

EON'S DOOR



J.G. MCKENNEY

A Novel Study Unit

This novel study is designed to help students meet the following overall expectations in Language:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Information For Teachers

About This Novel Study

As a teacher, I know it's often hard to find the time to create new Language Arts/English activities that motivate and inspire students while at the same time addressing curriculum expectations. It's also difficult to find reading material that interests a whole class and is easily adapted to the kinds of tasks that help students develop their knowledge, thinking, communication, and application skills. That's why I've developed a novel study for my book, *Eon's Door*.

Eon's Door is a fantasy adventure story suitable for grades 7, 8, and 9 students with average to strong reading skills. It contains a number of themes that young readers can identify with—from love and friendship to the need to protect the environment—and vocabulary meant to challenge but not overwhelm.

In my opinion, any unit of study should be fun for students *and* easy for the teacher to evaluate. To facilitate this, the *Eon's Door* Novel Study addresses overall expectations vital to the development of language skills and is set up in a very user friendly fashion. Students can easily follow the assignment routine, working at their own pace or as part of a whole class in a teacher-led effort. Below is a description of the parts that make up each assignment and their corresponding evaluation rubric(s):

Words. Words. Words.

Students look up the meanings of words as they are used in the story. This exercise helps them expand their vocabulary.

*Instead of a rubric, the teacher will monitor how successful the student is at finding the meaning of words in their proper context (e.g. using a check). The teacher may choose to create a spelling list with the words.

Reader Response.

Students answer questions about the story content and explore the relationships among facts, ideas, concepts, and themes. These questions help students reflect on what they've read and make connections. The evaluation rubrics for this part fall under the "Knowledge" category.

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Students will gather information, generate ideas, and organize an inquiry. This exercise will help them learn how to conduct research efficiently and effectively. The evaluation rubric for this part falls under the "Thinking" category.

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

Students will analyze, integrate, synthesize, and evaluate what they've read and respond to it critically and creatively. These questions will encourage students to explore their own ideas and express them. The evaluation rubrics for this part fall under the "Thinking" category.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Students will organize ideas and information in various forms (oral, visual, written) and utilize different media. This exercise will allow students to express themselves in a variety of ways. The evaluation rubric for this part falls under the "Communication" category.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Students will be evaluated on how well they apply the conventions of language (spelling, grammar, punctuation) to all parts of the assignment. This will encourage students to focus on the mechanics of their writing so it can improve. The evaluation rubric for this part falls under the “Application” category.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Overall Evaluation

The end result for any unit of study should be an accurate record of student achievement that can be easily communicated to and understood by teacher, student, and parent. In this regard, I’ve tried to make the overall evaluation of this novel study as straightforward as possible for teachers. By following the steps set out below, the teacher will produce a concrete and reportable result:

1. After marking the parts a chapter assignment using the corresponding rubrics, record the marks on the **“Eon’s Door Novel Study Unit-Evaluation Record.”**
2. When all assignment marks have been recorded on the **“Eon’s Door Novel Study Unit-Evaluation Record,”** establish the most consistent level of achievement for each column (“Knowledge 1,” “Knowledge 2,” “Thinking 3,” etc.) and record it at the bottom beside **“Most Consistent Level Achieved.”**
3. Transfer the **“Most Consistent Level Achieved”** marks to the **“Overall Achievement Chart.”** Now you have an overall record of the student’s performance for the entire novel study. You can see the areas where the student is strong or weak, and you can easily communicate that information to student and parent.

A Final Note

It is my most sincere hope that your students enjoy reading *Eon’s Door* and that their learning is enhanced by studying the novel. Reading is one of the truly great pleasures in life and it often begins with a teacher opening a door to a world a child never knew existed. It’s like Eon says:

“Hmmm...You will feel a strange sensation, but do not fear it. You’ll be passing between the worlds. The other awaits you.”

J.G. McKenney

Eon's Door Novel Study Unit – Evaluation Record

Name: _____

Assignments	Reader Response		Let's Find Out	Exploring Your Ideas		Express Yourself	Details! Details!
	Knowledge 1 (Level 1-4)	Knowledge 2 (Level 1-4)	Thinking 3 (Level 1-4)	Thinking 4 (Level 1-4)	Thinking 5 (Level 1-4)	Communication 6 (Level 1-4)	Application 7 (Level 1-4)
Prologue & Chapter 1							
Chapters 2 & 3							
Chapter 4							
Chapters 5 & 6							
Chapter 7							
Chapter 8							
Chapters 9 & 10							
Chapter 11							
Chapters 12 & 13							
Chapter 14							
Chapter 15							
Chapter 16							
Chapters 17 & 18							
Chapter 19							
Chapters 20 & 21							
Chapters 22 & 23							
Chapter 24							
Chapters 25 & 26							
Chapters 27 & 28							
Chapters 29 & 30							
Chapters 31 & 32							
Most Consistent Level Achieved (Transfer to "Overall Achievement Chart")							

