.” (p.3)</td>
<td></td>
</tr>
<tr>
<td>• “By the time we started home, there was nothing left but twinkling silver in a black umbrella sky.” (p.27)</td>
<td></td>
</tr>
</tbody>
</table>
### Sketch the Meaning Note-catcher

<table>
<thead>
<tr>
<th>Image Pause 1, p. 61</th>
<th>Image Pause 2, p. 68</th>
</tr>
</thead>
</table>

**Gist of Chapters 7 and 8:**
**Chunk 1:** Start page 57, last paragraph, “By afternoon, a few clouds ...” and end page 58 “As the day wore on ... fall asleep by the open windows.”

**Chunk 2:** Start page 59, last sentence, “The still-dark sky ...” and end page 60, “... appetite for my neck.”

**Chunk 3:** Start page 62, “The north wind...” and end page 65, “... up in the streets and yards.”

**Chunk 4:** Start page 66, “Ella Rose gave her father a shiny smile.” and end page 67, “... I might not see her ever again.”

**Chunk 5:** Start page 68, last paragraph, “Mr. Covington ...” and end page 68, “... and right into my bones.”

Key vocabulary: senses (n.) (57), peculiar (haze) (58), unusually (warm and humid) (59), storm(s) (62, 64, 66), swells (63, 68), strange (64), worried (66, 68), newcomer (67)
Directions:

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main events take place? WHEN and WHERE do they take place?

2. Focus on “key vocabulary” (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Adding details to your summary notes:
   a. If you locate a detail about “WHO is the narrator?” that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the “WHO are the other characters?” space.
   c. Add new lines below the “WHAT, WHEN, WHERE” description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was “Event 3,” the next event you record will be “Event 4” and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–3 with Chunks 2 and 5.
<table>
<thead>
<tr>
<th>Image Pause 1, p. 73</th>
<th>Image Pause 2, p. 82</th>
</tr>
</thead>
</table>

*Gist of Chapters 9 and 10:*
**Chunk 1:** Start page 69, “I took Broadway ...” and end page 70, “We watched till everyone arrived ... spectacle going on outside.”

**Chunk 2:** Start page 71, “I shook my head.” And end page 73, “Like a wounded Goliath ... into the sea.”

**Chunk 3:** The first two paragraphs of page 74, “My heart pounded ... great bathhouses ripped apart by the sea.”

**Chunk 4:** Start page 75, “By the time ...” and end page 76, “... impossible to get a call through now.”

**Chunk 5:** Start page 77, “Aunt Julia stood ...” and end page 78, “They might need me.”

**Chunk 6:** Start page 81, “As soon as I caught my breath ...” and end page 82, “... and be gone.”

Key vocabulary: waves, overflows (69), knee-deep (71), debris (72), (the) staggering truth (74), wondered (81), powerless (82)
Directions:

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main events take place? WHEN and WHERE do they take place? (Details, language from the text used to describe the event)

2. Focus on “key vocabulary” (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Adding details to your summary notes:
   a. If you locate a detail about “WHO is the narrator?” that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the “WHO are the other characters?” space.
   c. Add new lines below the “WHAT, WHEN, WHERE” description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was “Event 3,” the next event you record will be “Event 4” and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–4 with Chunks 2-6.
The author used this figurative language… | What this literally means is…
--- | ---
**Idiom**
- “Always making a big to-do over every little blow.” (p.66)
- “I’ll get towels. You boys is soaked to the bone.” (p.75)

**Simile**
- “Wild waves rose up like a great hand ...” (p.73)
- “My heart pounded as hard as the rain ...” (p.74)

**Metaphor**
- “Rising water and high curbs had turned the south streets into rushing brown rivers ...” (p.72)
<table>
<thead>
<tr>
<th>Image Pause 1, p. 91</th>
<th>Image Pause 2, p. 96</th>
</tr>
</thead>
</table>

*Gist of Chapters 11 and 12:*
**Summary Notes Task Card**

**Chunk 1:** Start page 83, “Josiah stumbled ...” and end page 85, “Wind whipped through ... around the plaster.”

**Chunk 2:** Start page 87, “The Vedder house ...” and end page 87, “... sent them slamming into us.”

**Chunk 3:** Start page 88, “Josiah and I ...” and end page 90, “The roof over the two east bedrooms is gone,’ she said with surprising calm.”

