

# Creative Writing Challenge:

Adaptations are like super powers for some animals. The right combination of genes can give them an advantage over other organisms and allow many animals to do amazing things! Create a “super species” by combining three adaptation “powers” (hint: some suggestions are below, but you can use any real adaptation you would like). Describe the environment in which your super species lives and explain how its powers help it to survive the challenges of daily life. Include a detailed description of a day in the life of your super species and use supporting details from this unit.



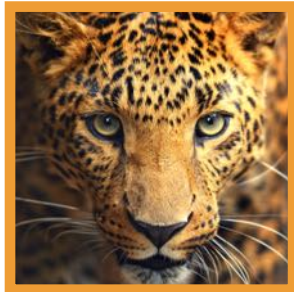
Shield



Super Sight



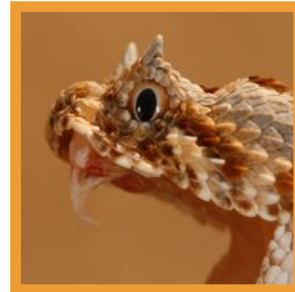
Invisibility



Super Speed



Super Strength



Venom

## Sample Rubric:

Expectations	Level 4	Level 3	Level 2	Level 1
Focus and details	A clear, focused topic is present that is well supported by informative details	A clear, focused topic is present but supportive details are lacking	A topic is present, with some main ideas included	The topic and supporting details are not clear
Knowledge and understanding of content	Related content is strongly present and is appropriate/ relevant to the topic	Related content is present with connection to the topic	Some related content is present but connection to the topic is unclear	Related content is not clear or connected to the topic
Organization of content	The introduction is appealing and informative, paper follows a logical progression with a strong conclusion	An introduction is present, the paper follows a set order with a conclusion	An introduction is present as well as a conclusion	There is no well defined structure to the paper
Voice	The purpose is very clear and the author connects meaning to the audience with knowledge of the topic	The purpose is clear and the author connects some meaning to the audience some knowledge of the topic	The purpose is somewhat clear, but knowledge is limited	The purpose is unclear
Word choice and style	Vivid descriptions are present, the reader is engaged and the style transitions easily	Descriptions are present and the style includes transitions	Vague descriptions are included with some transitions	Little to no descriptions are included
Structure and grammar	Structure is complete and well formed, grammar and spelling are accurate	Most sentences are composed accurately with few grammatical errors	Most sentences are structured but many grammatical errors are present	Sentences are poorly constructed and difficult to understand

# Writing Assignment

## Rubric & Guidelines

The LearnEd Notebooks program includes a writing prompt in the unit review of each student notebook in order to incorporate the national writing standards. The following information is provided to assist you in ensuring that these standards are addressed in the work of your students.

### Secondary Writing Standards:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

**ANNOTATION KEY**

<3 = a favorite part

! = something that makes you say, "woah!"

? = a confusing part

\* = the most important part

C = connection

**THIS ARTICLE**

Title: **Meet the World's Highest Concentration of Gray Reef Sharks**

Source: National Geographic

Date: July 28, 2016

The team wasn't worried, though. "During the day, the sharks are very calm," says Mourier. "They're just resting and saving energy. If you swim up to them quickly, they escape. At night, they're active and hunting, and they get into feeding frenzies. But even then, they never bit us. They're just focused on the fish." There was only one truly hair-raising moment: when a 13-foot great hammerhead started hunting the gray reef sharks with the divers nearby. "That was a little scary," Mourier says.

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