Overall Achievement Chart

Name: _____

Knowledge and Understanding: <i>Subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</i>					
	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	needs to review content	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	needs to revisit ideas or opinions relating to content	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking: <i>The use of critical and creative thinking skills and/or processes.</i>					
	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	needs to do research, gather ideas	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
4 Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	needs to form conclusions	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	needs to think critically and creatively	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication: <i>The conveying of meaning through various forms.</i>					
	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Application: <i>The ability to apply previous learning to new situations.</i>					
	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
7 Application of language conventions (spelling, grammar, punctuation) to writing	needs to review basic spelling, grammar, and punctuation rules	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

Prologue and Chapter 1

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in the prologue and chapter 1.

sage: _____

fauna: _____

flora: _____

peninsula: _____

granite: _____

translucent: _____

Reader Response.

1. Who/what is Eon? What makes him special? How do you think he might help the clans? Explain.

2. Every story begins with a crisis or problem that gets the story moving. What terrible event happens in Chapter 1?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Find and record three facts about oak trees.

Fact 1: _____

Fact 2: _____

Fact 3: _____

Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. Read the Ralph Waldo Emerson quotation that begins Part 1 of the novel.

A. What do you think it means? Provide evidence from the quotation to support your ideas.

B. Choose one line or phrase from the Emerson quotation and explain how you think it suggests what might happen in the story.

Line: _____

What it suggests:

2. A prologue is an introduction to a story. It usually reveals something important to the reader so the story can be better understood. Why do you think the author of *Eon's Door* included a prologue? What information does it communicate to you?

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

1. Draw a picture of Eon, using the description of him in the prologue to guide you.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapters 2 & 3

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 2 and 3:

conscience: _____

illumination: _____

fulcrum: _____

constellation: _____

resurrect: _____

solemn: _____

prophecy: _____

Reader Response.

1. Describe Amor's dream.

2. What does the dream tell us about his state of mind, or how he is feeling?

3. How does Amor share events from the past with Miann?

4. How does Miann feel when he's asked to find the "child of doubt" Amor believes can help them? Provide evidence from the novel to support your answer.

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Choose one of the ancient civilizations (circle your choice) from the list below and fill in the information.

- The Ancient Egyptians
- The Ancient Greeks
- The Hittites
- The Mayans
- The Aztecs
- The Roman Empire
- The Mesopotamians

1. When did the civilization exist? _____.

2. In what part of the world were they found?

_____.

3. Write down three things about the civilization that you found interesting:

i) _____

ii) _____

Express Yourself.

Write your own prophecy and give it a title by filling in the blanks. Try to make your prophecy rhyme. Your prophecy doesn't have to be about the novel; it can be about anything you want.

The Prophecy of _____

" _____ it will be,

Once to _____, once to _____.

Found _____ by one _____,

_____ will be the _____ of _____.

No thing of _____ can _____ the _____,

Where _____ and _____ dwell.

_____ if you fail to _____,

The _____ through the

_____."

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to review basic spelling, grammar, and punctuation rules	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

Chapter 4

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 4:

knoll: _____

copse: _____

savannah: _____

terrain: _____

carrion: _____

raptor: _____

Reader Response.

1. Where is Miann going in this chapter, and whose help does he need to get there?

2. Why is Miann's escort reluctant to take him all the way to his destination?

3. Who is Oris? What does he look like? How does he behave?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

1. Using the internet, research a real mountain and complete the table below.

Name of the mountain	
Location (country)	
Height (in feet or meters)	
Date it was first climbed	
First person to climb it	

2. Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. How would you describe Miann's **physical** (body) and **emotional** (mind) state as he approaches Mount Molon?

2. If Miann kept a diary, what do you think he would write on the last night he was alone in the mountains?

Dear Diary:

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Pretend you are Miann meeting Oris for the first time. Prepare a short speech that will convince the eagle king to help you on your quest.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapters 5 & 6

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 5 and 6:

menace _____

chaos _____

enigma _____

ubiquitous _____

sentinel _____

matriarch _____

quarry _____

plight _____

stamina _____

assailant _____

Reader Response.

1. What clan does Zeleth belong to? What special traits or abilities do his people possess?

2. Who summons Zeleth after his sleep is interrupted by the frightened trees? Describe her.

3. What ominous presence does Era see and feel beyond the borders of her forest?

4. What clan does Trest belong to? What special traits or abilities do his people possess?

5. Describe the creatures that chase Trest. How does he escape from them?

6. After his escape, who does Trest encounter in the forest? What's special about them?

7. Who do Real and Roul meet at the site where Trest was threatened by the ogren? Are they friend or foe?

8. What does Berin show Trest that shocks him? Who does Berin think is responsible?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Research the largest single stem tree (by volume) in the world.