**Chunk 4:** Start page 92, “Floating furniture ...” and end page 93, “He pulled Mr. and Mrs. Collum ... swept away.”

Key vocabulary: stumbled, shattered, struggled (83), flooded (84), swept away (87, 93), violent, battered (89)

**Directions:**

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main events take place? WHEN and WHERE do they take place? (Details, language from the text used to describe the event)

2. Focus on “key vocabulary” (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Adding details to your summary notes:
   a. If you locate a detail about “WHO is the narrator?” that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the “WHO are the other characters?” space.
   c. Add new lines below the “WHAT, WHEN, WHERE” description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was “Event 3,” the next event you record will be “Event 4” and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–4 with Chunks 2-4.
1. **Image page 226, and text page 83.**
How does the historical photo on page 226 add meaning to, or help you understand, what the narrator describes happening on page 83?

2. **Image page 228, and text page 92.**
How does the historical photo on page 228 help you see what the narrator “speculates” (believes; thinks) might happen to him or other people if the Vedder house is damaged by the storm?
Mid-Unit 2 Assessment:
Text-Dependent Questions, Chapter 13, *Dark Water Rising*

Name: 
Date: 

Directions:

- Read Chapter 13 of *Dark Water Rising* (pp.97–103), to determine what this chapter is mainly about (gist).
- Review the Chapter 13 questions below.
- Reread the chapter to help you answer each question.

1. Look back at page 98. Reread the sentence “When we finally came to our senses, Mr. Mason drew Captain Munn up the stairs, out of the muddy water, and into the candlelight.”
   a. Focus on the phrase *came to our senses*. What type of figurative language is this phrase? (choose one):
      - ☐ a metaphor
      - ☐ an idiom
      - ☐ a simile
   b. Explain what the phrase came to our senses literally means.
      - ☐ Seth is very worried about what he might find at Uncle Nate’s.
      - ☐ Seth wonders what he will find at Uncle Nate’s.
      - ☐ Seth is concerned about what he might find at Uncle Nate’s.
      - ☐ Seth is uncertain about what he will find at Uncle Nate’s.

2. Look back at page 99. Reread the sentence “I’d never seen such desolation in a man’s face, and a wave of fear for what I might find at Uncle Nate’s rose inside me.”
   a. Focus on the italicized words, wave and fear. What type of figurative language is used in this sentence? (choose one):
      - ☐ a metaphor
      - ☐ an idiom
      - ☐ a simile
   b. What does this literally mean?
      - ☐ Seth is very worried about what he might find at Uncle Nate’s.
      - ☐ Seth wonders what he will find at Uncle Nate’s.
      - ☐ Seth is concerned about what he might find at Uncle Nate’s.
      - ☐ Seth is uncertain about what he will find at Uncle Nate’s.
3. Analyzing the Narrator’s Point of View

a. What is the main event the narrator describes in Chapter 13?

b. What details does the narrator, Seth, emphasize about the main event? (choose all that apply):
   - ☐ The foul smells and extreme amount of damage caused by the storm
   - ☐ How happy everyone is after the storm passes
   - ☐ That people were injured or died in the storm
   - ☐ The fear he feels that friends and family died in the storm
   - ☐ How relieved the other characters are

c. Think about WHO the narrator is and which details he emphasizes about the event. Describe how this narrator’s point of view influences his description of the event.

4. Look at page 224, the historical photo of Galveston after the hurricane in 1900. Then reread the text starting at the top of page 102: “We all looked to the west where the Peeks’ house had been, but there was nothing left, not even the foundation. Mr. and Mrs. Peek, six children, and two servants were gone. Just gone.” How does this historical photo add meaning to the narrator’s description?
Learning Target: I can describe how Seth’s point of view influences his description of events using key details from Chapter 13 of *Dark Water Rising*.

