

# Projects 3 & 4: Original First Person Essay

## A Peter Pan Character's View

### Overview of Informative Essay

You will be writing an Expository Essay in this lesson. An Expository Essay is an essay that “exposes” the reader to information.

To write this expository essay, you will need to research to get information.

#### I. TOPIC OF ESSAY

You will write an expository essay about a **first person account of one Peter Pan character**. You may pick one from the list provided or choose another altogether.

- A. Peter Pan
- B. Tinker Bell
- C. Wendy Darling
- D. Michael Darling
- E. John Darling
- F. George Darling
- G. Mary Darling
- H. Nana
- I. Tiger Lily
- J. Crocodile
- K. Mermaids
- L. The Lost Boys
- M. Captain Hook
- N. Mr. Smee
- O. Other

#### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write **2 paragraphs** for the body (P'soB).
- B. **Extension** students will write **3 paragraphs** for the body (P'soB).

\*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any **LAL\*** writing assignment, with your teacher's permission.

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

\*LAL--Language Arts Lady

#### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **4-6 sentences per paragraph**.
- B. **Extension** students will write **6-8 sentences per paragraph**.

#### IV. OPENING PARAGRAPH

Students will not write an **Opening Paragraph**.

#### V. CLOSING PARAGRAPH

Students will not write a **Closing Paragraph**

#### VI. WRITE ON/ADDITIONAL SKILLS

- A. **Brainstorming Box**
- B. **First Person Writing**

## “Tink, Tinkerbell, Miss Bell”

Hi! I'm Tinkerbell, but some of the Lost Boys call me Tink or Miss Bell. I'm a fairy, so I'm very small, and by small, I mean only a few inches tall. I'm super sweet, but don't push my buttons because I have quite a temper. Between you and me, I'm not a big fan of Wendy mainly because I think Peter likes her more than he likes me. And don't get me started on Captain Hook! I can fly with the help of pixie dust. When I talk to people, it sounds like a tiny bell. I lived in Neverland with the Lost Boys. Now I live in a cuckoo clock. That's all you need to know about me.

I lived with the Lost Boys. I always get them out of trouble. One time the boys had a war with Captain Hook. The Lost Boys have no family, so they became each other's family. The boys and I went on lots of adventures. They played many different games. But their favorite game was the imaginary food at dinner. They had good fights almost every night. The boys went to bed every night in their tree houses. We loved our lives!

I found Peter when he was just a baby. He was an orphan. So I brought him home with me. When he was a little older, I taught him how to fly. Peter and I went on lots of adventures. We fought pirates with the other lost boys. Pan was actually the group leader. He and I went to see the mermaids quite often. All of us loved how we did not have to grow up. And we are all still the best of friends. I love being a fairy--and I love all of our group!

Sample Box A-1

### Sample Essay Paragraph Topics Tinkerbell Talking

Topic of PoB-A: Tinkerbell (herself)

Topic of PoB-B: Lost Boys (Tink still tells this)

**Extension**--Topic of PoB-C: Peter Pan (Tink still tells this)



<> **A-4.** Now go back into your Brainstorming Box and choose two (**Extension**--three) ideas for topics that you think you can easily “talk” about in your essay/story.

**Note: You will write four to eight sentences (depending on you level) in each paragraph, so each topic will need to have four to eight sentences about it.**

### First Person Account of One Peter Pan Character

Choose person who is speaking: \_\_\_\_\_

Decide three things this person will tell about:

1. All-- \_\_\_\_\_
2. All-- \_\_\_\_\_
3. Extension-- \_\_\_\_\_

<> **A-5.** Outline each paragraph of your essay on the lines provided on the next page.

- (1) Write those two or three things or people on the outlining lines provided in the Topic of Paragraph space.
- (2) Take notes on the lines for each sentence.
- (3) Be sure you talk about that one aspect in that paragraph then move to the next paragraph when you change topics.
- (4) You may use bullet points, full sentences, key words, etc., to outline (since it will mostly be your own words).
- (5) You may look up your person in an online source or book to learn more.
  - a. You will be writing 4 to 6 sentences per paragraph for Basic;
  - b. 6 to 8 sentences for Extension
- (6) You can take notes in an informative manner (like writing from an encyclopedia), but when you write you will write in the first person--as though you are that person.

Example of First Person Writing: *I am Captain Hook! I am a pirate on the high seas!*

**All--Paragraph of Body A**

Topic of Paragraph One \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Extension--Sentence 8 \_\_\_\_\_

Extension--Sentence 9 \_\_\_\_\_

Extension--Sentence 10 \_\_\_\_\_

**All--Paragraph of Body B**

Topic of Paragraph Two \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Extension--Sentence 8 \_\_\_\_\_

Extension--Sentence 9 \_\_\_\_\_

Extension--Sentence 10 \_\_\_\_\_

## Extension--Paragraph of Body C

Topic of Paragraph Three \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

## 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 your point of view (in the first person), 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.

