

Weeks 5 & 6: Original Creative Writing Essay

The Fish/Birds Speak

Overview of Informative Creative Writing Assignment

You will be writing a creative informative essay. **This will be a first person essay.** That means that you will write your essay in the first person--as though you are that creature.

I. TOPIC OF ESSAY

This creative writing assignment is one in which you will inform your readers in a creative way. **You will write an informative essay from the perspective of a fish or bird created on Day Five of Creation. You will be given the information to use in your essay.** You may choose one of the following:

- A. Great white shark
- B. Rainbow trout
- C. Mourning dove
- D. Northern pike
- E. Greater roadrunner
- F. Atlantic wolffish

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic:** 3 paragraph body
- B. **Extension:** 4 paragraph body

III. OPENING PARAGRAPH

All students will write an Opening Paragraph.

IV. CLOSING PARAGRAPH

Extension students will write a Closing Paragraph.

V. SOURCES

Students will **not** be using sources, unless more information (than what is provided) is desired.

VI. QUOTATIONS WITHIN YOUR ESSAY

Students will **not** be using quotations unless the student desires.

VII. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following skills.

- A. **Writing From Given Notes**
(vs. From Full Paragraph Source)
- B. **Writing in the First Person**
- C. **Opening Paragraph Types**

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Lesson A. Research and Study Skills: Choose Your Topic

This week you will be writing an informative creative writing essay about an animal that was created on day Five of the Creation Account. You will probably remember that birds and fish were created on Day Five.

This is called an informative creative writing essay because it will be informative--informing your reader--but you will do it in a creative way. **You will write it from the animal's point of view.** That is, you will "talk" in your essay as though you are the animal, rather than an outsider telling an informative essay about the animal.

Also, you will be given a list of facts about the animal that you may use for your informative creative essay. That way, you will just need to focus on being creative and organized!

<> A. Choose one of the birds or fish for which information is given in the following pages. (Or choose a different one altogether and write a list of your own facts for that animal from a book or online source.)

Note: Older Students using this Creative Writing book may need to find source information themselves for this assignment. Follow your teacher's instructions for whether you should use the given information or research for yourself.

Given Information

Bald Eagles

Habitat:

- Live near rivers, lakes, and oceans with plenty of fish
- Roost in hardwood and coniferous trees
- Prefer areas with low densities of human population
- Its range includes almost all of North America including most of Canada and Northern Mexico

Feeding

- Mostly feed on fish such as trout and salmon
- Eagles feed on carcasses of dead animals as big as whales
- They also eat small mammals, other sea birds, and reptiles

Appearance/Size

- Brown with white tail and white head
- Large yellow hooked beak
- Legs are unfeathered
- Feet yellow
- 28-42 centimeters long
- Wingspan 69-96 inches
- Females can weigh 12 lbs
- Males can weigh 9 lbs

Human Relationship:

- Keep distance from humans
- USA national bird
- Popular in Native American lore
- Eagles used to be a common sight before the 20th century

Birth/Mating:

- Eagles mate for life
- Eagles make the biggest nest of North American birds
- Nest can be up to 13 ft. deep
- Eagles lay 1 to 3 eggs per year
- All 3 eggs rarely survive
- Baby eagles called eaglets
- Eaglets hatch after about 35 days in the egg

Box for A & C

Rainbow Trout

Habitat:

- Freshwater fish
- Lakes and streams along the Pacific
- This species has been introduced to many new places
- They have been introduced to over 45 countries and 6 continents
- Many native fish have eaten them

Feeding:

- Rainbow trout have a varied diet
- They eat small fish and insects
- Also eat crustaceans and crayfish
- They will also feed on salmon eggs and carcasses

Appearance:

- Blue-green back and pale belly
- Silver flanks marked with small dark spots
- Violet stripe runs along each side
- Up to 3 ½ feet long
- Rainbow trout can weigh up to 40 lb

Human Relationship:

- Often farmed for food
- People prefer native rainbow trout over farmed because of the taste difference
- They have been introduced to many countries as a food source and a game fish

Birth/Mating:

- They return to the stream where they were hatched to lay their eggs
- Live about 1 - 2 ½ years

Box for A & C

Given Information

Mourning Doves

Habitat:

- Cover all of the US and much of southern Canada
- Cover all of Mexico during winter
- Cover over 6.8 million square miles
- Live in urban areas as well as farmland and grassland
- Like lightly wooded areas
- Avoid swamps and dense forests

