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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS.....

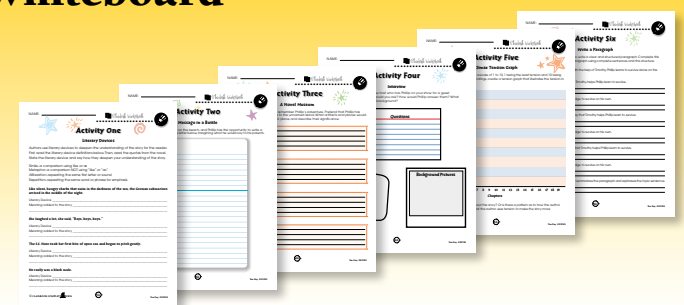
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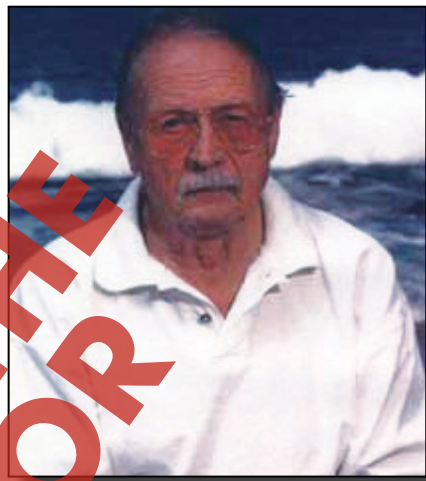
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## Theodore Taylor

**B**orn in Northern Carolina, Theodore Taylor began writing for his high school newspaper when he was 13. By 17, he worked for Washington D.C.'s *Daily News* as a copy editor. This job barely paid his bills. During the Second World War, Taylor worked as a seaman and later as an officer. His books demonstrate how he draws from these experiences and others to provide details to his characters and settings. Taylor typed his stories on an old typewriter, and even once said that he would like to die while typing a new story.



Following the war, Taylor worked with *Paramount Pictures*. After the filming of *Tora, Tora, Tora*, he began writing novels full time. *The Cay* won 11 literary awards. The award that Taylor is most fond of is *The Lewis Carroll Shelf Award*, because this award put *The Cay* on the same shelf as *Alice in Wonderland*. His success didn't stop there, and some of his other numerous books for children and adults also became award winners.

Taylor loved receiving fan mail and personally wrote back to those who took the time to comment on his writing. He was happy to leave his small cluttered office on the coast of California to share his stories in classrooms, and encourage readers to find what they are good at and pursue it.

• Pierre Lalonde wrote *Curaçao - A Photo Kit to Illustrate the Children's Novel "The Cay"* by Theodore Taylor to reveal Curaçao's beauty and provide a visual for Taylor's novel.

## Did You Know...?

• Taylor wrote the award-winning novel *The Cay* in only three weeks.

• Taylor was involved with the testing of two atomic bombs. This experience inspired the writing of his book *The Bomb*.



## Chapters Five to Eight

Answer each question with a complete sentence.

1. Describe a time when you met someone of a different race. Did you have preconceived ideas of what they would be like? Were any of these preconceived ideas proven to be true?

\_\_\_\_\_

\_\_\_\_\_

2. How do you think you would do if you were stranded on a deserted island? Do you have skills that you could use that would help you survive until you were rescued?

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary

Synonyms are words with similar meanings. Use the context of the sentences below to help you choose the best synonym for the underlined word in each sentence. If you cannot determine the meaning from the context, consult a dictionary.

- "Don't know, don't know, young bahss." Timothy replied anxiously.  
a) patiently    b) happily    c) worriedly    d) easily
- "Do not be dishearten, young bahss. Today, we will be foun', to be true."  
a) discouraged    b) hopeful    c) content    d) satisfied
- I could imagine those bloodshot eyes, set in that massive, scarred black face, sweeping over the sea.  
a) enormous    b) tiny    c) small    d) minute
- "In all dis harassment wid d'shark, I did forget."  
a) helpfulness    b) pleasantness    c) alleviation    d) aggravation
- So we be libin' comfortable.  
a) without    b) annoyed    c) irritated    d) satisfied
- I felt superior to Timothy that day, but I let him play his little game, pretending not to know that he really couldn't spell.  
a) demonstrating    b) showing    c) feigning    d) proving



## Chapters Five to Eight

1. Circle **B** if the statement(s) suggest(s) that Timothy and Phillip will survive or be rescued. Circle **P** if the statement(s) indicates they will perish.

