SILVERWING ANNIVERSARY EDITION TEACHER'S GUIDE
By Martha Martin

PRE-READING ACTIVITIES:

1. As a class, complete the graphic organizer below, using jot notes:

What **facts** do you know about bats?	What **opinions** do you have about bats?	Can you think of any stories, **myths**, or **legends** that have bats in them?	What would you still like to learn about bats?	Where could you find out more information about bats?

2. Now that you've discussed the chart while completing it, write your own definition for the words written in **bold** in the chart. Then use a dictionary to see just how close your definitions were!

3. Study the cover of the novel, *Silverwing*. If your teacher permits, visit the Silverwing website to examine some of the different covers that have been made for the book over the years:
   www.silverwing.ca/covergallery.htm
   Using the visual clues, predict what you think might happen in *Silverwing*. How does the cover help us imagine what the author "sees?" Is one cover more helpful to the reader than another? Explain your thoughts.

Chapter One: Shade

1. The author, Kenneth Oppel, could have given the protagonist, Shade, any name he liked. Out of all the choices, he picked "Shade." What images or ideas do you think the name "Shade" creates in the reader's imagination? Explain using the text and your own ideas.

2. A good author always manages to give the reader enough information to make the reader "see" the characters. Using the information in Chapter 1, make a list of ways Shade is described in the chapter.

Then, using the information you've gathered, draw a picture of Shade the way you see him. Feel free to label it, use a caption, colour it, etc. in order to make your vision as clear as you can.

Quotations from the book that describe Shade's physical appearance:	Page numbers where those quotations are found:	Your illustration of Shade, using the information you've gathered and assembled in this chart:

3. Why do you think the author begins the chapter (and book) with a scene where Shade is hunting? Is it a good way to begin, in your opinion? Why or why not?

READING RESPONSE JOURNAL 1:

A reading response journal is a writing exercise where you *respond* to whatever text you're reading (a story, poem, song, novel, etc.) in some sort of personal way. You look at the ideas, images, and feelings the text has inspired in you, and you write about it in a journal form. You do have some choice, however…

You might want to *directly* respond to the text, discussing on paper exactly what you've read and the thoughts it's created in your mind. This is usually called a "reflection." On the other hand, you might want to create a *related* response, where you use what you've read as *inspiration* for your own, personal interpretation of the text (sort of your own version, but using the same ideas). There are usually topics given, to help you with creating your own related response.

Consider the following Reading Response Journal topics for Chapter 1:
- ➢ Man, I hate that bully!
- ➢ When I get bigger…
- ➢ The bond between a mother and child…
- ➢ How I fell for temptation…
- ➢ Making wise choices…

You may use one of the topics above for your Reading Response Journal, or write a reflection on chapter one and your feelings about it. Remember to use all your best writing skills (including form, voice, word choice, ideas, sentence fluency, and point of view).

BRAINSTORMING (Plan your writing here):

CHAPTER ONE RUBRICS

#1 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
#2 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#2 MEDIA LITERACY: Application Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. **3.4**	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.
#3 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.

READING RESPONSE JOURNAL RUBRIC:

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
WRITING: Application Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. **2.8**	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.
WRITING: Communication Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. **3.2, 3.4, 3.6**	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.

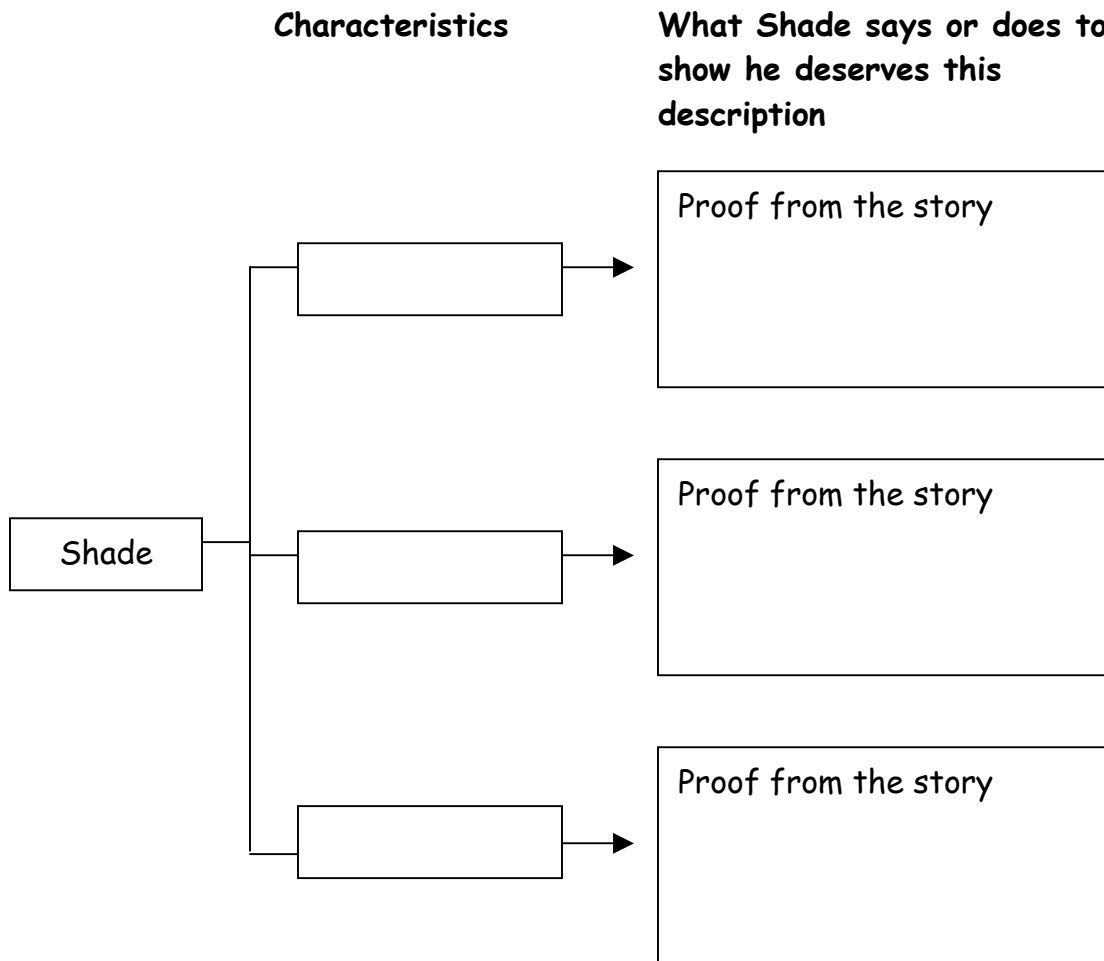This assignment was on time?   Yes   No

NEXT STEP: _____

Parent Signature: _____

Spelling Corrections (five times each please):

_____

Chapter Two: Tree Haven

1. Think of three adjectives that describe Shade's personality as we see it in these first two chapters. Then, using the graphic organizer below, prove them with specific scenes or information from the story.

Characteristics   **What Shade says or does to show he deserves this description**

| Shade |

Proof from the story

Proof from the story

Proof from the story

2. In these first two chapters you've learned a great deal about Shade, but you've also learned a great deal about his world. Create a graphic organizer of your choice (chart, web, diagram, etc.) that outlines what you've learned so far about the Shade's environment, his lifestyle, and his family. You may use a computer program to do this, or draw it on a paper of your choice. Be prepared to explain your choice of graphic organizer, as well as your information, to your peers.

3. Consider the following quote:

> Over the months he'd practically deafened his mother with questions about *Cassiel*, how he looked, what he was like. But try as he might, he'd never been able to feel a connection with him. Now though, knowing about how he died, he felt a frail spider's thread running between them. He was just a runt, but he'd wanted to see the sun, just like his father. (p. 28)

What does the author mean when he says Shade "felt a frail spider's thread running between them," and why is it so important to Shade, in your opinion? Explain using information from the book and your own ideas.

REPRESENTING A FICTIONAL SETTING

The Tree Haven Tour

The only home Shade has ever known is Tree Haven, the nursery roost for the females in his colony. The author gives a very vivid description of Tree Haven and what Shade sees and experiences there. It is now your job to take those details and create an accurate, visual representation of Shade's temporary home.