Feeding:

- Seeds make up 99% of diet
- They rarely will eat insects and snails
- They will also eat sand and gravel to aid digestion
- Mourning doves usually forage on the forest floor for seeds

Appearance/Size:

- Rounded head
- Perching feet with 3 toes
- Beak is short and dark
- Feathers are light grey with pink underside
- Eyes are blue-grey
- Medium sized dove
- 12 inches
- Weighs 4-6 ounces

Human Relationship:

- Mourning dove is Michigan's and Wisconsin's state bird of peace
- They are not a concern as far as endangerment

Birth:

- Lay almost always 2 eggs
- Incubation takes about 2 weeks
- Young mourning doves are call squabs
- Squabs feed on milk for first 2-4 days

Characteristics:

- Both male and female help build nest
- Male gathers twigs and other material
- Female uses material to build a nest
- The bird's call is a mournful "Coo-woo"
- Most migrate during the winter to southern US and Mexico

Box for A & C

Northern Pikes

Habitat:

- Freshwater fish
- Northern Pikes live in large lakes in slow moving rivers
- They are found in northern Alaska
- Found in most of Canada
- Found from northern US to Missouri
- Also found in Russia and Northern Europe

Feeding:

- Catch prey sideways
- Deliver an immobilizing bite with sharp teeth
- Eat mainly fish but occasionally feeds on ducklings
- Ferocious hunters
- Sometimes even eat other pike

Appearance/Size:

- Dark colored
- Long body
- Large eyes
- Weigh up to 46 lbs
- 59 inches long

Human Relationship:

- Used as a game fish
- Flesh is bony so it is usually thrown back in by fishermen
- Popular food in Europe

History:

- Northern pike is named for Medieval weapon pike, because of narrow bodies
- Legendary pike caught in Ireland in 1800s, supposedly over 90 lbs
- Largest on record was caught by Lothar Louis in Germany; weighed 55 lbs
- Pikes in North America do not reach record sizes
- North America's largest pike weighed 46 lbs
- The Latin name for northern pike literally means "water wolf"
- Close relative of larger Muskellunge

Box for A & C

Given Information

Greater Roadrunners

Habitat:

- Roadrunner lives in shrub desert and mesquite groves
- Range covers much of southwest USA
- From southern California to Arkansas and down into Mexico

Feeding:

- When hunting, bird walks rapidly to catch prey
- Mainly feed on insects, small rodents, scorpions, and tarantulas
- Occasionally jump when attacking larger prey
- Sometimes feed on birds

Appearance/Size:

- Roadrunner has a bushy crest
- Has long thick dark bill
- Back is dark including long tail
- Pale neck and underside
- Roadrunner has four toes, 2 face forward and 2 face backwards
- About 2 feet in length
- Weighs about 10.5 ounces
- Body is tall and upright

Human Relationship:

- New Mexico State bird
- Some Pueblo Indian tribes such as Hopi believed roadrunners protected them from evil spirits
- Roadrunner was a character in a TV cartoon called "Wile E. Coyote and Road Runner"

Birth:

- Nest in low cactus or bushes
- Lay 3-6 eggs
- Eggs hatch in about 20 days
- Chicks fledge in another 18 days

Characteristics:

- Largest of the North American cuckoo
- It is capable of flight but prefers to walk
- Can run at speeds up to 15 mph or more
- Close relation to lesser roadrunner

Box for A & C

Atlantic Wolffish

Habitat:

- Found on both sides of the Atlantic
- Found on the coast of Greenland to Cape Cod
- Rarely seen south of Cape Cod
- Like cold water, usually found at temperatures of 34-36 degrees
- Habitat is mainly made of large rocks
- Also found around Scandinavia and north Britain

Feeding:

- Use strong jaws to eat hard shell mollusks and crustaceans
- They do not eat other fish
- Also eat sea urchins, sea clams, green crabs, and hermit crabs
- Help maintain marine ecosystems by eating sea urchins and green crabs

Appearance/Size:

- Smooth slippery skin
- Usually purplish-brown, bluish-green, and grey
- The dorsal fin extends the full length of the back
- Eel-like body
- Mouth full of conical teeth
- Largest found was 5 ft long
- Largest weighed about 40 lbs

Human Relationship:

- Atlantic wolffish population is decreasing rapidly by over fishing
- Fishermen drag nets on the ocean floor/traps wolffish and destroy homes

Birth:

- The male will stay with eggs up to 4 months
- Eggs are 6 mm in length
- They have some of the largest fish eggs

Box for A & C

Lesson B. Write On: Writing in First Person

This week your essay will be written in the first person. That means that **you will use the words *I, me, we, us*--and even *you* when you want to address the audience directly.**

This is different than most informative writing, which is usually written in the third person--as an outsider giving information (without the use of *I, me, we, etc.*). It is not the correct way to write an informative essay for most classes--but it is a way to write creatively.