1. What kind of tree is it? _____
2. Where is it located? _____
3. How old is it? _____
4. What is the tree's nickname? _____

Here is where I found my information: _____

3	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	needs to do research, gather ideas	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness

Exploring Your Ideas.

What do you think is Shorran's reason for creating such monsters like the ogren and coproth?
What do you think the sage wants to accomplish?

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

The ogren are part giant wild ox, part cat. Create your own monster by blending two or more animals into one. You can draw your monster or find pictures on the internet and use them to create it. Give your monster a name and explain what makes it dangerous.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapter 7

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 7:

hospitable _____

aerie _____

talon _____

agape _____

intimidation _____

spectator _____

strategy _____

Reader Response.

1. Who challenges Oris for the eagle crown? What is the challenger's relationship to Oris?

2. What is a "Flaring?"

3. Who wins the Flaring? How does he do it?

4. We find out in this chapter that Shorran has been changed by the key's power. How is he different than he was before?

5. Where did Shorran first find Sailias?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Based on the author's description of Oris and his aerie, which of the following do you think the Chrysos most resemble:

- Harpy eagles
- Golden eagles
- Bald eagles

You'll have to research each kind of eagle to find out what they look like, and then explain your choice below.

"I think the Chrysos most resemble _____ eagles because

3	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	needs to do research, gather ideas	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness

Exploring Your Ideas.

What do you think Shorran sees when he looks through the eye of Sailias? Provide at least one reason to back up your theory.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Choose one of the following options:

1. Draw a picture of what you think Shorran sees when he looks through the eye of Sailias.
2. Pretend you are Shorran and, in a paragraph, describe what you feel when you look through Sailias. Be as descriptive as possible.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapter 8

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 8:

regent _____

remnant _____

elusive _____

stealth _____

emanate _____

truce _____

hackles _____

pledge _____

mentor _____

canopy _____

Reader Response.

1. Who does Oris put in charge of the Tower while he's away? What advice does Oris offer him?

2. How do the Nuruth wolves trick Oris and Miann?

3. Is the first meeting between Oris and Kamatz friendly? Explain.

4. What incredible news does Real and Roul share with their clan when they return from tracking the ogren?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

The grey wolf is the largest member of the wolf family (although nowhere near as large as the Nuruth in the story). Find three interesting facts about grey wolves and record them below.

Fact 1

Fact 2

Fact 3

Here's where I found my information: _____

3	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	needs to do research, gather ideas	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness

Exploring Your Ideas.

1. Pretend you are Kamatz and explain the presence of Miann and Oris to your scout, Mijor.

2. From the moment they first meet, there appears to be a rivalry (a competition for dominance) between Oris and Kamatz. Why do you think this is so?

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Choose one character from the book that you find interesting. Come up with five questions you would ask that character to learn more about him/her.

Character: _____

Questions:

1. _____

2. _____
3. _____
4. _____
5. _____

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to review basic spelling, grammar, and punctuation rules	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

Chapters 9 & 10

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 9 and 10:

exertion _____

roe _____

filament _____

revelation _____

accusation _____

ambush _____

vulnerable _____

chasm _____

Reader Response.

1. How are the Hydrans different from the other clans?

2. What special ability does Galad possess?

3. What miracle does Aurora perform (with the help of Nayad, the water spirit)?

4. Miann is almost killed by an ogren. Who saves his life?

5. Describe the High Bridge and the view from atop it.

6. Who offers her best wishes to Miann and his quest? (Hint: she sees him from far away)

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

What is the highest bridge in the world? _____

How high is it? _____

Where is it located? _____

Draw a small sketch of the bridge.

Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. How would you describe the relationship between Aurora and her father? Provide evidence from the story to support your answer.

2. Why do you think Hawni remains silent when Kamatz departs with Miann and Oris?

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Which would you rather be: a Faunaran who can communicate with animals, a Floran who can communicate with plants, or a Hydran who can communicate with the water spirit? Give at least one reason for your choice.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapter 11

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 11:

superiority _____

contemplative _____

bereft _____

peregrine _____

vestige _____

manoeuvre _____

diversion _____

disciplinarian _____

demeanor _____

Reader Response.

1. Why does Galad pretend to be ill?

2. What threat do the Faunarans face? How do they know it is coming?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Like the Faunarans, many animals use deception or trickery to fool predators and escape from peril. Choose one of the animals listed below and describe how it tries to fool predators or threats.

- Hog-nosed snake
- The Piping Plover
- The Chameleon

Animal: _____

How it deceives or tricks predators/threats:

Here is where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. Think of a different plan lord Berin could use to save his people from the ogren horde. Write your idea below.