Using materials as outlined by your teacher, create one of two portrayals of Tree Haven:
- ❖ An informational diagram, complete with labels, a key or legend, etc. showing the various parts of Tree Haven's **interior**, their location with respect to the whole, *etc.*
- ❖ An artistic rendering (i.e. a fabulous picture or illustration) of Tree Haven's **exterior**, along with as many physical details as you can include (texture, entrances, scale, etc.).

Make sure you hold true to the description offered in the novel, but feel free to enrich the description with your own ideas as well.

MEDIA LITERACY: Application Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. 3.4 (Diagram)	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.
VISUAL ARTS: Application Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. (Picture)	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.

CHAPTER TWO RUBRICS

#1 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#2 WRITING: Knowledge Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. **1.5**	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.
#2 ORAL COMMUNICATION: Communication Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. **2.3**	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.
#3 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

Chapter Three: The Echo Chamber

1. Who is "Nocturna," and what, do you suppose, "Nocturna's Promise" might be? Explain your thoughts with information from the text and your own ideas.

2. Consider the passages below:

a)

> "…in the winter of that year…"
> "…owls took their revenge…"
> "…fifteen newborns died in the nursery…"
> "…rebellion crushed after the battle…" (pp. 32-33)

b)

> "It takes a certain talent," said Frieda. "Concentration, patience. Few can do it, but I have a feeling about you…here, let me help." Shade watched as the old bat swiveled her ears, eyes darting as if in search of insects. "Yes, here it is, the oldest story of all…Catch it now…concentrate…" (p. 33)

In each passage, the author uses ellipses (…) for specific effects. Explain how these ellipses help the reader understand the story.

3. What do we learn about Shade's father in this chapter, and why do you suppose the author gives us this information at this particular point in the story?

SHOW WHAT YOU KNOW

Write and Illustrate a Summary

When Frieda shows Shade the Echo Chamber, he hears the history of his Silverwing colony through sound "pictures." These sound pictures explain to Shade why his race is no longer permitted to fly in the daylight.

Using this information, summarize in a small paragraph of no more than five or six sentences what Shade learns of his colony's history. Then include three illustrations of the "echo pictures" Shade describes, in order to further show your understanding. Give each of these illustrations an effective caption.

CHAPTER THREE RUBRICS

#1 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#2 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
#3 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#3 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

SHOW WHAT YOU KNOW RUBRIC

READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
MEDIA LITERACY: Application Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. **3.4**	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.

Chapter Four: Ablaze

1. How does the title of this chapter work as a "lead" to engage the reader's interest? Can you think of another title that would be equally appropriate, but perhaps less effective? How about one that would be more effective? Explain your ideas.

2. Look closely at the passage below:

> He looked back up at the owls. He knew what they would do if he didn't surrender. All the other bats thought he was a runt, a troublemaker, and now they would think he was a coward. It was his fault: What choice did he have? He closed his eyes, took a deep breath, and prepared to take flight. Jaws clamped firmly around his rear legs, pulling him back, and he tumbled against Ariel's warm fur. (p. 47)

   What do Shade's thoughts and actions tell us about his character and personality? Explain using the text and your own ideas.

3. Are you surprised by the way events turned out in this chapter? Why or why not? Explain.

IN THEIR OWN WORDS

Dear Journal…

Have you ever felt like Shade does in this chapter; like the world is falling apart and it's all your fault? Perhaps you've felt like his mother, Ariel, fighting for something and missing what you've lost, or Frieda, in charge at a time of crisis.

Imagine you are one of the characters in this chapter. Think about all that you're feeling, and how you would best express it.
- What word choices would you make?
- What kind of sentences would you use?
- How would the reader know what you were really feeling?

In the voice of the character you've chosen, write a brief journal about your experiences at Tree Haven during the fire. Use the details in the story, but add your own ideas and "voice" to make your character come alive. Remember to follow the conventions of journal writing as well!

CHAPTER FOUR RUBRICS

#1 READING: Communication Explain how the particular characteristics of various text forms help communicate meaning, with limited effectiveness. **2.1**	Explain how the particular characteristics of various text forms help communicate meaning, with some effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with considerable effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with a high degree of effectiveness.
#2 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#3 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

JOURNAL RUBRIC

WRITING: Thinking Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. **2.2**	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.
WRITING: Communication Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. **3.2, 3.4, 3.6**	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
DRAMA: Knowledge Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with limited effectiveness.	Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with some effectiveness.	Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with considerable effectiveness.	Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with a high degree of effectiveness.

Chapter Five: Storm

1. The following passages all contain examples of descriptive language. In the chart below, state whether the passage is an example of **personification, simile, or metaphor**, and then explain the passage in your own words.

PASSAGE:	TYPE OF DESCRIPTIVE LANGUAGE:	REWRITE THE PASSAGE IN YOUR OWN WORDS:
"They were flying above the tree line, and through the splinters of mist, he saw new forests, meadows, streams." (p. 60)		
"It had a deep, throbbing rhythm, like some powerful animal, slowly exhaling, breathing in, exhaling again." (p. 60)		
"Closer to the land, the water heaved up in huge black and white paws, crashing against the rocks." (p. 61)		
"The rain started suddenly. Not the gentle drops Shade knew from summer showers, but icy driving needles." (p. 62)		
"The wind screamed around them, and Shade lurched." (p. 63)		
"He saw the huge expanse of water below, churning white and black like a million hungry animal tongues." (p. 64)		

2. Once again, Shade finds himself in trouble. Are you surprised that he's become separated from his colony? Why or why not?

3. There are three ways you can learn about characters in a story:
   a. by what the character says
   b. by what the character does
   c. by what others say about the character

With this in mind, what do we learn about the character of Marina in this chapter so far? Prove using jot notes and examples from the text:

Example from the Text:	What It Tells Us about Marina:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

BAT MIGRATION EXPLORATION

Hey, Check This Out!

With your teacher's permission and following an Acceptable User Policy, visit the following website at:
http://fishandgame.idaho.gov/cms/wildlife/nongame/batsmove.cfm
Read the article there, and answer the following questions:

1. Besides bats, what other animals tend to migrate in spring and fall, according to the website?
2. How many bat species are there in Idaho?
3. What are the two reasons bats tend to leave their territory, according to the website?
4. What does evidence suggest bats use to find their way ("homing") when they are migrating?
5. How many bats, percentage-wise, actually contract rabies?
6. What are some of the colours of fur found on various bat species in Idaho, according to the website? Describe three.
7. Why do you suppose bats that live in different habitats have different colouring? Explain.

CHAPTER FIVE RUBRICS

#1 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
#2 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#3 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

WEBSITE EXPLORATION RUBRIC

READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
INFORMATION STUDIES: Knowledge Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance.	Demonstrates simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates considerable ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates thorough ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.

Chapter Six: Marina

1. The author could have given the character of Marina any name he chose. Why is it fitting that he calls her "Marina?" Use a dictionary or a thesaurus to help you gather information for your answer.

2. Consider the following passage:

> "Well, I don't know if it's exactly the same, but —"
> "How'd she get it?" Marina demanded.
> "Humans gave it —"
> "How long ago?"
> "Well, um, she's pretty old, and she said she got it when she was young,
> so —"
> "Ten, twenty years?" (p. 73)

Why are there so many dashes used in this part of the book, and how do they help the reader? Explain.

3. On page 78, Marina sums up Shade's faults:

> Marina looked at him and grinned. "Quite a little troublemaker, aren't you. Go see the sun, scare your mother half to death, get your roost burned down by owls. My bet is you're not the most popular bat in your colony right now."
> "I guess I'm not," said Shade, and he was grinning too, despite himself. (p. 78)

Why do you suppose Shade is "grinning too, despite himself?" Explain using information from the text and your own ideas.

I CAN RELATE!

This Reminds Me of the Time…

Shade and Marina have both experienced some pretty rough times. Can you relate with how they're feeling? Have you ever been in a similar situation, or felt the same way?

Write a brief account of a time when you've felt like Shade or Marina, and remember to *relate* your experiences back to theirs.

CHAPTER SIX RUBRICS

#1 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#2 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
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"RELATE" RUBRIC

WRITING: Thinking Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. **2.2**	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.
WRITING: Application Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. **2.8**	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.
READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

Chapter Seven: Into the City

1. When the Graywing bats see Marina's band, they want nothing to do with her. They even warn Shade to "watch out for her" (p. 88). Why does the author, Ken Oppel, include this scene, especially at this point in the story? What does it further show us about Shade's personality?