1. The target in my own words is:

2. How am I doing? Circle one.

   - I need more help to learn this.
   - I understand some of this.
   - I am on my way!

3. The evidence to support my self-assessment is:
Learning Target: I can analyze how an image from *Dark Water Rising* adds meaning to the narrator’s description of events.

1. The target in my own words is:

2. How am I doing? Circle one.

   - [ ] I need more help to learn this.
   - [ ] I understand some of this.
   - [ ] I am on my way!

3. The evidence to support my self-assessment is:
Learning Target: I can analyze the meaning of figurative language in *Dark Water Rising*.

1. The target in my own words is:

2. How am I doing? Circle one.

   - I need more help to learn this.
   - I understand some of this.
   - I am on my way!

3. The evidence to support my self-assessment is:
Write a summary paragraph to describe what happens during the storm.

1. Refer to the Literary Summary anchor chart and your summary notes. Discuss with your group members how you would like to begin your summary paragraph (what information should come first?). Write your first sentence in your journal.

2. Continuously refer to the anchor chart and your summary notes; discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:
   - Name of specific chapters, title of novel, and author
   - WHO the narrator is (important known and inferred details)
   - WHAT the major event(s) are and in what order they happen in the story
   - WHEN and WHERE the major event(s) take place
   - WHO other characters are and their relationship or interactions with the narrator
   - Verbs in the present tense (“is,” “says,” “experiences,” “feels,” etc.)
   - Key vocabulary and language from the text
   - Transitional words and phrases
   - Make sure your paragraph does NOT include your opinion of the story.

4. Revise as necessary.

5. If you don’t complete your summary paragraph in class, finish it for homework.
Image Pause 1, p. 117

Gist of Chapters 14 and 15:
Questions and Evidence Board,
Dark Water Rising, Chapters 14 and 15

Name:

Date:

Directions:

1. Read through the questions on the board.
2. Read Chunks 1–3, from Chapters 14 and 15 of Dark Water Rising, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and previous chapters, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

Chunk 1: Start page 104, “By midmorning ...” and end page 105, “Though the water had receded ... between us and town.”

Chunk 2: Start page 110, “I kept a close watch ...” and end page 111, “The two-story-high ... kicked over like toy blocks.”

Chunk 3: Start page 115, “Climbing down ...” and end page 117, “We’ll take care of these people.”

Key vocabulary: bearings (104), ruin, stories (high), rubble (105), realized (106), wreckage (111), call(ing) (115–116), helplessness (115)

*Key vocabulary from previous chapters: debris, wondered, shattered, worry
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe three things Seth sees after the storm ends.</td>
<td>On page 105, Seth says it looked “… as if a great broom had swept up everything in its path and left it there in a twisted heap.” What is a great broom a metaphor for?</td>
</tr>
<tr>
<td>Describe how Seth feels after the storm ends.</td>
<td></td>
</tr>
<tr>
<td>What is the main event of these chapters (who, what, when, where)?</td>
<td><strong>How does Seth’s point of view influence the way he describes the event(s)?</strong> Read the third paragraph on page 111. Start, “With the wind …” and end, “How many souls?” Then look at the historical photo on page 224. How does this image add meaning to Seth’s description?</td>
</tr>
<tr>
<td>What does the word <em>bearings</em> mean in the context of these sentences:</td>
<td>Describe two things Seth hears or sees other characters say or do.</td>
</tr>
<tr>
<td>(p.104) “I … concentrated on getting my bearings.”</td>
<td></td>
</tr>
<tr>
<td>(p.111) “I … tried to get my bearings.”</td>
<td></td>
</tr>
<tr>
<td>Read the last sentence on page 111: “The houses and buildings ... kicked over like toy blocks.” In this simile, what two things are being compared? How does this figurative language help the reader “see” what Seth is describing?</td>
<td></td>
</tr>
</tbody>
</table>
Because the narrator is

he describes the event(s) by emphasizing these details/words
<table>
<thead>
<tr>
<th>Image Pause 1, p. 127</th>
<th>Image Pause 2, p. 137</th>
</tr>
</thead>
</table>

*Gist of Chapters 16 and 17:*
Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17

Name:  

Date:  

Directions:
1. Read through the questions on the board.
2. Read Chunks 1–6, from Chapters 16 and 17 of Dark Water Rising, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and previous chapters, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

Chunk 1: On page 119, read the second paragraph, “Debris-filled pools ... fresh in the air.”