2. In this chapter Amor tells Vinel and Zeleth about Sailias and the prophecy left to them by the Ancients. How would you describe their reaction? Do you think it was right for Amor to keep the secret of the key to Eon's Door from them for so long? Explain.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Create a logo or symbol that represents each of the clans in *Eon's Door*. Do a rough sketch of your logos/symbols first, then draw you good copies in the spaces provided below.

The Faunaran Logo/Symbol:

The Floran Logo/Symbol:

The Hydran Logo/Symbol:

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to review basic spelling, grammar, and punctuation rules	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

Chapters 12 & 13

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 12 and 13:

tempest: _____

reverberate: _____

salvation: _____

vigil: _____

replenish: _____

momentum: _____

distill: _____

pitfall: _____

Reader Response.

1. Where is Elan flying, and why?

2. Amor is going to send Bolan and others to help Berin and the Faunarans at the High Bridge. Why won't he go himself?

3. When Amor says, "Bolan will know what must be done to prevent the ogren from crossing," what do you think he means?

4. When Miann realizes he will step through Eon's Door alone, how does he feel?

5. What kinds of magical powers does Eon possess?

6. What does Miann find strange and unsettling about the world he steps into?

7. Miann sees something across the lake that gives him hope his mission will be over quickly. What does he see?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Eon's Door is a portal between worlds. Portals have been used in other fantasy stories as a way to transport characters to new and interesting places. Below is a list of popular stories that include portals of some kind. Choose one (circle it) and answer the questions.

The Lion, the Witch, and the Wardrobe

Alice's Adventures in Wonderland

Harry Potter

The Secret Garden

1. What is the portal or door that transports the character(s)? Describe it.

2. Where does the portal take the character(s)? Describe the place.

3. Who wrote the story? _____

4. When was it written? _____

Here is where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. The world that Miann steps into looks the same as his own but is very different (as you explained in question 6 of “Reader Response”). Why do you think the author made it so different? What message might he be trying to convey to the reader?

2. Do you think you would have the courage to do what Miann has done? Explain.

<p>4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)</p>	<p>R (Not Evident) needs to form conclusions</p>	<p>Level 1 (50% - 60%) uses processing skills with limited effectiveness</p>	<p>Level 2 (60% - 70%) uses processing skills with some effectiveness</p>	<p>Level 3 (70% - 80%) uses processing skills with considerable effectiveness</p>	<p>Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness</p>
<p>5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)</p>	<p>R (Not Evident) needs to think critically and creatively</p>	<p>Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness</p>	<p>Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness</p>	<p>Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness</p>	<p>Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness</p>

Express Yourself.

Pretend you are Miann about to step through Eon’s Door. You wish to send a message to your father about what’s happened to you so far, and your concerns about what might be ahead. Write the message below.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapter 14

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 14:

beckon _____

invigorating _____

incoherent _____

filament _____

feign _____

stalemate _____

indiscernible _____

distorted _____

trilogy _____

redemption _____

Reader Response.

1. Describe the relationship between Bobby and Scotty.

2. What does Scotty do that Bobby doesn't agree with? What does Bobby's objection to the act reveal about his character?

3. What does Bobby discover at the peninsula that cuts his expedition short?

4. Who is Appi? What important information does he share with Miann and Eon?

5. Bobby asks his grandfather about the peninsula. How would you describe Gramps's reaction?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

1. What is the title of your favorite book? _____
2. Who is the book's author? _____
3. What year was the book first published? _____
4. Find three facts about the book or author that you think would interest others in your class.

Fact 1: _____

Fact 2: _____

Fact 3: _____

Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. There is a suggestion that Frank Addison knows more about the peninsula than he lets Bobby believe. What do you think Gramps is keeping from his grandson?

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Draw the face of the old man as described in Bobby's dream.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapter 15

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 15:

navigate _____

decipher _____

accent _____

tremor _____

ludicrous _____

irony _____

trepidation _____

linger _____

rumination _____

credibility _____

Reader Response.

1. Name the three characters Bobby meets when he goes back to the peninsula?

2. How would you describe Bobby's reaction to meeting them?

3. Miann needs Bobby's help. What does he and Eon ask Bobby to do?

4. Why do you think Bobby decides to help?

5. Gramps shares a secret he's kept for sixty years. What does he tell Bobby?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Like Hinton Hawlins, the hero in *The Amulet Master*, Bobby is asked to go on a dangerous quest. Choose one of the fictional/mythical characters from the list below (circle your choice) and answer the questions about the quest he/she undertakes.

Frodo Baggins

Odysseus

Dorothy Gale

Arthur Pendragon

1. What is the name of the story or quest that features this character?

2. What task(s) does the hero set out to accomplish?

3. Name one problem the character faces in completing the quest.

4. Name a character that helps the hero.

Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to do research, gather ideas	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness

Exploring Your Ideas.