R P a) Yes, there was a far-off engine sound coming in faintly above the slap of the sea.

R P b) "We are edging into d' aircraft track, same as d' ship dey run."

R P c) "Shark all 'round us, all d' time," he roared.

R P d) "'Tis a verree smahl islan', outrageously low'."

R P e) No people. No water. No food. No phones. It was not any better than the raft.

R P f) I was certain my father had planes and ships out looking for us.

R P g) "From dis islan', we will get help. Be true, I swear...."

R P h) I walked roun' d' whole islan', an' dese is nothin' but sea grape, sand, a few lil' lizard, an' dose palm tree...."

R P i) "Young bahss dere is in d's part of d'sea, a few lil' cays like dis one, surround on bot' sides by hombug banks. Dey are cut off from d'res' o' d'sea by dese banks...."

2. Choose the most appropriate answer for each of the following.

- a) What was Phillip beginning to learn about Timothy?
- A He had few survival skills.
- B He didn't like having Phillip on the island with him.
- C He was a dangerous man.
- D He had a way of being honest while still being dishonest.
- b) What does Timothy tell Phillip about Stew Cat?
- A "D'cot is good company."
- B "D'cot not good luck."
- C "D'cot will catch birds to eat."
- D "D'cot will cause trouble."



## Chapters Five to Eight

Answer each question with a complete sentence.

1. What is it that Timothy and Phillip disagree about?

\_\_\_\_\_

2. How did Timothy know they must be close to shore?

\_\_\_\_\_

3. How did Timothy describe the island?

\_\_\_\_\_

4. Why does Phillip not agree with Timothy about staying on the island?

\_\_\_\_\_

5. What made it unlikely that they would be rescued from this island?

\_\_\_\_\_



## Journaling Prompt

Make a prediction about what you think the outcome will be. Do you think that Timothy and Phillip will survive and be rescued, or do you think they will perish? Explain your answer.





## Chapter 5

### Research and Drawing

Timothy describes for Phillip a tea bird that he sees flying overhead. He tells Phillip it is important because it tells "us we verree close to d'shore."

Research the types of birds that you find in the Caribbean to see if you can find one that looks like the one Timothy describes to Phillip.

"Dis booby I saw was a blue face,..." "Tail like our choclade, sharp beak, mos' white on 'is body."

Draw a picture of the bird that Timothy describes to Phillip. Then, write a fact sheet about the bird based on the information you find in your research.



## Chapters 7 to 12

### Draw a Map

Draw and color a map of the cay where Timothy and Phillip made their home. Make sure to include the following items:

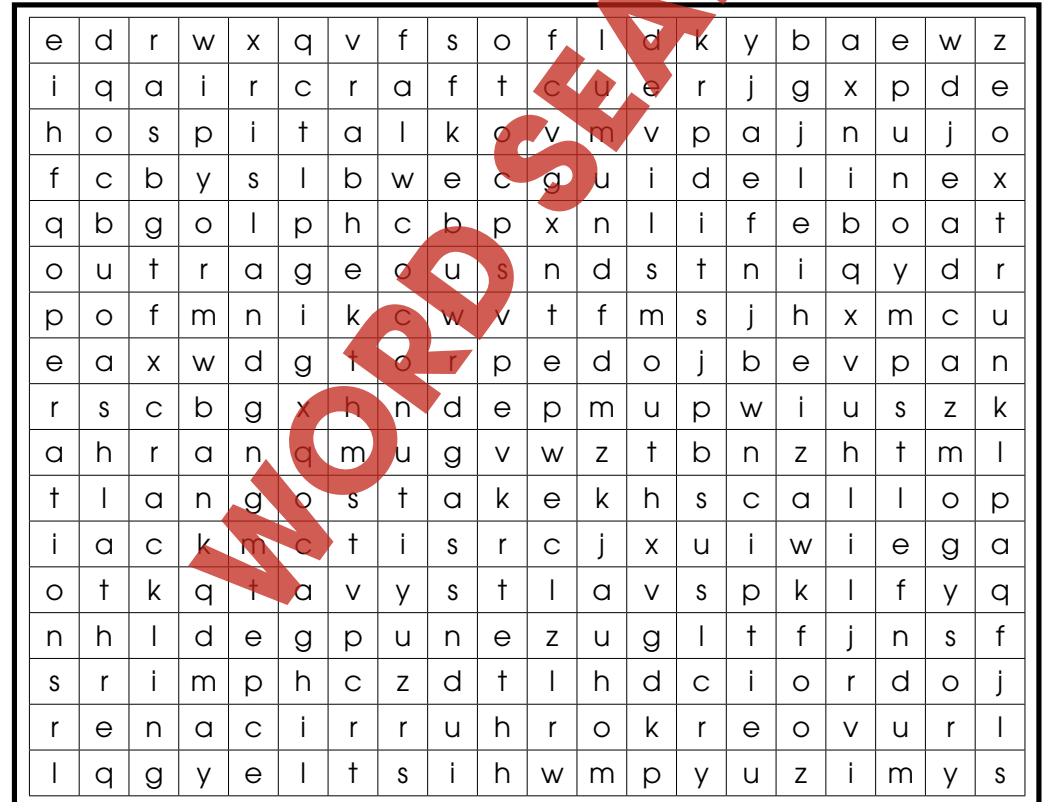
- The south side of the island.
- The north side of the island.
- The fishing hole.
- The cay with the hut.
- The raft with the vine line.
- The palm tree with coconuts.
- The Devil's Mouth.