2. Why is the word "Human" always capitalized in the novel, in your opinion? Explain your thoughts.

3. Consider the last few lines of the chapter:

> "We'll catch up. That map of yours is doing the job."
> Shade smiled gratefully. Ahead of them he could see a ghostly brightening on the horizon, as if the sun were about to rise. Only he knew this wasn't the sun.
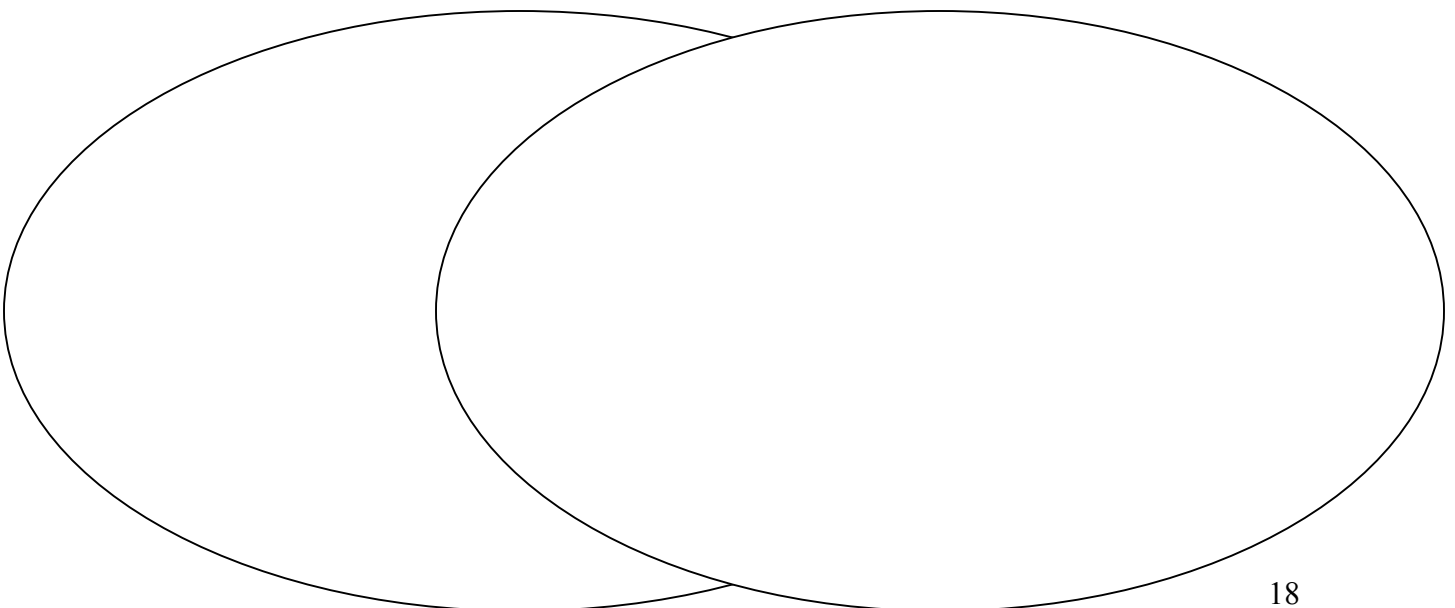> "Here comes the city," said Marina. (p. 89)

How is this an effective closing to the chapter, making the reader feel something momentous is about to happen? What techniques does the author use to create this effect? Explain.

COMPLETE A VENN DIAGRAM

In this chapter we get to know even more about Marina and Shade. Using the Venn Diagram below, compare the two bats, using specific quotations and details from the book as your proof:

Shade   Marina

CHAPTER SEVEN RUBRICS

#1 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#2 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#3 READING: Communication Explain how the particular characteristics of various text forms help communicate meaning, with limited effectiveness. **2.1**	Explain how the particular characteristics of various text forms help communicate meaning, with some effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with considerable effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with a high degree of effectiveness.

VENN DIAGRAM RUBRIC

WRITING: Knowledge Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. **1.5**	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.
READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.

Chapter Eight: Goth

1. Why do you suppose the author separates this chapter from the earlier ones by telling us it is the start of "Part Two?" What might be the reason for the separation and the different parts? Explain your ideas.

2. From whose point of view is the reader seeing the events in Chapter Eight? How do you know?

3. What do you think of, when you hear the name "Goth?" Is the name a good choice for the character, in your opinion? Explain using information from the text and your own ideas.

4. Read the following sentence from the story. Explain the author's purpose in using italics in the following passage:

> There was a sound, a fast, deliberate chopping, getting louder. *Chomp-chomp-chomp-CHOMP-CHOMP* (p.99)

INTRODUCING…GOTH!

Using all the sensory and imagery details from this chapter, "create" your own version of Goth. Make sure you consider both his physical and his personality traits. You may use words (a poem, a paragraph, a song, etc.), drama, and/or visuals (a poster, an informational diagram, another form of artwork, etc.), along with any media your teacher permits. Be prepared to present your representation to your peers, and explain your choices and ideas. Use the space below to plan your work:

CHAPTER EIGHT RUBRICS

#1 READING: Knowledge Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with limited effectiveness. **2.2**	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with some effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with considerable effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with a high degree of effectiveness.
#2 READING: Knowledge Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives, with limited effectiveness. **1.9**	Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives, with some effectiveness.	Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives, with considerable effectiveness.	Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives, with a high degree of effectiveness.
#3 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
#4 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.

REPRESENTATION OF GOTH

(Only some of these expectations will apply to each project, depending on whether they have visual, dramatic, or written components. Simply record "NA" on those that don't apply.)

ORAL COMMUNICATION: Application Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with limited effectiveness. **2.4**	Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with some effectiveness.	Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with considerable effectiveness.	Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with a high degree of effectiveness.
ORAL COMMUNICATION: Application Use a variety of appropriate visual aids to support or enhance oral presentations, with limited effectiveness. **2.7**	Use a variety of appropriate visual aids to support or enhance oral presentations, with some effectiveness.	Use a variety of appropriate visual aids to support or enhance oral presentations, with considerable effectiveness.	Use a variety of appropriate visual aids to support or enhance oral presentations, with a high degree of effectiveness.
MEDIA LITERACY: Application Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. **3.4**	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.
WRITING: Application Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with limited effectiveness. **3.7**	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with some effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with considerable effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with a high degree of effectiveness.
VISUAL ARTS: Application Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. **3.3**	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.
VISUAL ARTS: Communication Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with limited effectiveness. **3.4**	Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with some effectiveness.	Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with considerable effectiveness.	Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with a high degree of effectiveness.
DRAMA: Application Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with limited effectiveness.	Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with some effectiveness.	Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with considerable effectiveness.	Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with a high degree of effectiveness.

<u>**Chapter Nine: Pigeon**</u>

1. At the start of this chapter, we are back with Marina and Shade. Why do you suppose the author took us on a detour into Goth's world, and then brought us back to our two protagonists? How does it affect the story?

2. Consider these excerpts from the story. Give a one-word synonym for each word in **bold**.

    a) There were fewer insects here, and those he'd caught had a nasty taste, **sooty** and unfamiliar. (p. 104)

    There were fewer insects here, and those he'd caught had a nasty taste, _____ and unfamiliar.

    b) Muttered outrage swept through the **turret**. (p. 111)

    Muttered outrage swept through the _____.

    c) Our messengers have already been **dispatched** to all nests in the city… (p. 112)

    Our messengers have already been _____ to all nests in the city…

3. "Dramatic irony" occurs whenever the reader of a story has "inside information." In other words, the reader knows something about the story that the characters in the story do not. In this case, what is the source of the dramatic irony in this chapter? What do we as readers understand, but the pigeons and our heroes don't know?

<u>**MEET GOTH IN PERSON…SORT OF…**</u>

With your teacher's permission and following an Acceptable User Policy, go to the following website to learn about the real *Vampyrum spectrum.* Happy reading!
http://www.pitt.edu/AFShome/s/l/slavic/public/html/courses/vampires/images/bats/vambat.html

CHAPTER NINE RUBRICS

#1 READING: Communication Explain how the particular characteristics of various text forms help communicate meaning, with limited effectiveness. **2.1**	Explain how the particular characteristics of various text forms help communicate meaning, with some effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with considerable effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with a high degree of effectiveness.
#2 WRITING: Knowledge *Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness.* **3.3**	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.
#3 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.

