

Reading Performance Assessment
High School – 2009 – *To Those Boarding Planes*

Task 5

Read the following poem carefully once all of the way through. Then, read it again a second time and **make notes in the margin** as you read. Your notes will be part of your score and should include:

- Comments that show that you **understand** the poem and your reactions to it.
- Questions you have that show what you are **wondering** about as you read.
- Notes and observations on the **literary elements** (figurative language, allusion, imagery, point of view, etc.) and how the poet uses them to create an impact.
- Notes and observations on the **literary devices** (onomatopoeia, personification, alliteration, rhyme, rhythm, etc.) and how the poet uses them to create an impact in the poem.

Your **margin notes** are part of your score for this assessment.

Student _____ **SSID** _____

**“TO THOSE BOARDING PLANES TO HAWAII IN ORDER TO
ESCAPE THE RAIN”**

By Judy Beaudette

You must not have seen what I saw this morning
after relentless rain of eight days straight:
A raven at the intersection of 8th and Alder
laid his cheek to the puddled pavement,
scooped rainwater in his beak.

And tipping his head to the sky,
he drank,
to a seagull, far above, who screeed and squinted in the clouds,
which opened their embrace to reveal
a small blue pond in the sky.

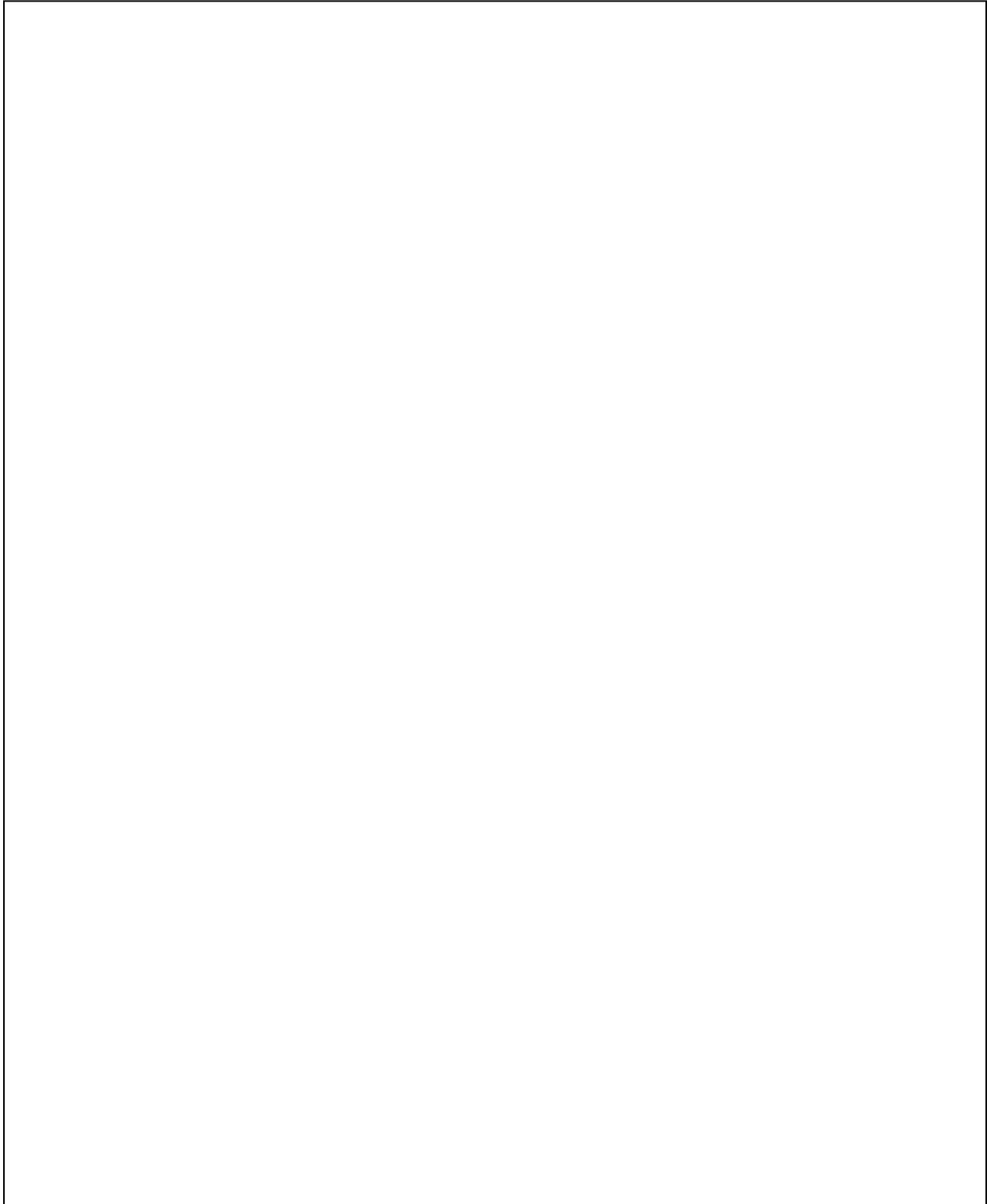
Judy Beaudette is a writer and former high school English teacher who lives in Portland, Oregon. The poem was first published in The Oregonian on March 20, 2009. Used by permission of the author.

*Notes on my thoughts,
reactions and questions as I
read:*

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1. In the space below draw a picture or pictures that will reveal your understanding of what happens in this poem. Include the title as part of the poem. (If you prefer, you may write a short paraphrase of the poem, putting it in your own words.)



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4. The author uses a series of symbols in this poem to convey her message. In the chart below, fill in what each of the symbols represents.

Symbol	Meaning
the raven	
the puddled pavement	
the seagull	
the small blue pond in the sky	
Hawaii	

5. Although there is no dialog in this poem, including some could reveal more about its meaning. Write a conversation between the raven and the seagull that helps to express the theme of the poem. Include as many lines of dialog as needed.

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6. This poem contains many literary devices commonly used in poems: imagery (*words that appeal to the senses*), alliteration, assonance (*repetition of vowel sounds within words*), personification, metaphor, onomatopoeia, etc.

Fill in the chart below with as many devices as you can identify. In the third column write about how the use of that device works in the poem.

Text from poem	Literary Device	Effect on the poem