## Word Search Puzzle

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

aircraft	hospital	meat	rifle
coconut	hurricane	operations	scallop
crackling	island	outrageous	torpedo
Devil's Mouth	langosta	poles	trunk
guideline	lifeboat	pumped	whistle



## Comprehension Quiz

Answer each question in a complete sentence.

1. What did Phillip Jr.'s mother want so that she and Phillip could be safe?  
\_\_\_\_\_
2. What happened to Phillip's lifeboat when The Hato lurched?  
\_\_\_\_\_
3. What did Phillip discover he could do that Timothy could not?  
\_\_\_\_\_
4. What was Phillip's excuse for not wanting to weave mats? Did it work? Why or why not?  
\_\_\_\_\_
5. What were the symptoms of malaria?  
\_\_\_\_\_
6. Why did Timothy say that he ran into the water during his fever?  
\_\_\_\_\_
7. What did Phillip find unusual when he was fishing alone?  
\_\_\_\_\_

37

1

2

1

3

4

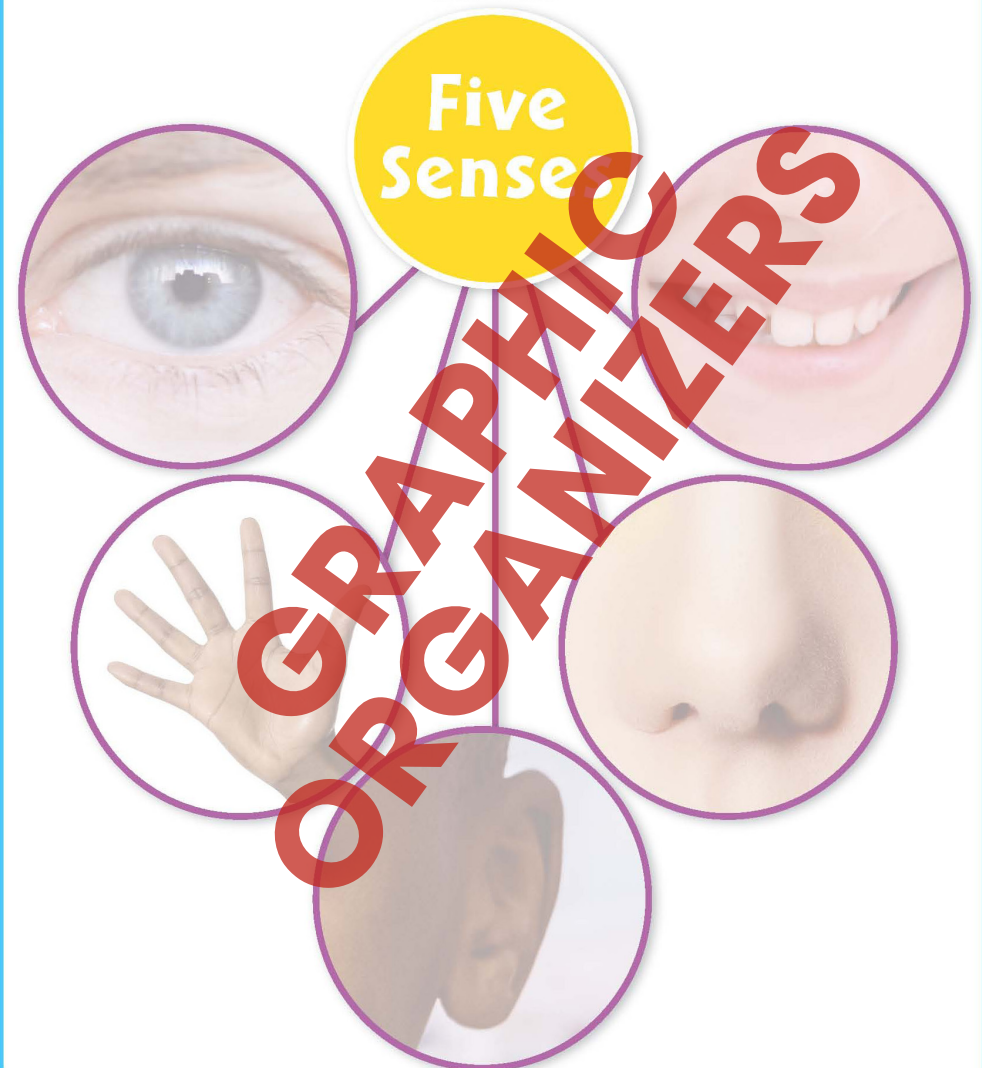
2

3

SUBTOTAL: /16

## Sense Chart

The author of *The Cay* uses descriptive language to describe the various settings. Use the following Sense Chart to describe the setting using sight, hearing, smell, taste and touch.



NAME: \_\_\_\_\_

After You Read 



# Chapters Nine to Twelve

Answer each question with a complete sentence.

1. How was Timothy's childhood different than Phillip's?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What does Phillip confess to Timothy? Did what his mother tell Phillip influence him in any way?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What does Timothy say about people of different color?

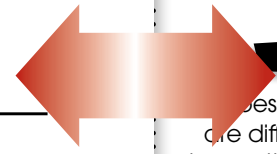
\_\_\_\_\_  
\_\_\_\_\_

4. Why was Timothy proud of Phillip?

\_\_\_\_\_  
\_\_\_\_\_

5. How has Phillip and Timothy's relationship changed?

\_\_\_\_\_  
\_\_\_\_\_



# EASY MARKING

# ANSWER KEY



In your journal entry, describe how you think you would act if you were out in the woods all alone. How do these actions compare to Phillip's actions on the island? Would you be willing to do chores?