1. Pretend you are Bobby and you have to decide if you should or shouldn't risk your life to help Miann. Make a list of all the reasons you **should go** on the quest *and* all the reasons you **should not go**. Put a check at the bottom of the list that you feel has the best reasons. That would be your decision.

<u>Should Go</u>	<u>Should Not Go</u>

--	--	--

2. Why do you think humans have such short lives compared to Miann and his people?
Hint: Amor suggested the reason way back in chapter 3.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Bobby promises Miann and Eon that his mission will be kept a secret. Write a poem in which you express your feelings about keeping secrets. Your poem doesn't have to rhyme, and should be between 8 and 20 lines long. Call your poem **Secrets**.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapter 16

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 16:

contradict _____

interrogation _____

succumb _____

implausible _____

distraught _____

defiant _____

inaudible _____

concede _____

Reader Response.

1. What items does Bobby pack for his quest?

2. What two items does Gramps give Bobby (one on purpose, and one by accident)?

3. We get a tidbit of information about the death of Bobby's father in this chapter. What do we learn and how does talk of it affect Bobby's mother?

4. Gramps asks Bobby to do something for him once Bobby meets up with Miann. What does he ask?

5. Why do Miann and Eon not want Appi to come on the quest? Does Appi accept their decision?

6. Describe Bobby's reaction to Oris, Kamatz, and the sensations he feels in the Erlan World.

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Conduct a survey of at least 10 people in which you ask the following question:

“Would you risk your life to save a stranger?”

This was the total number of people in my survey: _____

This many people answered “yes” to the question: _____

This many people answered “no” to the question: _____

This many people said they weren't sure: _____

What conclusions, if any, can you draw from the results of your survey?

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

If you were going on a quest into a strange world, what 10 items would you take with you in *your* knapsack? Remember that they must be light enough to carry. List each item below and the reason you would take it.

Item	Reason For Taking It
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to form conclusions	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to think critically and creatively	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Bobby shows great courage by stepping through Eon’s Door. Find the lyrics to a song that talks about what it means to be brave, or that would inspire courage in someone. Underline the words or phrases that you think are most meaningful.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you’ve applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to review basic spelling, grammar, and punctuation rules	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

Chapters 17 & 18

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 17 & 18:

abomination _____

genocide _____

ominous _____

nemesis _____

migrate _____

inquisitive _____

acquiescence _____

prophet _____

Reader Response.

1. Describe what Epoch and his Dark Forest are doing to the living things they encounter.

2. Bobby's senses a change when he enters the Erlan World? What is different?

3. What does Eon do for Miann to show his appreciation for the young Erlan's sixty year vigil?

4. Who followed Bobby and Miann through the Door? How does the person's presence complicate matters?

5. How does Aurora react when she finds out Galad saw her bring the fish back to life?

6. Aurora is a Healer. Why do you think she is reluctant to embrace her powers?

7. Who does Bobby wish Scotty was more like, and why?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Canada and the U.S. share five Great Lakes. Conduct research to help you answer the following questions:

1. What are the names of the five Great Lakes?

Lake _____

Lake _____

Lake _____

Lake _____

Lake _____

2. Pretend you are planning a boat trip that will take you through all five Great Lakes. You must stop at one town or city on the shore of each lake. Beside the name of each Great Lake, write the name of the town or city you would stop at.

Name of Great Lake	City or Town

3. Calculate the total distance of your trip.

Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

Join up with two or three other students for this activity.

Together, you must come up with a plan to stop Epoch and his Dark Forest. You cannot use any tools or technologies that don't already exist in the Erlan World but you can ask for help from its inhabitants. Your strategy needs to be summarized in one paragraph, and each member of the group needs to have the plan written down.

These are the names of the people in my group:

Here is how we would stop Epoch and his Dark Forest:

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

You have to convince Scotty to help Bobby and Miann on their quest, and not hinder them. In the space below, write down what you would say to Scotty, and be sure to include three good reasons why his cooperation is vital.

6	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
Application of language conventions (spelling, grammar, punctuation) to writing	needs to review basic spelling, grammar, and punctuation rules	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

Chapter 19

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapter 19:

whippoorwill _____

profound _____

silhouette _____

predicament _____

emulate _____

precipice _____

indignation _____

Reader Response.

1. How successful is Berin's plan to lead the ogren to The Scar? Explain.

2. What evidence is there that Rulan, the ogren leader, is a cunning adversary?

3. The trees won't speak to Aurora. What does Galad think might be the reason? Is he right? Explain.

4. Describe the Oasis of Plenty.

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Oases (plural for oasis) really do exist. They are isolated areas of vegetation surrounding natural sources of water like springs or wells, and are found in dry, arid regions. Many oases are well known and have names. Find the name of a real oasis and answer the questions.