Chunk 2: Start page 122, “Stories crowded the streets ...” and end page 123, “Surely everyone was safe inside.”

Chunk 3: Start page 126, “Josiah nodded ...” and end page 127, “I nodded ... the wall to dry out.”

Chunk 4: Start page 128, “Everyone laughed ...” and end page 129, “Kate hadn’t left ... catch in my throat.”

Chunk 5: Start at the top of page 133, “I picked up Elliott ...” and end page 135, “I slipped ... I’m sorry.”

Chunk 6: Start page 136, “It seemed odd ...” and end page 137, “I pulled open Ben’s clean pocket and carefully poured the brown petals inside.”

Key vocabulary: foul-smelling, coated, longing (119), bewildered (122), gratitude (123), stench (128), relief (133), pervaded (137)
* Key vocabulary from previous chapters: swept away, helpless, odd
**Questions and Evidence Board,**

*Dark Water Rising*, Chapters 16 and 17

<table>
<thead>
<tr>
<th>Name three effects this storm had on Galveston (HINT: what Seth describes that he sees and/or smells).</th>
<th>What is the main event in these chapters?</th>
<th>Describe how Seth feels.</th>
</tr>
</thead>
</table>
| How does Seth’s point of view influence the way he describes the event(s)? | Give three examples of the way Seth describes other characters. | Seth says, “I didn’t see a blade of grass ... I was soon searching for it ... longing for a glimpse of green, just one wisp of something fresh in the air.” (p.119)  
-What does the word *longing* mean in this sentence?  
-Why is Seth *longing* for a “glimpse of green,” “something fresh in the air”?
| Seth says, “Gratitude swelled inside me.” (p.123)  
What is *gratitude* (n.)?  
Seth says, “Aunt Julia gave us a *grateful* glance and said no.” (p.126)  
What does *grateful* (adj.) mean? |
Because the narrator is

he describes the event(s) by emphasizing these details/words
### Figurative Language Analysis T-Chart

<table>
<thead>
<tr>
<th>The author used this figurative language...</th>
<th>What this literally means is...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simile</strong></td>
<td></td>
</tr>
<tr>
<td>- My heart splintered ... just like the <em>crunching of houses</em> I’d heard during the crystal lulls last night.” (p.125)</td>
<td></td>
</tr>
<tr>
<td><strong>Metaphor</strong></td>
<td></td>
</tr>
<tr>
<td>- “I saw the mangled <em>snake of debris</em> ...” (p.125)</td>
<td></td>
</tr>
<tr>
<td>- “Then with the suddenness of a <em>cat pouncing</em> on its prey, <em>hunger</em> hit.” (p.130)</td>
<td></td>
</tr>
<tr>
<td>Image Pause 1, p. 149</td>
<td>Image Pause 2, p. 159</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_Gist of Chapters 18 and 19:_

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions and Evidence Board,  
*Dark Water Rising*, Chapters 18 and 19

Name:  
Date:  

**Directions:**

1. Read through the questions on the board.
2. Read Chunks 1–5, from Chapters 18 and 19 of *Dark Water Rising*, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and previous chapters, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

**Chunk 1:** Start page 138, “Ezra will stay ...” and end page 139, “The water.... He glanced up at Josiah.”

**Chunk 2:** Start page 140, “We headed east ...” and end partway through the first paragraph on page 143, “We spent ... in jumbled confusion.”

**Chunk 3:** Start page 145, “I’m on my way ...” and end page 154, “He turned back ... to me now.”

**Chunk 4:** Start page 153, “Matt and Lucas glanced at me ...” and end page 129, “Kate hadn’t left ... catch in my throat.”

**Chunk 5:** Start near the bottom of page 157, “I’m fine ...” and end page 158, “‘Josiah’s sixteen too,’ I said, ‘and they took him anyway.’”