**Words to Use When  
Writing in First Person**

|    |    |      |
|----|----|------|
| I  | me | mine |
| we | us | ours |

Box B

## Lesson C. Composition/Creative Writing: Write an Original Essay (Rough Draft of Body)

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

- (1) **Read your first line of notes** and consider what you want your sentence to say.
- (2) **Practice saying your sentence aloud** to get it just the way you want it.
- (3) **Write your first sentence** in your notebook, or key your essay on the computer.
- (4) Be sure to **double space** your essay to make inputting the Checklist Challenge revisions easier.
- (5) **Indent** the beginning of each paragraph five spaces.
- (6) **Repeat** these steps for each line of notes, writing on every other line.

## Lesson D. Composition and Editing: Edit and Revise Original Essay Using the Checklist Challenge

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

- (1) Complete **each revision however many times each one is indicated**.
- (2) Insert revisions with pen or pencil into your rough draft essay.
- (3) **Highlight (or code) each revision on your rough draft essay** as directed by your teacher.
- (4) **Check off (or code) each item's check box on the Checklist Challenge** for this week.

**\*Note:** A story often has much of the wording and sentence structure that a writer wants to include since it is usually laid out mapped ahead of time. However, there are still many revising items that would increase the depth and detail of your sentences. Therefore, you will not be expected to do each CC item the same number of times as you have paragraphs (like you do for essays and reports). However, you will still have some Checklist Challenge items. Pay close attention to the check boxes and complete the number of revisions assigned according to each item's check boxes.

**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 list of the CC Chart.

**Note:** Language Arts Lady Store and my Teachers Pay Teachers Store have several Checklist Challenge how-to products (including a free one for [languageartsladyblog.com](http://languageartsladyblog.com) subscribers).

## Lesson E. Composition: Final Copy Original Essay

<> E-1. **Write the final copy of your essay** in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> E-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?



## Optional--Checklist Challenge (CC) 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.

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 a 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 D

# Checklist Challenge for Projects 3 & 4: Original First Person Essay

## A Peter Pan Character's View

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.

(Upper Level or Advanced Writing students should complete the ALL and E tasks.)

All  All  E

Read your composition 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  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  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 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 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 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  |      |        |

\*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: **“Pan, Peter Pan”**
- Something comical: **“Little Lost Lad”**
- Something bold: **“Pan!”**
- A song title or line: **“You’ve Got a Friend”**
- Something about character: **“Winning Wendy”**
- Something informative: **“Tink, Tinkerbell, Miss Bell”**
- Other: **“Hook, the Man”**

☞ **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:

- Hi! I'm Tinkerbell, but some of the Lost Boys call me Tink or Miss Bell.
- Hi! It's me, Robert. I'm one of Pan's friends...one of the Lost Boys.

☞ **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-Plus--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.

All

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.

Examples:

- Hi! I'm Tinkerbell, but some of the Lost Boys call me Tink or Miss Bell.

All

All

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).

All

All

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

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.

E

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in a **row** for emphasis. **If you have already done this, you should still “code” the CC check box(es) and the SSS5 x 3 in your paper as directed by your teacher.**

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All All 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.**

|                    |               |                    |             |
|--------------------|---------------|--------------------|-------------|
| <u>Instead of:</u> | <u>Use:</u>   | <u>Instead of:</u> | <u>Use:</u> |
| tree               | maple         | deep               | bottomless  |
| kind               | compassionate | turn               | swerve      |
| grass              | blades        | loud               | 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 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

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).*

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box and the subordinate clause opener in your paper as directed by your teacher.***

**Examples**

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**

Since, When, Though

Because, If, Although

☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web, it uses an original design.***

☞ **Remember how to punctuate a subordinate clause opener:**

When you start a sentence with a subordinate clause,  
Put the comma in when you hear the pause.

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).

E

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. ***If you have already done this, you should still “code” the CC check box(es) and the “,cc compound sentence(s)” in your paper as directed by your teacher.***

Examples:

- Some predators do not catch their prey by assailing them directly, for these sneaky ones use far more subtle methods. (CS , cc CS)
- It steps into the trap, for the trap was hidden from view. (CS , cc CS)

☞ A “comma cc” in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one --CS , cc CS). When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence “comma coordinating conjunction” Complete Sentence).

E

Add one set (or more according to check boxes) of **descriptive double adjectives** separated with *and* or a comma. ***If you have already done this, you should still “code” the CC check box(es) and the double adjectives in your paper as directed by your teacher.***

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*; *crafty, ingenious* or *ingenious, crafty*). Another benchmark for comma use with two adjectives is if you could place an *and* instead of a comma--and your adjectives still sound correct--use a comma.

All All 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.