1. What is the name of the oasis? _____
2. In what country is it found? _____
3. An interesting fact about this oasis is:

Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Draw a picture of The Scar based on its description in the chapter. You must include at least three of its geographic features.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapters 20 & 21

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 20 & 21:

harbinger _____

matriarch _____

trepidation _____

remnant _____

optimism _____

frenzy _____

gauntlet _____

defiant _____

furrow _____

Reader Response.

1. What is the question Vinel asks Era when he and Zeleth return to RienLos? What is Era's answer?

2. What incredible thing does Era and the trees of her Wall do in order to face Epoch and the Dark Forest?

3. What strange experience does Bobby have while in the Hall of Clans? What conclusions do Amor and Miann draw from it?

4. Where are the Faunarans when the ogren catch up to them?

5. How are the Faunarans saved, and at what cost?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Despite Scotty's poor treatment of him, Bobby stays loyal to his friend and insists he be allowed to accompany him on the quest to find the key. Below are some famous fictional friendships. Choose one (circle it) and answer the questions.

Frodo Baggins and Sam Gamgee

Bambi and Thumper

Batman and Robin

Sherlock Holmes and Dr. Watson

Starsky and Hutch

1. Who/what were the characters? Describe them.

2. Who created the characters?

3. What was the title of the first story/movie in which the friends appeared together?

4. Record one other interesting fact about the pair of friends.

Here's where I found my information: _____

3	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	needs to do research, gather ideas	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness

Exploring Your Ideas.

1. Why do you think Miann agrees when Bobby asks that Scotty be allowed to accompany them on the quest for Sailias?

2. Pretend you are Berin looking back across the chasm just after the High Bridge falls. Write down exactly what you're thinking.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to form conclusions	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to think critically and creatively	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Choose one of the following options:

1. The battle at the High Bridge is full of action and heroics. Create a short comic strip (between five and ten frames) that reveals the most important parts of the battle. If you include dialogue in your comic strip, use only short quotations from the book.
2. Hawni died to save the Faunarans. You have been asked to design a memorial for her that will be placed next to the ledge where she fell. Your memorial should include a short passage that describes her courage.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapters 22 & 23

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 22 & 23:

tentacle _____

refuge _____

camouflage _____

insatiable _____

incrimination _____

procession _____

denizen _____

spire _____

Reader Response.

1. Aurora and Galad are awakened in the night by noises coming from the Low Bridge. What is it they're hearing?

2. What does Aurora see in the water?

3. What does Galad ask Aurora to do, with Nayad's help? Is she successful?

4. What threatens Bobby and the others south of the Low Bridge? How do they escape from it?

5. Until this point in the story, Scotty has been unable to understand the languages of the Erlan World. Why do you think he can speak to Aurora and Galad?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Ask ten people the following questions regarding their dreams. Once you have all the responses, summarize the responses for each question as a percentage.

E.g. If 8 people out of 10 respond "Yes" to question 1:

$$8/10 \times 100 = 80\%$$

Therefore 80% of people surveyed said they remember some of their dreams.

1. Do you remember some of your dreams?

Yes

No

2. Have you ever dreamt about something that, later, came true?

Yes

No

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapter 24

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words, as used in chapter 24:

placid _____

formidable _____

sentry _____

adversary _____

impregnable _____

aperture _____

aura _____

tendrils _____

barrow _____

Reader Response.

1. Who talks to Bobby in his dream? What information does he give him?

2. Where is Sailias hidden?

3. How does Bobby figure out which is the real Sailias?

4. Who is the stone sentry? What does he say that reveals his identity to Oris?

5. What happens to Oris?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

This chapter has a number of references to stone and rock. Do some research to answer the following questions:

1. What are the three basic types of rock?

2. This mineral is the hardest substance on earth.

3. The Taj Mahal, one of the most photographed buildings in the world, is a mausoleum (tomb) that was built in India between 1632-1653. What is it made of?

4. How did Stone Age people use obsidian?

Here's where I found my information: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. When Oris fought Sarro at the Tower, he released him before they hit the ground. Why do you think Oris refuses to let go of his son this time?

2. This chapter reveals to Bobby what Deekon meant when he said, "The eye of Sailias sees the truth." What do you think that "truth" is?

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

A eulogy is a speech made about someone when they die. Kamatz and Oris were rivals, but also friends. Even though they argued, it is clear the Pack leader had great respect for the eagle king. He even calls him “Oris the Great” at the end of the chapter.

If Kamatz gave Oris’s eulogy, what would he say? Write his speech below.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapters 25 & 26

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 25 & 26:

inter: _____

augment: _____

continuum: _____

renaissance: _____

accentuate: _____

insubordination: _____

cacophony : _____

Reader Response.