Even though you are speaking from the animal's point of view, you will not use quotations. Your entire essay will be "quoted," so to speak, so **you will just write as though you are speaking during the entire essay**, without the use of quotation marks.

Of course, if you want to quote another animal or a person in your essay, then you would use quotation marks to do that. For example, if you want to tell what a person said about you, such as, *That person screamed, "Help!" I wasn't even coming close to her!*

| Words to Use When Writing in First Person | | |
|---|----|------|
| I | me | mine |
| we | us | ours |

Box B

<> B-1. Read through the given sample notes and sample essay for the great white shark and notice how the list was used to write in the first person--creatively.

Sample of Given Information
Great White Shark

Habitat:

- Coastal surface water
- Temperatures between 54' and 75'
- Found in all major oceans
- Can be found at 4,200' feet deep, but usually closer to the surface

Feeding:

- Feed on other fish and rays
- Others feed on small marine mammals.
- Mammalian prey includes harbor seals, elephant seals, sea lions, and small whales
- They also scavenge on carcasses of Whale Sharks and large Whales
- Great white sharks attack in a swift move and deliver a usually-fatal bite

Human Relationship:

- Sharks rarely attack humans
- Surfers are attacked because from below they look like seals
- Sharks are targeted to be captured by humans for their jaws, teeth, and fins
- They are rarely commercially hunted

Characteristics:

- Curious animals
- High degree of intelligence
- They can have a large personality in some settings

Size:

- More than 13-20 ft. long
- Up to 1,500 to 4,200 lbs.
- World's largest known predatory fish
- Females are larger than males

Appearance:

- Large cone-shaped snout
- Uses counter shading with a white underside and grey dorsal area
- Shading helps camouflage
- It has rows of teeth that are serrated, delivering a painful bite

Birth:

- Eggs develop in the uterus
- Eggs hatch in the uterus and baby sharks grow there

Sample Shark Essay

Hi! I'm Shelby the Shark, a Great White Shark that is. I was one of God's magnificent creations of Day Five of the incredible Creation Story. Want to know more about me? I'd be delighted to tell you more about me and other Great Whites.

You will probably be surprised by my size, since I am the world's largest known predatory fish. Great Whites are usually 13-20 ft long. We can weigh anywhere from 1,500 to 4,200 pounds. We females are larger than males.

My eating habits develop as I do. I started out when I was young eating smaller fish and rays. Later, I started to feed on small mammals. My favorite mammals are Harbor Seals, Elephant Seals, and Sea Lions. Sometimes, I will enjoy a meal of a small whale. When I attack, I bite really hard to make sure my lunch doesn't get a chance to swim away.

My living habits are also interesting. Usually, I like to stay fairly close to the coast since that is where all the seal live. We Great White Sharks inhabit all of the major oceans of the world. I tend to stay up near the surface of the water. My favorite place to be is where the temperature is between 54-75 degrees.

Unfortunately, I and other Great Whites like myself have a bad reputation with mankind. Movies and books portray us as human killers, just waiting beneath the water's surface for our next people-meal. This just isn't true at all. The real reason you hear about us attacking surfers is because from beneath, they look like my favorite food, a seal. Well, I hope you have learned a lot about me and the way I live. Someday, maybe you can tell me about how humans live.

<> B-2. Change the sentences given below into first person sentences that a student might use in his or her creative essay this week.

For example:

Given Sentence: The great white shark is the largest predatory fish.