WEBSITE EXPLORATION RUBRIC

READING: Knowledge Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with limited effectiveness. **1.1**	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with some effectiveness.	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with considerable effectiveness.	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with a high degree of effectiveness.

Chapter Ten: Keeper of the Spire

1. The author, Kenneth Oppel, has selected certain words to help the reader get a feel for the mood of the chapter. Consider the following passage from the text:

In the centre was a **huge stone** building. It **didn't look like the others**. More like the **skeleton of a vast, ancient beast, crouched**, its **head bent into the earth**. At the front, two **rough** stone towers rose up **like pointy shoulder blades**. **Stretching** back was a **high-pitched** roof, supported by **riblike stone arches**. Then, at the end of the building rose the highest tower of all, **tapering like an animal's bony tail**. (p. 119)

How do the words in **bold** influence the reader, and what is the mood these word choices help to create?

2. In this chapter, Shade experiences some inner conflict. Skim through the text, and find a quotation from the chapter that demonstrates Shade's feelings of self-doubt, worry, and insecurity. Make sure to include the page number and cite it correctly.

3. Zephyr is not your ordinary bat. Using information from the text, list the abilities and characteristics that Zephyr has which make him "special." Use jot notes.

4. At the end of this chapter, on page 129, Kenneth Oppel leaves a line or two of blank space before finishing off the chapter. What is the purpose for this skipping of lines, and how does it help the reader understand the story better?

FREE WRITE

Empty Your Mind, Grab Your Pen, and Just Write...

Select one of the topics below, and start writing in a free-association sort of way. Don't worry about form, or organization or even audience and purpose; just write. Share your writing with your peers when you are all finished writing, and discuss how you each addressed the various topics.

"prey"   "escape"   "whispers" "gargoyle" "fly" "bat"

CHAPTER TEN RUBRICS

#1 READING: Communication Explain how the particular characteristics of various text forms help communicate meaning, with limited effectiveness. **2.1**	Explain how the particular characteristics of various text forms help communicate meaning, with some effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with considerable effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with a high degree of effectiveness.
#2 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#3 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#4 READING: Knowledge Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with limited effectiveness. **2.2**	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with some effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with considerable effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with a high degree of effectiveness.

FREE WRITE RUBRIC

WRITING: Thinking Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. **2.2**	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.
ORAL COMMUNICATION: Application Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with limited effectiveness. **2.4**	Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with some effectiveness.	Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with considerable effectiveness.	Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with a high degree of effectiveness.

Chapter Eleven: Star Map

1. Zephyr demonstrates that he has even more abilities than Shade and Marina suspected in the last chapter. What information does he give them, and how do you predict it might come into play later in the story?

2. On page 134, Shade finds it "mind-boggling" that Humans are fighting Humans, as Zephyr tells him, "They're fighting a war of their own, you know…" (p. 134). Why is Shade so surprised, and why do you suppose the author chose to include this information in the story at this point?

3. Consider the following quotation from the story:

> Goth shook his head. It was rare for him to dream, and he'd learned that it was always important, a way for Zotz to speak to him. What did it mean?
> "Look!" Throbb hissed. "Down there."
> Goth peered down through the sky and smiled with relief.
> Bats.

Why does the author create a one-word sentence with "Bats" at the end of the chapter? How do you, as the reader, feel when you read it, especially coming after the preceding, longer sentences? Explain your thoughts.
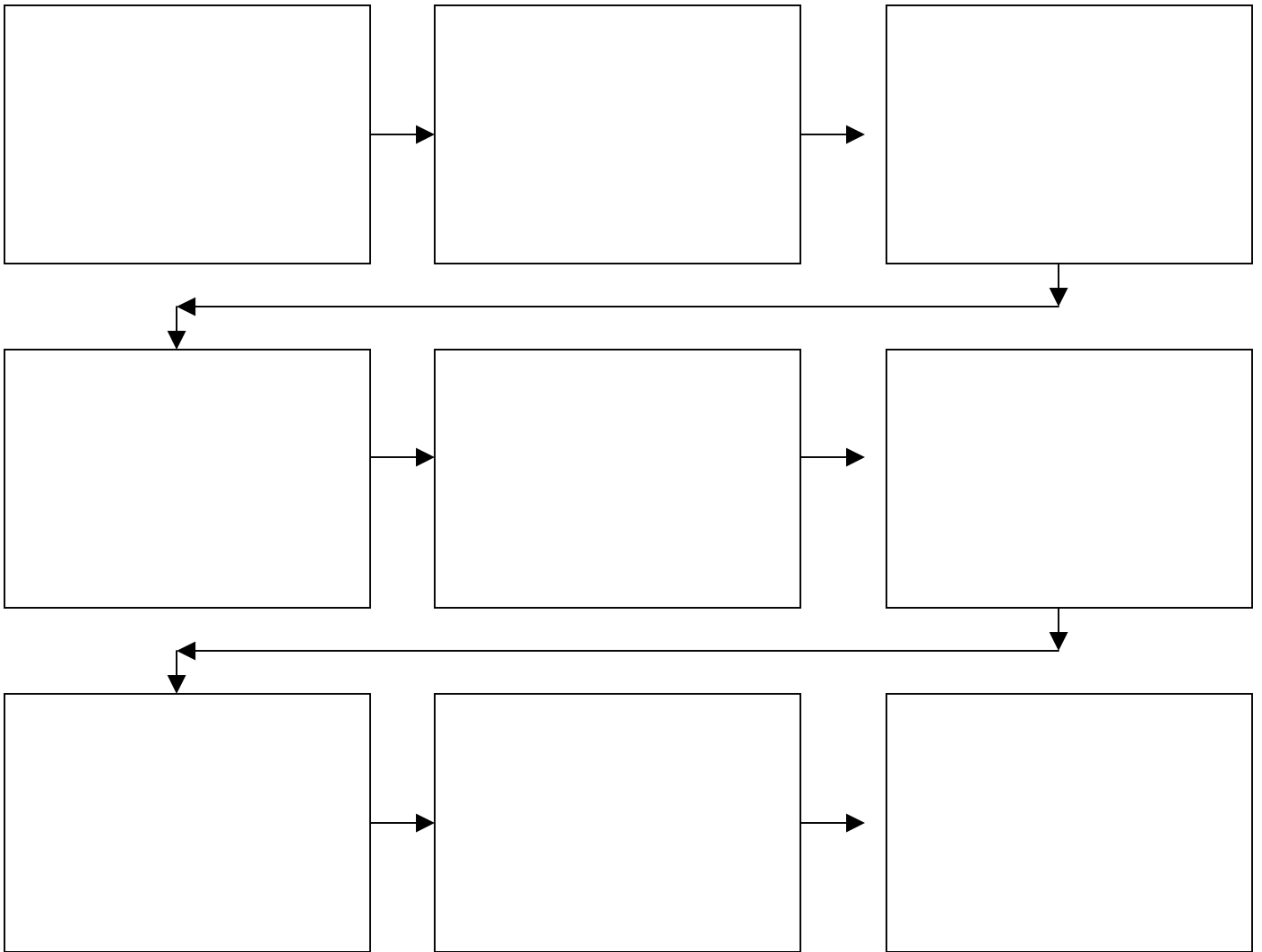
CREATING A VISUAL CHAIN OF EVENTS

And Then…And Then…

Using images and captions, create a visual timeline or chain of events that begins with Shade's challenge to Chinook in Chapter 1, and ends with Shade's and Marina's departure from the Cathedral in this chapter.

Think About:
- Where Shade stopped each day to rest
- What he learned in each location
- Who he met in each location

You can use one long piece of paper or a series of pages (like a graphic novel). You can also use a computer program that allows you presentation software, if your teacher permits and it is available. Remember to include important details, but keep text to a minimum (captions and speech bubbles are sufficient). You may use the space below as a rough planning guide, adding illustration boxes as needed:

CHAPTER ELEVEN RUBRICS

#1 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#1 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#2 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
#3 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.

VISUAL CHAIN OF EVENTS RUBRIC

READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
MEDIA LITERACY: Application Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. **3.4**	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.

Chapter Twelve: Closed Skies

1. Read the following sentence from the story. Explain why the author uses italics on the word "him."

> But wouldn't his father have come to tell Ariel and the others — to tell *him*. (p. 144)

2. When an owl sentry almost captures and kills Shade and Marina, Goth and Throbb suddenly arrive and save the day. Do you think Shade would be so willing to join forces with them if the larger bats hadn't arrived at such a timely moment? Why or why not?