Key vocabulary: provisions, rationed (139), putrid (141), horror (144), supplies (145), stunned (147), misery (151), abandoned (153)

*Key vocabulary from previous chapters: stench, wonder, debris, staggering, ruin(ed), bewildered*
### Dark Water Rising, Chapters 18 and 19

**Questions and Evidence Board**

<table>
<thead>
<tr>
<th>Effect on Galveston (HINT: what Seth describes that he sees and/or smells)</th>
<th>Main events from these chapters? (who, what, when, where)?</th>
<th>How does Seth’s point of view influence the way he describes the event(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name three effects this storm had on Galveston (HINT: what Seth describes that he sees and/or smells).</td>
<td>What are the two main events from these chapters? (who, what, when, where)?</td>
<td>Describe how Seth feels about the events that take place in these chapters.</td>
</tr>
<tr>
<td><strong>Seth says, “There’s be no final resting place for their loved ones.”</strong> (p.139)</td>
<td>Give three examples of the way Seth describes other characters.</td>
<td><strong>Seth says, “... the sun disappeared ... leaving a halo of pink and purple around bare trees and splintered rooftops.”</strong> (p.159)</td>
</tr>
<tr>
<td>Focus on the words resting place. How is this description similar to Junior’s description of Oscar’s death in Eight Days? (“Oscar felt tired and went to sleep. He never woke up.”)</td>
<td></td>
<td><strong>What is the phrase halo of pink and purple a metaphor for?</strong></td>
</tr>
</tbody>
</table>

---

*Note: The text within the table is a direct transcription from the image.*
Because the narrator

he describes the event(s) by emphasizing these details/words
<table>
<thead>
<tr>
<th>Destruction of the natural environment</th>
<th>Loss of family and friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of supplies; very little fresh food and water</td>
<td>Destruction of homes, business, and transportation lines</td>
</tr>
</tbody>
</table>
Image Pause 1, p. 176

Gist of Chapters 18 and 19:
Questions and Evidence Board,
*Dark Water Rising*, Chapters 20 and 21

**Name:**

**Date:**

**Directions:**

1. Read through the question on the board.
2. Read Chunks 1–6, from Chapters 20 and 21 of *Dark Water Rising*, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and previous chapters, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

**Chunk 1:** Start on page 160, “I woke early ...” and end page 162, “She raised an eyebrow ... for a while.”

**Chunk 2:** Start on page 164, “The parlor ...” and end page 165, “I slid a board ... my life would change.”

**Chunk 3:** Start on page 166, “I started to yell for Ezra ...” and end page 168, “He nodded ... to all of you here.”

**Chunk 4:** Start on page 170, “Ezra’s eyes had glittered ...” and end page 171, “He shook his head ... rebuild their house.”

**Chunk 5:** Start on page 172, “I shook my head.” and end at the bottom of page 172, “... that had to be why.”
**Questions and Evidence Board,**  
*Dark Water Rising, Chapters 20 and 21*

**Chunk 6:** Start with the last paragraph on page 175, “Aunt Julia’s eyes glistened ...” and end page 176, “Before long ... its dead.”

Key vocabulary: endured, swamped (160), repaired (162), darkness (164), odor, bothered (167), rebuild (171), composure (175)

*Key vocabulary from previous chapters: stench, putrid, grief, provisions, ruined, rationing, supplies, relief, horror, worried, misery*
## Questions and Evidence Board,
*Dark Water Rising*, Chapters 20 and 21

<table>
<thead>
<tr>
<th>Name three effects this storm had on Galveston (people, property, land).</th>
<th>What are two main <em>events</em> from these chapters (who, what, when, where)?</th>
<th>Give three examples of how Seth describes feeling <em>about himself</em> and/or <em>other characters</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How does Seth’s point of view influence the way he describes the event(s)?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Which key vocabulary, from these and <em>previous</em> chapters, describe characters’ <em>feelings</em>? List and explain.</th>
<th>Give three examples of the way Seth describes <em>other characters</em>’ <em>feelings or actions</em>.</th>
<th>Which key vocabulary, from these and <em>previous</em> chapters, describe characters’ <em>actions</em>? List and explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Because the narrator is

he describes the event(s) by emphasizing these details/words
Figurative Language Analysis T-Chart

- p.162–163) “I *wolfed down* the rest of my breakfast ...”
- (p.170) “... *home* had never been the house out back. *It* had always been his *grandfather*."
- (p.172) “... Zach’s passing had *hit me so hard*."
- (p.176) “... *we* sat like *ghosts* watching Galveston ...”