First Person Sentence: *You might be surprised to discover that I am the largest predatory fish.*

1. The great white shark feeds on other fish and rays.

2. The great white seldom attacks humans.

3. The shark is an intelligent creature.

4. The great white shark is found in all major oceans with temperatures between 54 and 75 degrees.

5. They scavenge on carcasses of whale sharks and large whales too.

Lesson C. Composition: Write Rough Draft of Informative, Creative Essay About a Fish or Bird Created on Day Five

<> C. Follow these steps to write your essay:

- (1) **Read the sample essay provided** and compare it with the notes from the Great White Shark to see how to use the provided notes in your essay.
- (2) Optional: If it helps you to get “into character” more, you may flip over and outline and write your Opening Paragraph first.
- (3) **Choose the three or four areas of your chosen animal that you want to include in the body of your essay** and highlight each header of those (Box for A & C).
- (4) **Number the highlighted headers** in the order you want each of these “paragraphs” to occur in your essay.
- (5) **Begin with the #1 paragraph of information** you highlighted and add any notes to this paragraph that you desire, mark through things you do not want to use, or find more information if you feel it is needed.
- (6) **Read the topic of your first paragraph** of the body and the sentence notes beneath it.
- (7) **Re-number the sentence lines in the order you want your information** (if needed).
- (8) **Write the first paragraph of the body of your essay (PoB-A)** in your notebook (on every other line) or key it on the computer (double spaced).
- (9) Remember, you will be writing a separate opening paragraph later, so just start right into the body as though you have already introduced yourself in the Opening Paragraph.
- (10) Continue the steps above for the rest of your essay.

Lesson D. Study Skills/ Prewriting/ Composition: Take Notes for an Original Opening Paragraph

<> D-1. Now that you have written the body of your essay, you are ready to write notes for an original Opening Paragraph. Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider how you want to introduce your essay.
 - a. Scripture passage about Day Five of creation
 - b. Song about fish or birds
 - c. Story about when your creature was born (or hatched)
 - d. Definition of bird or fish
 - e. Example in Scripture of birds or fish
 - f. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.)
 - g. **Something from the characteristic list that might surprise or entertain your readers.**

- (2) Now that you have decided how you are going to open your essay, you are ready to write notes for your opening paragraph. Follow these steps:
 - a. Write only notes—not complete sentences.
 - b. It is okay if you have more information than you need. You can omit some later when it is time to write.
 - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
 - d. Write your notes on the lines provided.

Notes for Opening Paragraph

<> D-2. Using your notes for your Opening Paragraph, write the Opening Paragraph of your essay in your notebook, writing on every other line. Be sure you include a Thesis Statement for your entire essay some where in this paragraph.

Lesson E. Extension--Study Skills/Prewriting/ Composition: Take Notes for an Original Closing Paragraph

<> E-1. Extension--Now that you have written the body and Opening Paragraph of your essay, you are ready to write a Closing Paragraph.

(1) Your Closing Paragraph will include a Thesis Statement “Reloaded.”

- a. Remember, a Thesis Statement “Reloaded” is a statement that “closes” your paper--sums up what your entire paper is about.
- b. It should be a sentence or two in length and should close your essay.
- c. It may be at the very beginning of your Closing Paragraph or at the end of your Closing Paragraph.
- d. It should bridge the gap between your catchy Closing Paragraph and the body of your essay.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your essay, if desired.
- g. Be sure your Thesis Statement “Reloaded” is not identical to your Thesis Statement---it should be “reloaded” with the key words still in it.

(2) Write enough notes for **5-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(3) You may just jot down some thoughts, references, etc., for your Closing Paragraph notes, or you may create a “Sentence-by-Sentence” outline like you did for the body of your essay.

***Note: If you are used to writing Thesis Statements “Reloaded” and Closing Paragraphs, you may experiment with putting your Thesis Statement “Reloaded” later in your Closing Paragraph--even at the very end of your Closing Paragraph, if desired. Sometimes this helps the flow of your Closing Paragraph when you are writing a story or other information in your Closing Paragraph that you want to keep all together--then follow this with the Thesis Statement “Reloaded.”**

Notes for Closing Paragraph

<> E-2. Extension--Follow these steps for writing your Closing Paragraph:

- (1) Write an **opening sentence (Thesis Statement “Reloaded”)** at the beginning of your Closing Paragraph that tells what your essay was about. (Or plan to put your Thesis Statement “Reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write that sentence down.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the essay you just wrote.

Lesson F. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> F. Use the Checklist Challenge located after this week’s lesson to edit your essay.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision on your rough draft paper** as directed by your teacher.
- (4) **Check off (or code) each item’s check box on the Checklist Challenge** for this week.