3. With the owl's attack, we're reminded once again that each of these animal nations in *Silverwing* has its own system of government and rules. Using the chart below, recap anything we've learned so far about the ruling systems of the Silverwing bats, Goth's bats, and the Birds (owls and pigeons).

Consider:	Silverwing Colony	The Birds	Goth's Bats
- highest ranking ruler? - who makes decisions? - who is in charge of defense? - democracy or tyranny? - free or slaves? - anything else?			

READING RESPONSE JOURNAL 2:

In this reading response journal, you can once again do a pure "reflection" on the book so far, including your thoughts about events and characters in the story, or you can do a "related response," writing your own reading response journal based on one of the topics below. It's your choice!

Reading Response Journal topics for Chapter 12:
> ➢ Out of the frying pan and into the fire!
> ➢ A wolf in sheep's clothing…

CHAPTER TWELVE RUBRICS

#1 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
#2 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#3 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.

READING RESPONSE JOURNAL RUBRIC

READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
WRITING: Application Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. **2.8**	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.
WRITING: Communication Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. **3.2, 3.4, 3.6**	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.

Chapter Thirteen: Dark Allies

1. As mentioned before, there are three ways you can learn about characters in a story:
   a. by what the character says
   b. by what the character does
   c. by what others say about the character

   What do we learn about Goth's character from the following passage in the story? Use jot notes to make your points in the space below:

PASSAGE:	WHAT IT TELLS US ABOUT GOTH:
Goth used a claw to pick out some meat between his teeth. "Some pathetic little religion, I suppose." Shade had told him all about it: the battle between birds and beasts, the banishment, and this wonderful Promise. It was all ridiculous, but he said nothing, preferring to keep Zotz, the one true bat god, secret for the time being. "Even if Nocturna does exist," he said derisively, "she can't be very powerful — just look at the puny creatures she rules over." (p. 154)	
Goth smiled, pleased. It seemed he'd started a war. (p. 154)	

2. The author uses a lot of descriptive language and specialized vocabulary in the story. Give your best guess for the meaning of the following **bold** words from the first chapter, in the chart provided. Then look for their meaning in a dictionary:

Excerpt from the book:	Your best guess:	Actual meaning from dictionary:
"He'd **agonized** over how to ask them, and given up the whole idea more than		

once." (p.157)		
"Keep your voice down," Goth hissed, looking across the treetops to where Shade **foraged** alone for insects. (p. 159)		
Panic fluttered through him. Had a **squadron** of owls struck without him knowing? (p. 161)		

3. At the end of the chapter, the author, Kenneth Oppel, manages to leave us with a "cliffhanger" ending, full of suspense. Describe how he does this so effectively, using information from the text and your own ideas.

WEBSITE EXPLORATION: SOME REAL HIBERNACULA!

With your teacher's permission and according to an Acceptable User Policy, visit the webpage below and tour some real bat Hibernacula in England:

http://www.bedsbatgroup.org.uk/galerie4.1/index.html

Move your cursor around and you'll notice a white hand appear as you hover over each photograph. This means each of those photographs is a link to another webpage. By clicking on each of these labeled photos, you will open an "album" of further photos of bat hibernating sites. Maybe you'll even some see bats! Do these hibernation spots appear the way you expected Hibernacula to look?

Who do you suppose is the intended audience for this webpage? What would its purpose be? How do you know? Share your conclusions with a partner to see if you both agree.

CHAPTER THIRTEEN RUBRICS

#1 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#2 WRITING: Knowledge Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. **3.3**	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.
#3 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.

WEBSITE EXPLORATION RUBRIC

INFORMATION STUDIES: Knowledge Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance.	Demonstrates simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates considerable ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates thorough ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
MEDIA LITERACY: Knowledge Identify the purpose and audience for a variety of media texts with limited effectiveness. **1.1**	Identify the purpose and audience for a variety of media texts with some effectiveness.	Identify the purpose and audience for a variety of media texts with considerable effectiveness.	Identify the purpose and audience for a variety of media texts with a high degree of effectiveness.
ORAL COMMUNICATION: Communication Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. **2.3**	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.

Chapter Fourteen: Escape

1. Consider the following passage from the text:

> He'd stick below the tree line. Throbb's wings were too wide to follow him. Through the tight weave of foliage he flashed, flipping from side to side, almost over onto his back sometimes, to avoid getting impaled on a pointy twig, or dashing himself against a trunk. (p. 162)

What kind of mood is created in this paragraph, thanks to the author's word choices? Explain, citing specific words that help to create that mood.

2. After the dart attack, Shade and Marina reexamine all they believed about the Humans, the bands, and their situation. What do you, personally, believe is the truth? Are they right to question everything? Prove with examples from the book and your own ideas.

3. Throbb's attack on the wrong Brightwing makes Goth furiously angry, but it also likely saves Marina and Shade. Explain why this is so.

WRITE A POEM

Roses Are Red, Bats Are Black...

Think of all you've learned about Shade, Marina, Goth, and the world of the bats. Think about their characters, their fears, and their triumphs. It's time to celebrate them in a poem!

Rather than suggest one particular poetry form, you may choose a form of your choice (unless of course your teacher has a preference). Forms can include, but aren't limited to: haiku, cinquain, diamante, shape (or concrete) poem, free verse, etc. The poem must be original, and it must "belong" to *Silverwing*. The rest is up to you!

Once you have your rough draft, make sure to conference and edit it with a friend, and create a polished good copy with appropriate presentation (illustrations, fonts, etc.)

Happy writing!

CHAPTER FOURTEEN RUBRICS

#1 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
#2 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#3 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.

POETRY RUBRIC

WRITING: Application Write more complex texts using a variety of forms with limited effectiveness. **2.1**	Write more complex texts using a variety of forms with some effectiveness.	Write more complex texts using a variety of forms with considerable effectiveness.	Write more complex texts using a variety of forms with a high degree of effectiveness.
WRITING: Thinking Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. **2.2**	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.
WRITING: Communication Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. **3.2, 3.4, 3.6**	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
WRITING: Application Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with limited effectiveness. **3.7**	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with some effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with considerable effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with a high degree of effectiveness.

Chapter Fifteen: Winter

1. Once again, the author has created a division in the text by suggesting the rest of the story is "Part Three." Why do you suppose the rest of the story is set apart? What might be the reason for the separation?

2. In this chapter, Marina once again shows how important she is to Shade's survival. List all the ways she helps him, using quotations from the book to prove your answer.

3. Why do you suppose the author includes the scene where Marina and Shade come upon the dead Graywings? Explain your thoughts.

TAKE A BATTY QUIZ!

With your teacher's permission and according to an Acceptable User Policy, visit the webpage below and test yourself on your own bat knowledge:

http://www.cornwallwildlifetrust.org.uk/nature/bats/quiz.htm

Follow the link at the bottom of the webpage to see just how correct you were!

NOW FOR SOMETHING COMPLETELY DIFFERENT:

Check out the following website for some weird, quirky, and surprisingly true bat-related facts:

http://www.batbox.org/

Make sure you scroll down to *The Wacky World of Bats* section, and follow some of the "hotlinks" (underlined in blue). "Project X-Ray" is especially interesting!

CHAPTER FIFTEEN RUBRICS

#1 READING: Knowledge Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with limited effectiveness. **2.2**	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with some effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with considerable effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with a high degree of effectiveness.
#2 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#3 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.

WEBSITE EXPLORATION RUBRIC

INFORMATION STUDIES: Knowledge Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance.	Demonstrates simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates considerable ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates thorough ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
READING: Knowledge Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with limited effectiveness. **1.1**	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with some effectiveness.	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with considerable effectiveness.	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with a high degree of effectiveness.

Chapter Sixteen: Transformation

1. The bats in the wooden attic seem almost fanatical about their beliefs. What is it they believe, and do you think they are right, or way off base? Explain using information from the text and your own ideas.

2. Up until now, Marina has been a victim of prejudice from other bats because she wears a band. In this chapter, the situation is reversed; Shade is discriminated against because he *doesn't* have a band. Are you surprised by the change, and why do you think the author creates this reversal?