<table>
<thead>
<tr>
<th>The author used this figurative language...</th>
<th>What this literally means is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simile</td>
<td></td>
</tr>
<tr>
<td>Metaphor</td>
<td></td>
</tr>
<tr>
<td>Idiom</td>
<td></td>
</tr>
<tr>
<td>Image Pause 1, p. 185</td>
<td>Image Pause 2, p. 191</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>

**Gist of Chapters 22 and 23:**
Evidence and Reflection Task Card

Name:

Date:

Read the following chunks of text from Chapters 22 and 23 of *Dark Water Rising*:

**Chunk 1:** Start on page 177, “Days blurred ...” and end on page 181, “We moved through the days ... as almost normal.”

**Chunk 2:** Start on page 181, “He took off, looking somewhat relieved ...” and end on page 183, “Ezra cam back from town ... cause for celebration these days.”

**Chunk 3:** Start at the top of page 184, “Josiah hammered ...” and stop with the last sentence of the chapter on page 185, “... Mama called us in to supper.”

**Chunk 4:** Start on page 188, “I woke before daylight ...” and end on page 190, “With all of us working ... the hot hours passed without notice.”

Key vocabulary: hope (178), accomplished, satisfied (184), haunted (188), contributions, aching (loss), challenge, salvaging (190)

**Directions:**
1. As you reread each chunk of text, locate and use your “evidence flags” to mark 6–8 pieces of information that describe:
   a. How the people of Galveston were able to recover from the environmental impacts of the storm
   b. How the people of Galveston recovered from the emotional impacts of the storm (the loss of friends and family)
2. Discuss with your group members how the evidence you marked provides information about how people recovered from environmental and emotional impacts of this storm.

**Reflection Statement**
On a new page in your journal, write a Reflection Statement, containing four of five sentences, that describes:
* How were the people of Galveston able to recover from the emotional and environmental impacts of the storm?

Use evidence and key vocabulary from the text to support your reflection.
<table>
<thead>
<tr>
<th>The people of Galveston begin to lead more normal lives.</th>
<th>People are able to repair their homes and clean the island of debris to start building new homes and businesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The people of Galveston receive the supplies they need to help them recover from the storm.</td>
<td>People are able to return to their homes and enjoy time with family and friends.</td>
</tr>
</tbody>
</table>
Image Pause 1, p. 211, 217, 221

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*Gist of Chapters 27, 28 and 29:*
Gathering Evidence Task Card

Read the following chunks of text from Chapters 27–29 of *Dark Water Rising*:

**Chunk 1**: Start on page 206, “Starting any new school ...” and end on page 208, “I think the holidays ... yearn for healing."

**Chunk 2**: Start on page 214, “That evening ...” and end on page 217, “I left the dark ... thoughts to the future.”

**Chunk 3**: Start on page 219, “Uncle Nate’s clock ticked ...” and stop with the last sentence of the chapter on page 221, “... nothing but answers in his face.”

Key vocabulary: salvaged (206), dwelling (on), replenished (207), festered, yearn (208), gathering (214), bindings (215), mourned (216)

Directions:

1. As you reread each chunk of text, locate and use your evidence flags to mark 8–10 key words and phrases that describe:
   a. What was life like for the people of Galveston after the storm ended?
2. Discuss with your group members how the evidence you marked explains what life was like for the people of Galveston.
Write a summary paragraph that explains:

“What was life like for the people of Galveston after the storm?”

1. Refer to the Literary Summary anchor chart and your evidence flags. Discuss with your group members how you would like to begin your summary paragraph (what information should come first?). Write your first sentence in your journal.