1. Describe the reunion of Bobby and Scotty.

2. Bobby notices two changes in Scotty. What are they?

3. What is the new plan for getting the key to Eon's Door?

4. How is the call for help sent to the Chrysos? Who receives the message?

5. Describe the mood at the Rock as Amor, Berin, and the others await the impending ogren attack.

6. How does Galad evade Rulan and his ogren horde?

7. Who do Real, Roul, and the Nuruth meet on their way to the Rock?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

The defenders of the Rock are armed with arrows dipped in a natural plant poison. The real plants listed below are poisonous. Choose one (circle your choice) and answer the questions.

Warning: never touch or ingest a plant or plant part unless you are sure it is safe.

Doll's eyes (White Baneberry)

Monkshood (Wolfsbane)

Poison Ivy

Oleander

Questions:

1. What is the scientific name for the plant?
-

2. What does the plant look like? Describe or draw the plant.

3. Where is the plant found?

4. What parts of the plant are dangerous?

5. What health risks could result from touching or ingesting the plant?

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. Bobby senses a “connection” between Miann and Aurora the first time they meet. What do you think is the source of that connection?

2. Do you think the decision to have Aurora act as guide was a good one? Explain.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

If you were the author, how would you end the story for:

Real, Roul, the Nuruth, and the Hydrans?

Amor and the Faunarans at the Rock?

Era and the Florans?

Bobby and the others on their way to the Door?

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to review basic spelling, grammar, and punctuation rules	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

Chapters 27 & 28

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 27 & 28:

annihilation: _____

unison: _____

rampage: _____

remnant: _____

synchronize: _____

allegiance: _____

saturate: _____

Reader Response.

1. While on the North River, Bobby and the others hear a succession of loud noises coming from the east. What is it they're hearing?

2. Real and Roul inform Lewelen about all that's been happening, including his daughter's involvement. What is the Hydran leader's initial reaction to their request for help? What makes him change his mind?

3. Era looks as if she will be beaten by Epoch. What happens that gives her the strength to defeat the White Pine?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Era's victory over Epoch is made possible by the love, support, and power she draws from others. Think of another story (it can also be a movie) where a character overcomes great odds and wins victory because of the support he/she draws from others.

1. What was the name of the story/movie?

2. Who is the victorious main character, and who/what does he/she defeat?

3. What kind of help does the main character get from others that makes victory possible?

4. Is there a lesson to be learned as a result of how the main character overcomes the odds? Explain.

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

1. Epoch thanks Era. Why do you think he does this?

2. Bobby is struggling with his ability to perceive the feelings of others and the power he experiences when he looks through the key. What is it about these experiences that he's uncomfortable with? Do you think you'd feel the same? Explain.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Pretend you are Bobby expressing the inner conflict you feel when drawn to the key. You can express your feelings in writing or you can create an image that symbolizes your inner conflict.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapters 29 & 30

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 29 & 30:

discontent: _____

foray: _____

sullen: _____

reconciliation: _____

euphoria: _____

clandestine: _____

zenith : _____

Reader Response.

1. How do the other horses feel about accompanying Legna to the mountains? How many are willing to stay with the mare?

2. How do the Faunarans react to the arrival of the twins, the Hydrans, and the Nuruth?

3. Who does Bobby talk to in his dream? What is he told?

4. Who attacks Legna and the other Tarpan? Who comes to their rescue?

5. What is the message Legna delivers?

6. What is Kamatz's plan? (Hint: it involves the caverns in the Rock). Is the plan successful? Explain.

7. How does Kamatz defeat Rulan?

8. Who is credited with saving those at the Rock?

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident) needs to form conclusions	Level 1 (50% - 60%) uses processing skills with limited effectiveness	Level 2 (60% - 70%) uses processing skills with some effectiveness	Level 3 (70% - 80%) uses processing skills with considerable effectiveness	Level 4 (80% - 100%) uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident) needs to think critically and creatively	Level 1 (50% - 60%) uses critical/creative thinking processes with limited effectiveness	Level 2 (60% - 70%) uses critical/creative thinking processes with some effectiveness	Level 3 (70% - 80%) uses critical/creative thinking processes with considerable effectiveness	Level 4 (80% - 100%) uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Using the “inverse pyramid” model and short paragraphs, write a newspaper article about the battle at the Rock. Remember that your first two or three sentences must contain the “who,” “what,” “where,” “when,” and “why” information. The rest of your report should include other details and may also include quotations from witnesses. Give your article a suitable headline.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident) needs to organize information	Level 1 (50% - 60%) expresses and organizes ideas and information with limited effectiveness	Level 2 (60% - 70%) expresses and organizes ideas and information with some effectiveness	Level 3 (70% - 80%) expresses and organizes ideas and information with considerable effectiveness	Level 4 (80% - 100%) expresses and organizes ideas and information with a high degree of effectiveness
--	--	---	--	--	---

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you’ve applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident) needs to review basic spelling, grammar, and punctuation rules	Level 1 (50% - 60%) demonstrates a limited ability to apply language conventions	Level 2 (60% - 70%) demonstrates some ability to apply language conventions	Level 3 (70% - 80%) demonstrates a considerable ability to apply language conventions	Level 4 (80% - 100%) demonstrates a high degree of ability in applying language conventions
--	---	---	--	--	--

Chapters 31 & 32

Words. Words. Words.