Note: If you are not familiar with CI’s Checklist Challenge, and you feel that you need more help on it than this upper level book provides, you may desire to secure a first semester MC book for levels four through nine or the *Character Quality Language Arts Teacher’s Guide*--all of which contain detailed lessons on the How To’s of the Checklist Challenge. Also, see the Checklist Challenge Coding box provided.

Note: Notice that after several tasks of the Checklist Challenge, the items start to contain words like "If you have already done this, highlight the word or sentence in your paper and highlight the check box(es) as directed by your teacher." When you start to see these words, you may just locate the items in your paper and code them for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task check boxes of the CC Chart.

Lesson G. Composition: Final Copy Original Creative Essay

- <> G-1. Write the final copy of your essay in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).**

- <> G-2. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?**

Checklist Challenge Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher. For more help on this, see the Suggested CC Coding Chart in the back of this *Meaningful Composition* book.

1. Use **colored pencil** or **colored pens** or **highlighters**.
2. **Print off your** double spaced **rough draft report or essay** (or use your handwritten rough draft).
3. **With your CC on one side and your paper on your dominant side** (right hand side for right handed students), complete the first CC task.
4. **Place a check mark in the check boxes for the items that say "read" or "look for errors,"** etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
 - a. **Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper** in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
 - b. **Insert the change or addition with a colored pencil or colored pen** (choosing whatever colors you desire without repeating the exact same marking). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated. For example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen *and* underlined with the blue pen.)
6. **Whatever you do to the insertion on your paper should be done to the CC check boxes for that item.**
 - a. For example, if you highlight your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter.
 - b. If you underline your title with purple highlighter in your paper, you should underline the check box with purple highlighter.
 - c. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil.
7. **If your teacher gives you permission to skip a CC task** (or you and she do not think a change will improve a paragraph), **place an NC (no change) in the check box for that paragraph**, so your teacher will not look for it.
8. If you skip a task altogether (without your teacher's permission), place an X in the task box(es), so your teacher will know not to search for the revisions. Obviously, it is always preferred that you do all of your assignments, but it would be better to indicate that you skipped something than to leave the box(es) blank.

The point is that **the coding you put into the paper copy of your composition should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task.** This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors) on the other. She can check at a glance to find your new insertions, title, Thesis Statement, and more.

Note: Some students prefer to do the CC on their paper on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.

Box F

Checklist Challenge for Weeks 5 & 6: Original Creative Writing Essay

The Fish/Birds Speak

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

Optional OPTIONAL -- Your teacher will decide whether you should complete this task or not, based on your grammar/usage level.

All All All

All E E

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

☞ Focus on content errors at this time.

All All All

All E E

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **“Code” the CC boxes in the same way that you coded your located verbs in your paper.**

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All All All

All E E

Change one of the **“boring” verbs** in each paragraph to a **“strong” verb**. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added verbs in your paper.**

| <u>Instead of</u> | <u>Use</u> | <u>Instead of</u> | <u>Use</u> | <u>Instead of</u> | <u>Use</u> |
|-------------------|------------|-------------------|--------------|-------------------|-------------|
| found | discovered | looking | appearing | run | sprint |
| coming | visiting | sit | recline | talk | communicate |
| go | hasten to | asked | interrogated | lay | recline |
| said | announced | write | pen | lie | deceive |
| look | examine | answered | responded | play | frolic |
| walk | saunter | lie | stretch out | talk | proclaim |
| list | enumerate | become | develop | work | toil |
| look | scan | see | determine | add | enhance |
| help | assist | teach | instruct | | |

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

All E E

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added adverbs in your paper.**

Examples:

| | | | | | |
|-------------|---------------|---------------|------------|------------|------------|
| only | totally | joyfully | willingly | completely | never |
| practically | significantly | closely | finally | diligently | seldom |
| cheerfully | carefully | laboriously | gladly | slowly | later |
| extremely | gratefully | happily | sometimes | always | tomorrow |
| fully | thoughtfully | interestingly | apparently | cautiously | repeatedly |

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All All All

All E E

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added adjectives in your paper.**

Examples:

| | | | | | |
|------------|------------|-------------|---------------|-------------|--------------|
| stringent | gracious | lengthy | trusted | courteous | infallible |
| meek | meager | valiant | understanding | trustworthy | horrendous |
| courageous | fulfilling | preoccupied | terrible | incapable | presumptuous |

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind.* You should add descriptive adjectives--those that tell *what kind.***