2. Continuously refer to the anchor chart and evidence flags; discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:
   - Name of specific chapters, title of novel, and author
   - Explanation of what life was like for the people of Galveston after the storm ended
   - Verbs in the present tense (“is,” “says,” “experiences,” “feels,” etc.)
   - Key vocabulary and language from the text
   - Transitional words and phrases
   - Make sure your paragraph does NOT include your opinion of the story.

4. Revise as necessary.
For details about Galveston before the storm, refer to your sketches from Chapters 1–8 of *Dark Water Rising*.

For details about Galveston during the storm, refer to your sketches from Chapters 9–12 of *Dark Water Rising*.

For details about Galveston after the storm, refer to your sketches from Chapters 14–29 of *Dark Water Rising*.

For each row of the note-catcher:

- Review your “sketch the meaning” notes to identify 3–5 key details about Galveston before, during, and after the storm.
- Record the key details you identify in the appropriate row.
- Refer to the Captions rubric criteria, then write a descriptive caption for each image you will create, based on key details you identified.

<table>
<thead>
<tr>
<th>Galveston before the storm</th>
<th>Key details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caption:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Galveston during the storm</th>
<th>Key details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caption:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Galveston after the storm</th>
<th>Key details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caption:</td>
</tr>
</tbody>
</table>
## Key Details and Captions Note-catcher:
### Captions Rubric

<table>
<thead>
<tr>
<th>Captions</th>
<th>Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text.</th>
<th>Has three captions (one for each drawing); captions give a clear and brief description of each drawing.</th>
<th>Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings.</th>
<th>Did not write captions.</th>
</tr>
</thead>
</table>
In Junior’s description of the earthquake in Haiti, he emphasizes ...

In Seth’s description of the storm in Galveston, he emphasizes ...

Similarities about each narrator’s description of a natural disaster
| Composition | Created three drawings, one each of Galveston before, during, and after the storm; each drawing contains at least three key details from the story that add meaning to the narrator’s description of each event. | Created three drawings, one each of Galveston before, during, and after the storm; one or more drawings contain fewer than three key details from the story. | Created one or two drawings, or did not include more than one key detail in each drawing. | Did not create a drawing. |
| Captions | Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text. | Has three captions (one for each drawing); captions give a clear and brief description of each drawing. | Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings. | Did not write captions. |
How do authors use a narrator to describe events in literature? After reading *Eight Days* and *Dark Water Rising*, write an essay that compares and contrasts Junior’s description of the earthquake in Haiti to Seth’s description of the Galveston hurricane in 1900 in order to demonstrate your understanding of how different narrators describe natural disasters through literature.

**In your essay be sure to:**

- Include an introduction paragraph.
- Write one paragraph that *compares* each narrator’s description of events.
- Write one paragraph that *contrasts* each narrator’s description of events.
- Write a conclusion statement.
- Use details from each story to support your ideas.
- Use key words, phrases, and figurative language from the texts.
- Include all elements of the Analysis Essay rubric.
<table>
<thead>
<tr>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Paragraph</td>
<td>The main topic of both stories is clearly stated in the introduction; includes key details about each story and each narrator; includes key words and phrases from the texts.</td>
<td>The main topic of both stories is stated in the introduction; includes details about each story and each narrator.</td>
<td>The main topic of both stories is stated in the introduction but includes details about only one of the stories or narrators.</td>
</tr>
<tr>
<td>Comparison Paragraph</td>
<td>Includes a topic sentence; describes at least two ways the narrators’ descriptions of a natural disaster are similar; descriptions are supported with examples from the text; includes key vocabulary, figurative language, and details from each story.</td>
<td>Includes a topic sentence; describes two ways the narrators’ descriptions of a natural disaster are similar; descriptions are supported with examples from the text.</td>
<td>Includes a topic sentence; describes one way the narrators’ descriptions of a natural disaster are similar.</td>
</tr>
</tbody>
</table>
## Analysis Essay Rubric