3. How does the author once again create a cliffhanger ending at the close of this chapter? How does it create suspense for the reader? Explain.

MAKE A PREDICTION

<u>Well, I Think…</u>

What do you suppose is going to happen in the next chapter, given the events at the close of this one? What do you expect will occur in the rest of the story?

Using your best writing form (voice, word choice, ideas, conventions, organization and sentence fluency), draft a written prediction of at least three to five sentences, outlining what you expect to happen in the next chapter and why. Make sure you include your reasoning, in order to get full marks! You can use the space below to organize your thoughts and predictions first:

CHAPTER SIXTEEN RUBRICS

#1 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. 1.4	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#1 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
#2 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
#3 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.

BRIEF PREDICTION RUBRIC

READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
WRITING: Communication Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. **3.2, 3.4, 3.6**	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.

Chapter Seventeen: Wolf Ears

1. The following passages all contain examples of descriptive language. In the chart below, state whether the passage is an example of **personification, simile, alliteration, or metaphor**, and then explain the passage in your own words.

PASSAGE:	TYPE OF DESCRIPTIVE LANGUAGE:	REWRITE THE PASSAGE IN YOUR OWN WORDS:
The whole world was a vast, aching echo… (p. 197)		
He was seeing shadows, smudges of silvery movement at the edge of his echo vision. (p. 198)		
Just the wind, he supposed, screaming through whippy branches. (p. 201)		
They skimmed over a jagged peak, and the wind unleashed its full fury. (p. 202)		

2. Shade and Marina discuss her decision to leave the banded bats and return to Shade. On what did she base her choice? Do you agree with it, or disagree? Why?

3. Consider the following passage:

> Despite the blood-freezing cold, he felt strong. Last night he'd feasted like he hadn't feasted since his days in the jungle. He glanced with satisfaction at the bands of glittering metal that festooned his forearms. They were smaller than his own band, easier to bend, and he'd ripped them from his prey, sometimes snapping wristbones to get them. His new hunting trophies. (p. 203)

What does the author want the reader to infer, from this passage? Would it be more effective to simply tell us what Goth did the night before, or is this way better? Explain using information from the book and your own ideas.

FILE A MISSING "PERSON'S" REPORT

<u>Have You Seen This Character?</u>

Using the form below, create a "missing person's" report for one of the characters in the book (Goth, Shade, Throbb, Scirocco, Marina, Ariel, Cassiel, etc.). Include the details you know that will help locate this character: last known location, physical characteristics, identifying traits, habits, any known information, etc.

MISSING:
_____

Details:

_____
_____
_____
_____
_____

CHAPTER SEVENTEEN RUBRICS:

#1 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
#2 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#3 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#3 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.

MISSING PERSON'S POSTER RUBRIC

READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
VISUAL ARTS: Application Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. **3.3**	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.
MEDIA LITERACY: Application Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. **3.4**	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.

Chapter Eighteen: Rat

1. Consider the passage below:

> With every second he could feel the air getting warmer, the ice on his wings pearling into droplets, streaming behind him. And then, a glimmer.
> The topmost branches of a tree…
> Then dozens of treetops, spreading out into a forest…
> A hill.
> Fields on all sides.
> He almost cried with relief. (pp. 207-208)

Why does the author use sentence fragments and different sentence lengths in this section? How do these stylistic choices help the reader to understand the story better? Explain.

2. The author uses a lot of descriptive language and specialized vocabulary in the story. Give your best guess for the meaning of the following **bold** words from the first chapter, in the chart provided. Then look for their meaning in a dictionary:

Excerpt from the book:	Your best guess:	Actual meaning from dictionary:
He let his body tilt forward, nose leading, and plunged, down into the starless **abyss** like a hailstone. (p.207)		
The giant bats **plummeted** from the heavens, wings fanned out to break their fall. (p. 208)		
"Come on," he said **doggedly**, hurrying down the side of the tunnel, clinging to the curved stone wall. (p. 212)		

3. Why do you suppose the author introduces the rats at this point in the story? How might our brave heroes survive yet another action-packed encounter with enemies?

Discuss your thoughts and predictions orally with a partner, using information from the story and your own ideas. Take notes while you're discussing, in order for your teacher to "hear" your conclusions, or keep a "written conversation" (where you pass the paper back and forth and "write" your conversation as it happens – kind of like passing notes, only with a teacher-approved focus!)

ILLUSTRATE A SIMILE

It was like…

A simile is a comparison of two things using "like" or "as" (e.g. "He was as cold as a snowball.") In this chapter, there are a great many similes, and all of them serve to enrich the visual images for the reader. See if you can find three, and record them in the chart below. Make sure to cite their page location as well!

Simile 1:	Simile 2:	Simile 3:

Then choose your favourite one to illustrate, using media according to your teacher's instructions. Be creative!

CHAPTER EIGHTEEN RUBRICS

#1 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
#2 WRITING: Knowledge Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. **3.3**	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.
#3 ORAL COMMUNICATION: Communication Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. **2.3**	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.
#3 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

ILLUSTRATED SIMILE RUBRIC

READING: Knowledge Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with limited effectiveness. **1.2**	Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with some effectiveness.	Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with considerable effectiveness.	Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with a high degree of effectiveness.
VISUAL ARTS: Application Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. **3.3**	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.	Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.

Chapter Nineteen: Romulus and Remus

1. Where do you suppose Kenneth Oppel got the names for the two rat brothers in this chapter? With your teacher's permission, and following an Acceptable User's Policy, visit this website to get some additional information:
    http://www.schoolshistory.org.uk/birthofrome.htm
    You can also research these names in an encyclopedia or book in your library.

    Once you've the origin of these names, explain why you think the author chose them for the rat brothers.
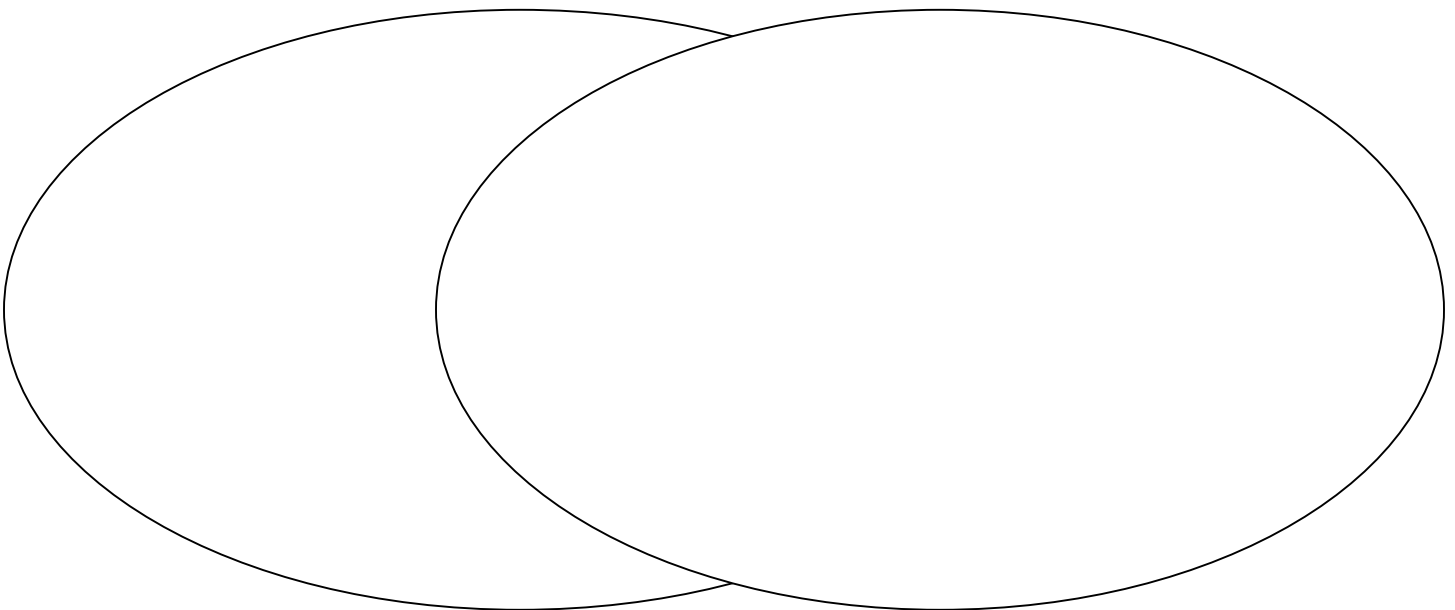
2. The theme of prejudice once again surfaces in this chapter. Who is a victim of prejudice in this chapter, and how has he managed to cope?