1.

Timothy never went to school and was working on a fishing boat by the time he was 10. Once a year he went to carnival.

2.

Phillip confesses that his mother doesn't like black people. Answers will vary.

3.

Timothy doesn't know why they are different colors, but beneath the skin they are all the same.

4.

Timothy was proud of Phillip for getting around the island on his own.

5.

Timothy is now leaning on Phillip for support.

## Vocabulary

1. thoughtfully

2. langosta

3. treacherous

4. diameter

5. grindstone

6. fascination

7. foundations

8. disappointment

1.

Answers will vary.

2.

Answers will vary.

25

26

1.

a)  D

1.

They had been there for 48 days and they had not seen a schooner sail or heard an airplane since setting foot on the island.

2.

Twenty feet in diameter, six to eight feet deep, sandy bottom, free of coral so his hooks would not snag, a natural opening so the fish swam in and out, coral smoothed by centuries of sea water, so no jagged edges.

3.

'Stay in d'hole awhile, feel whih way d'wattah washes, den follow it to d'ledge, grab hol' an pull your own self out'.

4.

Timothy learned how the Devil's Mouth could have been formed by a volcano and how the cay could have been formed over thousands of years. He also learned how the sea grapes and lizards could have made it on the island. Timothy listened with fascination and was speechless.

5.

Timothy told Phillip that 'tis no shame to ease your own self back down to d'san.' He could sense Timothy's disappointment and climbed up to the top. Timothy let out a roar of joy.

b)  A

c)  B

d)  D

e)  B

f)  B

27

28





## The Cay

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
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- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.