<table>
<thead>
<tr>
<th></th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score Point 3</strong></td>
<td>Includes a topic sentence; describes at least two ways the narrators’ descriptions of a natural disaster are <em>different</em>; descriptions are supported with examples from the text; includes key vocabulary, figurative language, and details from each story.</td>
<td>Includes a topic sentence; describes two ways the narrators’ descriptions of a natural disaster are <em>different</em>; descriptions are supported with examples from the text.</td>
<td>Includes a topic sentence; describes one way the narrators’ descriptions of a natural disaster are <em>different</em>.</td>
<td>Does not include a topic sentence, or does not describe at least one way the narrators’ descriptions of a natural disaster are <em>different</em>.</td>
</tr>
<tr>
<td><strong>Score Point 2</strong></td>
<td>There is a conclusion statement that clearly restates the topic of both stories in a different way from the introduction paragraph.</td>
<td>There is a conclusion statement that restates the topic of both stories, but it is the same as or very similar to the introduction paragraph.</td>
<td>There is a conclusion statement, but it does not restate the topic of both stories.</td>
<td>There is no conclusion statement.</td>
</tr>
<tr>
<td><strong>Score Point 1</strong></td>
<td>There are almost no errors in grammar, spelling, and punctuation; the meaning is clear throughout the essay.</td>
<td>There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear.</td>
<td>There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding.</td>
<td>There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding.</td>
</tr>
<tr>
<td><strong>Score Point 0</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I can write an essay to compare and contrast how different narrators describe a natural disaster through literature.

1. The target in my own words is:

2. How am I doing? Circle one.
   - I need more help to learn this.
   - I understand some of this.
   - I am on my way!

3. The evidence to support my self-assessment is:
Tracking My Progress:
End of Unit 2

Name:
Date:

**Learning Target:** I can support my ideas with evidence from the texts.

1. The target in my own words is:

2. How am I doing? Circle one.

   - I need more help to learn this.
   - I understand some of this.
   - I am on my way!

3. The evidence to support my self-assessment is:
| Colors | Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text. | Has three captions (one for each drawing); captions give a clear and brief description of each drawing. | Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings. | Did not write captions. |
# Art Piece Rubric:

A Visual Timeline of the Galveston Storm of 1900

<table>
<thead>
<tr>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition</strong></td>
<td><strong>Composition</strong></td>
<td><strong>Composition</strong></td>
<td><strong>Composition</strong></td>
</tr>
<tr>
<td>Created three drawings, one each of Galveston <em>before, during, and after</em> the storm; each drawing contains <em>at least three</em> key details from the story that add meaning to the narrator’s description of each event.</td>
<td>Created three drawings, one each of Galveston <em>before, during, and after</em> the storm; one or more drawings contain <em>fewer than three</em> key details from the story.</td>
<td>Created one or two drawings, or did not include more than one key detail in each drawing.</td>
<td>Did not create a drawing.</td>
</tr>
<tr>
<td><strong>Colors</strong></td>
<td><strong>Colors</strong></td>
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<tr>
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<td>Did not write captions.</td>
</tr>
</tbody>
</table>
### Speaking Criteria for an Art Piece Presentation

#### Date:

<table>
<thead>
<tr>
<th>Listener/Reviewer’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter #1 Name:</td>
</tr>
</tbody>
</table>

#### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each drawing is presented in sequential order (before, during, after the storm) and each caption is read aloud.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The presenter briefly explains how the composition and colors in each drawing add meaning to Seth’s description of events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The presenter speaks clearly and at an understandable pace.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional comments (be kind, specific, and helpful; give at least one piece of feedback in each category):**

**Praise:**

**Question:**

**Suggestion:**
## Speaking Criteria for an Art Piece Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
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</tbody>
</table>

Additional comments (be kind, specific, and helpful; give at least one piece of feedback in each category):

Praise:

Question:

Suggestion:
Equal Opportunity Notice
CA BOCES hereby advises students, parents, employees and the general public that it offers employment, programs and educational opportunities, including vocational education opportunities, without regard to gender, race, color, national origin, handicap or any other legally protected status. Inquiries regarding this non-discrimination policy and grievance procedures may be directed to:
Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.