Using a dictionary or the internet (www.dictionary.com), find the meaning of the following words as used in chapters 31 and 32.

disintegrate: _____

luminescent: _____

revelation: _____

Reader Response.

Now that you're done the book, it's time to think about the whole story. Read the "ELEMENTS OF THE STORY" information below and comment on each element for *Eon's Door*.

ELEMENTS OF THE STORY

Plot

What has happened in the story? Summarize the main events in order.

Setting

Where and when did events in the story take place? Describe the location(s) in detail for someone who hasn't read the story.

Characters

What are the characters in the story like? Describe their **physical appearance** (what they look like), their **personalities** (what they think and feel), and their **behavior** (how they act).

Conflict

What kinds of problems do the characters face? Describe them and, if you can, try to categorize them (e.g. Character vs. Character, Character vs. Self, Character vs. Society, Character vs. Nature, etc.).

Point of View

Who is telling the story? The most common points of view are **First Person Limited**, and **Third Person Omniscient**.

- The **First Person Narrator** is actually a character in the story and uses such pronouns as "I," "we," "my," and "our," in the narrative. (Don't be fooled by dialogue, as this does not indicate the narrator's point of view).

- The **Third Person Limited Narrator** tells the story and knows most things about the protagonist (main character).
- The **Third Person Omniscient Narrator** knows what all characters—protagonists and antagonists—think, feel, and do.

Theme

What is the main message or lesson in the story? You should be able to summarize the theme in a single statement (e.g. I think the lesson of the story is to believe in yourself.).

1 Knowledge of content (e.g., forms of text, reading and writing strategies, information)	R (Not Evident) needs to review content	Level 1 (50% - 60%) demonstrates limited knowledge of content	Level 2 (60% - 70%) demonstrates some knowledge of content	Level 3 (70% - 80%) demonstrates considerable knowledge of content	Level 4 (80% - 100%) demonstrates thorough knowledge of content
2 Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	R (Not Evident) needs to revisit ideas or opinions relating to content	Level 1 (50% - 60%) demonstrates limited understanding of content	Level 2 (60% - 70%) demonstrates some understanding of content	Level 3 (70% - 80%) demonstrates considerable understanding of content	Level 4 (80% - 100%) demonstrates thorough understanding of content

Let's Find Out.

Appi's true role in the story is a revelation for Bobby. It may also have surprised you. Conduct a survey of your peers to find out how many of them were surprised to find out that Appi was the Finder. Record your results below:

Total number of people surveyed: _____

The number of people who were surprised: _____

The number of people who were not surprised: _____

3 Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	R (Not Evident) needs to do research, gather ideas	Level 1 (50% - 60%) uses planning skills with limited effectiveness	Level 2 (60% - 70%) uses planning skills with some effectiveness	Level 3 (70% - 80%) uses planning skills with considerable effectiveness	Level 4 (80% - 100%) uses planning skills with a high degree of effectiveness
--	---	--	---	---	--

Exploring Your Ideas.

This is your chance to give your opinion of the story. Answer the following questions in paragraph form:

1. Overall, did you like the book? Why/why not?
2. Who was your favorite character? Why?
3. What was your favorite scene from the book?
4. Is there anything in the book you would change if you were the author? Explain.

4 Use of processing skills (e.g., analyzing, integrating, synthesizing, evaluating, forming conclusions)	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to form conclusions	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
5 Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to think critically and creatively	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Express Yourself.

Create an alternate cover for the book. Remember that a good cover should make someone want to read the book, but it must also give the reader an idea of what the book is about. Don't forget to include the book's title and the author's name.

6 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to organize information	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Details! Details!

Check your spelling, grammar, and punctuation in your answers. Your teacher will be evaluating how well you've applied these language conventions.

7 Application of language conventions (spelling, grammar, punctuation) to writing	R (Not Evident)	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
	needs to review basic spelling, grammar, and punctuation	demonstrates a limited ability to apply language conventions	demonstrates some ability to apply language conventions	demonstrates a considerable ability to apply language conventions	demonstrates a high degree of ability in applying language conventions

	rules				
--	-------	--	--	--	--