3. Summarize the events in this chapter, using no more than four or five sentences. Be sure to include all the pertinent facts in your retelling, but not every insignificant detail.

COMPLETE A VENN DIAGRAM

In this chapter Remus and Shade both make comparisons of rats and bats. Using the Venn Diagram below, compare the two creatures, using everything you've learned and heard about both.

Bats   Rats

CHAPTER NINETEEN RUBRICS

#1 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
#2 READING: Communication Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. **1.8**	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
#3 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.

VENN DIAGRAM RUBRIC

WRITING: Knowledge Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. **1.5**	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.
READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.

Chapter Twenty: Capture

1. Examine the two passages below.

a)

> Shade could now see the garbage dump, and the Humans' town off to one side, and then the forests stretching out before them, beckoning. (p. 228)

b)

> "They don't give up easy, that's for sure." (p. 228)

Both of these sentences use apostrophes, but in different ways and for different reasons. Explain the differences, referring to both examples in your explanation.

2. What horrible discovery do Shade and Marina make when they are once again reunited with Goth and Throbb? Prove your answer with details from the book.

3. In this chapter, Shade and Marina are just finally feeling they might succeed when something horrible happens:

> And then the whole sky came unstuck and dropped down, pounding all his senses from him. (p. 230)

How do the words the author chooses to use help to reinforce Shade's sense of doom and confusion? Use examples from the story to prove your ideas.

4. Goth's mockery of Nocturna, the banded bats, and Shade and Marina's hopes are all mockery of beliefs other than his own. How do you, as the reader, feel when Goth is making fun of all these other beliefs? Explain.

INTERNET SCAVENGER HUNT

With your teacher's permission and using an Acceptable User's Policy, access the Internet. Type the following URL into your Address Bar:

http://en.wikipedia.org/wiki/Bat

1. Using the "Favourites" or "Bookmark" button (depending on your Internet program), bookmark this site for further exploration.
2. Use the "Back" key and then go to "Favourites" or "Bookmark" to test your success. Get yourself back to the website listed above (Wikipedia.org).
3. What do you notice on the right hand side of the screen? Describe what you see in the box.
4. Why are blue words mixed in with the black words in the text of the page? What happens when you move the mouse/cursor over the first blue word? What do you see?
5. Click on the blue word, "mammal." What happens?
6. What do you call words like this on Internet pages? Use the "Back" key to return to the Bat page.
7. Scroll down the page. Under the bottom of that first section of text, you will notice another box. What is in it and how would you use this?
8. "Skim" the next section of text. What text features do you notice in this area that you might find in non-fiction books as well?
9. Continue scrolling down the webpage (but feel free to stop and read anything that interests you more closely!) Stop when you come to the section subtitled "Cultural Aspects." Read this more closely.
10. Who and what are mentioned in the second paragraph of this section of the encyclopedia entry?
11. List the last three sections of the webpage found at the bottom of it. Why would these be useful? Explain.
12. Write a clue to something on this page you'd like a friend to find!
13. If there's still time, feel free to go exploring more of this webpage and its related links. You can never go wrong increasing your knowledge through research!

CHAPTER TWENTY RUBRICS

#1 WRITING: Communication Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. **3.2, 3.4, 3.6**	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
#2 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#3 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
#4 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

WEBPAGE SCAVENGER HUNT

# 1, 2, 12, 13 **INFO STUDIES: Knowledge** Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance.	Demonstrates simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates considerable ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates thorough ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
#3, 6, 7 READING: Knowledge Identify a variety of text features and explain how they help readers understand texts, with limited effectiveness. **2.3**	Identify a variety of text features and explain how they help readers understand texts, with some effectiveness.	Identify a variety of text features and explain how they help readers understand texts, with considerable effectiveness.	Identify a variety of text features and explain how they help readers understand texts, with a high degree of effectiveness.
#4, 5, 7 READING: Communication Explain how the particular characteristics of various text forms help communicate meaning, with limited effectiveness. **2.1**	Explain how the particular characteristics of various text forms help communicate meaning, with some effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with considerable effectiveness.	Explain how the particular characteristics of various text forms help communicate meaning, with a high degree of effectiveness.
# 8-11 READING: Knowledge Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with limited effectiveness. **1.1**	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with some effectiveness.	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with considerable effectiveness.	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts, with a high degree of effectiveness.

Chapter Twenty-One: Betrayal

1. Consider the passage below:

> "You really don't care if I eat your colony?" He seemed interested. (p. 241)

    Why do you suppose Goth "seemed interested?" Explain.

2. Shade appears to have "gone over to the other side," as the title of this chapter suggests. Still, there are a couple of spots in the text where the author gives the reader clues that perhaps Shade has other ideas. See if you can find one of these spots, and quote it in the chart below:

Quotation that shows Shade is not really on Goth's side:	Page #

3. Shade has his first taste of bat meat in this chapter, and just to make it more horrific, it is Brightwing bat, the same species as Marina. Explain how and why this happens. How would you feel if you were Shade at this moment? Explain.

NAME THAT PART OF SPEECH!

"I'll Take Nouns for Three Hundred Dollars."

Examine the sentences from the story below. Place each of the words in **bold** into the correct column on the chart, based on your knowledge of the parts of speech. Use a dictionary to help you be sure.

a) "We **have** a convert of **Zotz** in our midst." (p. 246)
b) **Sunlight burned** outside the cave. (p. 247)
c) "Go to sleep," Shade said **softly**. (p. 248)
d) With a slow **forward pull** of his shoulders, Shade **wriggled** clear of Goth's wing. (p. 248)

Nouns	Verbs	Adjectives	Adverbs

CHAPTER TWENTY-ONE RUBRICS

#1 READING: Thinking Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. **1.5**	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
#2 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
#3 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#3 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

NAME THAT PART OF SPEECH RUBRIC

WRITING: Application Use parts of speech appropriately to communicate meaning clearly, with limited effectiveness. **3.5**	Use parts of speech appropriately to communicate meaning clearly, with some effectiveness.	Use parts of speech appropriately to communicate meaning clearly, with considerable effectiveness.	Use parts of speech appropriately to communicate meaning clearly, with a high degree of effectiveness.
WRITING: Knowledge Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. **3.3**	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.

Chapter Twenty-Two: Thunderhead

1. In the first chapter of *Silverwing,* the author demonstrated how Shade's echolocation worked as he hunted a tiger moth. How does the author use that earlier scene now, at the end of the story? Explain.

2. The climax of any story occurs when the hero(es) and the villain(s) have their ultimate confrontation — a final showdown. Using jot notes, summarize the climax of this story as it occurs in this chapter.

3. Whenever the "punishment fits the crime" in literature, it's called "retributive justice" (or "*nemesis,*" if you prefer the Greek word!) In the climax of *Silverwing*, both Throbb and Goth are punished in a particularly suitable way that fits their "crime." Explain why their punishment is so fitting, using information from the story to prove your point.

WRITE A PREDICTION

If I was Goth, I'd...

The author, Kenneth Oppel, makes sure to leave us with the knowledge that Goth has survived his confrontation with Shade and Marina. Write a prediction outlining what you think Goth will do next. Think of it like a mini-sequel to the story. How do you think Goth will "take his revenge on Shade and his all his colony — so help him Zotz" (p. 261)?

Use a graphic organizer of your choice in the space below, to plan and organize your predictions. This prediction should be longer than the one you wrote in Chapter Sixteen. When you've got your ideas down, write your prediction in a narrative form (almost as if you were writing the summary of a story).

CHAPTER TWENTY-TWO RUBRICS

|			
#1 READING: Thinking Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. **1.7**	Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
#2 READING: Knowledge Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. **1.4**	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
#3 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

NARRATIVE PREDICTION/MINI-SEQUEL RE: GOTH

WRITING: Thinking Sort and classify ideas and information for their writing in a variety of ways with limited effectiveness. **1.4**	Sort and classify ideas and information for their writing in a variety of ways with some effectiveness.	Sort and classify ideas and information for their writing in a variety of ways with considerable effectiveness.	Sort and classify ideas and information for their writing in a variety of ways with a high degree of effectiveness.
WRITING: Communication Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. **3.2, 3.4, 3.6**	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

Chapter Twenty-Three: Hibernaculum

1. The denouement of a story is the part where all the loose ends are tied up. It always occurs after the climax is over.