All All All

All E E

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. ***If you do not have any Banned Words, just “code” the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words).***

Banned Word List

| | | | | | | |
|------|-------|--------|------|-------|------|--------|
| very | big | really | good | great | fine | slow |
| say | bad | little | want | see | look | such |
| ask | lot | find | walk | said | go | become |
| sit | think | soft | fast | many | find | |

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

All

Create a **title**, and put it at the top of your paper. ***If you have already done this, you should still “code” the CC check box and the title in your paper as directed by your teacher.***

Consider the following ideas:

- Something catchy: **“Feathered Friend”**
- Something comical: **“Danger!”**
- Something bold: **“Feathered Foe?”**
- A song title or line: **“Why Do Birds Sing?”**
- A Scripture: **“Birds of the Air”**
- Something biblical: **“And It Was Good”**
- Something informative: **“Sea Creature”**
- Something about character: **“Friendly Feathered Fellow”**

☞ **Tips:**

- **Center your title at the top of the first page of your composition.**
- **Capitalize the first letter of the first and last word.**
- **Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.**
- **Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.**

All

Add a sentence to the beginning of your paper that describes the whole piece. This is called the **Thesis Statement**. *If you have already done this, you should still “code” the CC check box and the Thesis Statement in your paper as directed by your teacher.*

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips**

- Write a sentence that describes your paper without telling the reader exactly what it is about.
- Do not say: *In this paper you will learn about . . .*
- Be sure this Thesis Statement is truly representative of the content of your *entire* composition.
- Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition’s subject.
- If your paper does not have a separate Opening Paragraph, you will want to add an Opening Thesis Statement--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.

B

Add a sentence to the very end of your writing that **restates your Thesis Statement** in some way. This is called the **Thesis Statement “Reloaded”** and should conclude your paper. *If you have already done this, you should still “code” the CC check box and the Thesis Statement “Reloaded” as directed by your teacher.*

☞ You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement.

E E E

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. *If you have already done this, you should still “code” the CC check box(es) and these words in your paper as directed by your teacher.*

☞ A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).

E

Add one **SSS5—Super Short Sentence** of five words or fewer. *If you have already done this, you should still “code” the CC check box and the SSS5 in your paper as directed by your teacher.*

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All All All

All E E

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. *If you and your teacher feel that your vocabulary is advanced enough, you should still “code” the CC check box(es) and the advanced words in your paper as directed by your teacher.*

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All All All

All E E

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. **If you do not have any redundancy, just “code” the CC check box(es) as directed by your teacher.**

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

Note: Advanced level students should omit as much redundancy as possible throughout all paragraphs.

☞ **Do not change insignificant words such as *was, it, and, etc.***

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). **If you have already done this, you should still “code” the CC check box and the interjection in your paper as directed by your teacher.**

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal! **OR**
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

My, well, oh
Wow, yes, no

E

Start one or more of your sentences with an **adverb** (*ly* word or other adverb) (or more than one, according to your level). **If you have already done this, you should still “code” the CC check box and the adverb in your paper as directed by your teacher.**

Examples

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it. Do not use a comma if the adverb phrase or clause is actually a subject**
***Directly assailing their victims is what they do* (no comma).**

E

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. **If you have already done this, you should still “code” the CC check box(es) and the PP openers in your paper as directed by your teacher.**

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. **(Optional comma)**
- **From the center of the web**, spokes fan out and anchor the surrounding frame. **(Double prepositional phrase opener)**
- **Onto the surrounding frame**, the center of the bridge is anchored. **(Optional comma)**
- **In the center of a web**, the spider waits patiently for its victim. **(Double prepositional phrase opener)**
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
(Prepositional phrase opener & subordinate clause opener)
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ **Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.**

E

Combine two related complete, sentences (CS) with a semicolon. *If you have already done this, you should still “code” the CC check box(es) and the CS ; CS in your paper as directed by your teacher.*

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods. (CS; CS)
- They act via traps and snares; they put their victims in challenging positions. (CS; CS)

☞ A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS ; CS (Complete Sentence semicolon Complete Sentence).

All All All

E E

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. *If your transition sentences are adequate, you should still “code” the CC check box(es) and the transition sentence(s) in your paper as directed by your teacher.*

☞ Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that new paragraph's topic).

All All All

All E E

Edit each paragraph with your teacher, and correct any **usage or spelling errors**. Place a check mark in each CC box with a pen or pencil when this step is completed.