   Describe what we learn about each of the character's plans in these last two chapters by completing the graphic organizer using jot notes, below:

   Shade

   Marina

   Ariel

   Goth

   Frieda

   Chinook

   Bathsheba
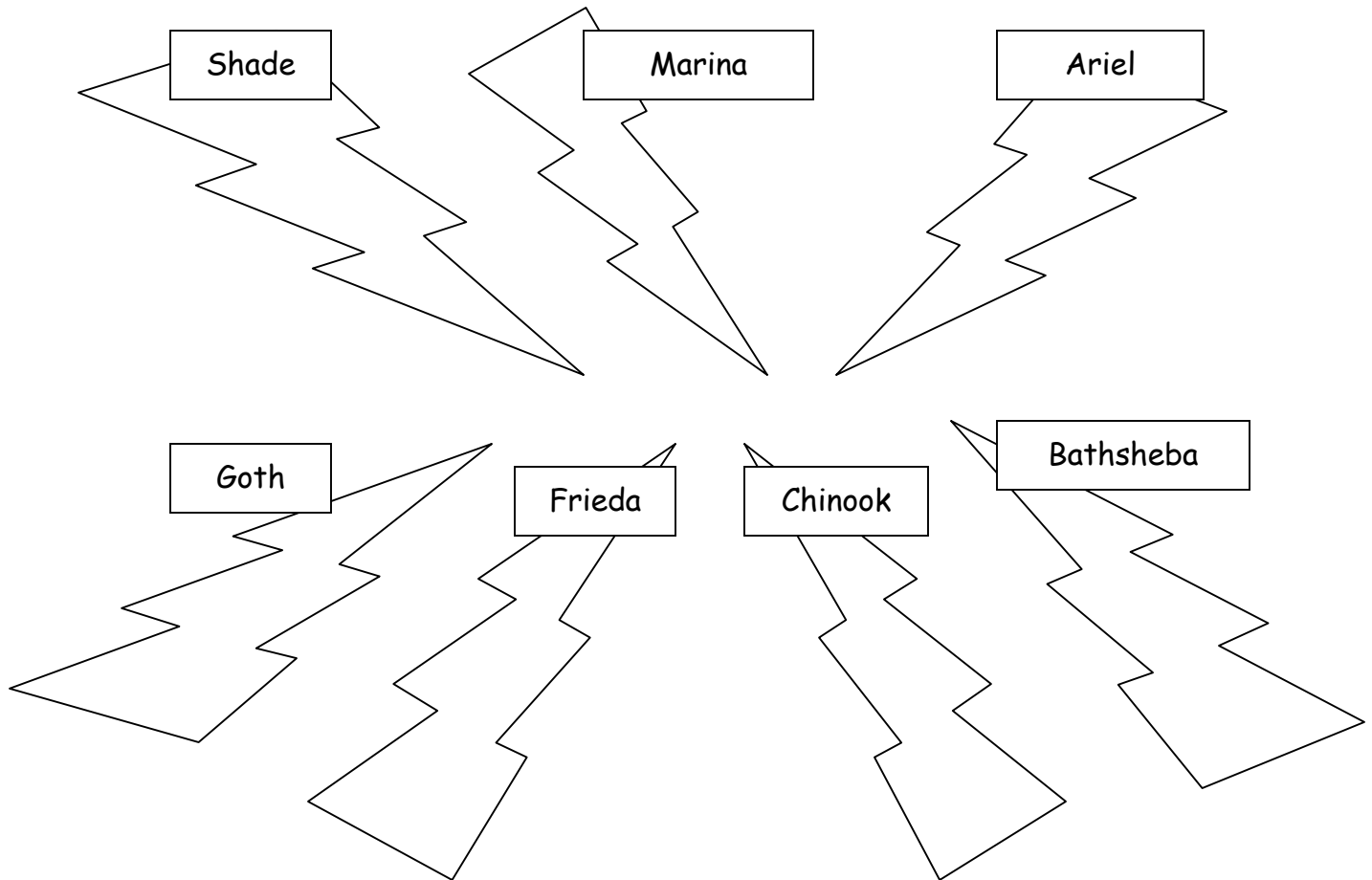
2. Are you surprised that Shade intends to leave Hibernaculum and continue on to find his father? Why or why not? Explain.

3. Consider these sentences from the story:

   a) Her wings <u>enfolded</u> him. (p. 264)
   b) She seemed <u>suddenly</u> very old. (p. 267)

c) He turned to her <u>worriedly</u>, and there was a <u>wistfulness</u> in her smile that made his throat clench. (p. 270)

d) But even he could see he'd need a few days' rest, for his wing to heal, to <u>regain</u> his strength. (p. 271)

Write the roots of the underlined words, as well as any applicable prefix or suffix, in the chart below.

Word from Story	Prefix(es)	Root Word	Suffix(es)
enfolded			
suddenly			
worriedly			
wistfulness			
regain			

Explain how the two suffixes change the root word of "<u>worriedly</u>" in the following sentence:

He turned to her <u>worriedly</u>, and there was a wistfulness in her smile that made his throat clench. (p. 270)

_____
_____
_____
_____

WRITE A COMIC OR GRAPHIC NOVEL EXCERPT

<u>A Picture Is Worth a Thousand Words…</u>

Comic books and graphic novels are visual representations of stories or information. They have specialized conventions, like speech bubbles for dialogue, boxes for images and words, and minimal text overall. They need to be read differently, as the pictures lead the reader, rather than the words.

Think About
• what makes a good comic.
• what scene in this novel would be interesting in comic form.

• what sort of illustrations and/or points of view would be most effective.

Pretend you are a comic book writer or graphic novelist. Decide on one particular section or scene within the novel – not the whole thing. You should be creating an EXCERPT only! Plan to illustrate 5 to ten boxes, and decide what should go in each box using the brainstorming area below. Then use the paper your teacher or teacher-librarian supplies, and start creating your boxes, remembering what you plan to place in each one. Try to space them out so they are visually appealing, and remember to add a title and your name. Don't worry if your drawing skills are not your strongest asset…just do your best. Your pictures should ideally demonstrate more than one point of view or perspective, and don't forget to add the necessary text and dialogue in the correct manner!

You may want to examine some comic books or graphic novels that your teacher or teacher-librarian will supply, in order to see for yourself what conventions are necessary. Indeed, your teacher or teacher-librarian may have you work with a partner, examining some actual comics or graphic novels in order to better familiarize yourself with the requirements of this type of writing. Think about the purpose for writing in this manner while you are completing the assignment.

<u>Brainstorming:</u>

CHAPTER TWENTY-THREE RUBRICS

#1 WRITING: Knowledge Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. **1.5**	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.
#2 READING: Application Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. **1.6**	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
#3 READING: Knowledge Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. **2.4**	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.

RUBRIC FOR WRITING A GRAPHIC NOVEL EXCERPT

Student's Name: _____ Rec'd On Time?   Yes   No

WRITING: Thinking Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
READING & WRITING: Application Understands the purpose is to write a graphic novel excerpt, based on prompt.	Writes a graphic novel excerpt with limited effectiveness. Some parts of it may be off topic. Uses simple details that are inconsistently related to the narrative and/or to each other.	Writes a graphic novel excerpt with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes graphic novel excerpt that is considerably effective and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes graphic novel excerpt that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
MEDIA LITERACY: Application Produces media texts for specific purposes and audiences, using media forms and appropriate conventions and techniques.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. **3.4**	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.
WRITING: Communication Uses appropriate writing techniques -speech bubbles -captions Uses an appropriate voice/addresses a specific audience Uses logical sequence in comic blocks, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing text; uses little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple text – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure in text; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over text; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
WRITING: Knowledge Format follows organization of a graphic novel excerpt (narrative). Understanding of content is demonstrated.	Format of graphic novel excerpt may only be partially followed. Understanding of content is demonstrated with limited success.	Format of graphic novel excerpt is followed with some errors. Understanding of content is demonstrated with some success.	Format of a graphic novel excerpt is followed correctly. Understanding of content is demonstrated with considerable success.	Format of a graphic novel excerpt is followed flawlessly. Understanding of content is demonstrated with a high degree of success.