

# Editing Marks

**Correct  
spelling**

thier<sup>sp</sup>

**Delete**

~~a very~~

~~good~~

~~man~~

**Close**

be{fore

**gap**

**Reverse**

that

new\one

**Add a  
word**

stays in  
brick  
a house

**Insert a  
comma**

very,  
very  
nice

**Insert a  
period**

Dogs  
growl.

**Insert an  
apostrophe**

her friends' car

**Insert quotation  
marks**

"Look," he said.

**Capitalization  
error**

Mr. Johnson



# Writing Response Diacritical Marks

**awk** awkward

sentence

**cs** comma

splice

**dev** inadequate

development

**frag** sentence  
fragment  
**gr** error in  
grammar  
**irr** irrelevant  
**mm** misplaced  
modifier  
**nc** not clear

**p** punctuation  
error

**red** redundant

**ro** run-on

sentence

**sup** add support  
evidence

**vt** verb tense  
error

<b>trans</b>	transition
<b>wordy</b>	excessively
	wordy
<b>ww</b>	wrong
	word
<b>¶</b>	needs new paragraph

**v** word or  
letter  
omitted

// lacks parallel  
structure



# Essay Numerical Hierarchy

- (1) Introduction  
Strategy
- (2) Thesis  
Statement
- (3) Topic Sentence
- (4) Major Detail

(5) Support Detail  
(6) Conclusion  
Strategy

# Essay Writing Rules

1. Use correct indentations, margins, and formatting.

2. Use complete sentences.

3. Use correct grammar and word choice.

4. Use third person point of view.

5. Do not over-use the same words or phrases.

**6. Do not use slang, idioms, or figures of speech.**

**7. Use correct capitalization.**

**8. Use correct punctuation.**

**9. Use correct spelling. Do not use abbreviations or contractions.**

**10. Be neat and proofread for errors.**

# Limit Using “to be” Verbs

is            am            are

was        were        be

being        been

# **In Essays, Do Not Use First Person Pronouns:**

I      me      my  
mine      we      us  
our      ours

# **or Second Person Pronouns:**

you      your      yours



# Transition Words

*-to signal*

*definition*

refers to, in other  
words, consists  
of, is equal to,  
means

*-to signal example*  
for example, for  
instance, such as,  
is like, including,  
to illustrate

***-to signal addition***

also, another,

in addition,

furthermore,

moreover

*-to signal  
sequence*

first, second,  
later, next,  
before, for one,  
following, since,  
previously, then,  
now, finally

*-to signal analysis*  
consider, this  
means, examine,  
look at

*-to signal  
comparison*

similarly, in the  
same way, just  
like, likewise,  
in comparison

***-to signal contrast***  
in contrast, on the  
other hand, but,  
instead, however,  
whereas, on the  
contrary, regard-  
less, otherwise,  
yet, as opposed  
to, nevertheless

# *-to signal cause-effect*

because, for, led  
to therefore,  
hence, as a result,  
consequently,  
due to, thus, so,  
this



*-to signal  
conclusion*

in conclusion, to  
conclude, as one  
can see, as a  
result, in  
summary, for  
these reasons

# Essay Direction Words

**1. Describe** means to show the characteristics of the subject to the reader through sensory details.

**2. Explain** means to make something clear or easy to understand.

**3. Discuss** means to talk about all sides of the subject.

**4. Compare**  
means to show  
how things are the  
same, and **contrast**  
means to show  
how things are  
different.

**5. Analyze** means to break apart the subject and explain each part.

**6. Evaluate** means to make a judgment after careful observation.

**7. Justify** means to give reasons, based upon established rules, to support your arguments.

**8. Persuade** means to convince the reader of your argument or claim.

# **(1) Introduction Strategies DQ RAPS BC**

**1. Definition-**  
Sentences that  
explain the  
meaning of a key  
word that may be

unfamiliar to the reader or help to narrow the focus of the subject.

## **2. Question to be Answered-**

A sentence worded as a question that asks either a



question needing  
no answer  
(rhetorical  
question) or a  
question to make  
the reader think of  
a question that will  
be answered in the  
essay.

# **3. Reference to Something Known in Common- Sentences that refer to a fact or idea already known by most**

people, including your reader.

## **4. Quote from an Authority-**

Sentences that quote an authority in the subject of the essay. It must

list the name of the authority.

**5. Preview of  
Topic Sentences-  
Sentences that list  
the subjects of  
each body  
paragraph topic  
sentence in the**

order they appear  
in the essay.

## **6. Startling Statement-**

Sentences that are  
designed to startle  
the reader with an  
emotional response

to help support the thesis statement.

## **7. Background-**

Sentences that briefly explain the setting or help your reader better understand the thesis statement.

**8. Controversial  
Statement-**  
Sentences that  
interest the reader  
because many  
might disagree  
with what is being  
said.

# **(6) Conclusion Strategies GQ SALE SC**

**1. Generalization-  
Sentences that  
make one of your  
specific points**



more general in focus.

**2. Question for Further Study-**  
Sentences that mention a related subject or question that is beyond the focus of the essay.

**3. Statement of  
Significance-  
Sentences that  
discuss the  
importance and  
relevance of the  
proven thesis  
statement.**

**4. Application-**  
Sentences that  
apply the proven  
thesis statement to  
another idea or  
issue.

**5. Argument**  
**Limitations-**  
Sentences that

explain how or why your conclusions are limited.

## **6. Emphasis of Key Point-**

Sentences that mention and add importance to one

of the points of  
your essay.

## **7. Summary**

### **Statement-**

Sentences that list  
the main ideas and  
major details  
discussed in the  
essay.

# 8. Call to Action

Sentences that challenge the reader to take a stand, make a difference, or get involved.

# **Types of Evidence for (4) and (5) Sentences FE SCALE CR**

**1. A fact means  
something actually  
said or done.**

2. An **example** is a subset typical of a category or group.

3. A **statistic** is a numerical figure that represents evidence gained from scientific research.



**4. A comparison**  
means to show  
how the subject is  
like something else  
in a meaningful  
way.

**5. A quote from  
an authority is  
something said by**

an expert on the subject.

**6. Logic** means to use deductive (general to specific) or inductive (specific to general)

reasoning to prove a point.

**7. An experience used as evidence may be a commonly known event or an event of which there is limited knowledge.**

# **8. Counter- Argument/ Refutation-**

A counter-argument states an argument against your point of view. The refutation

disproves the  
counter-argument.

# Writing Style

1. Avoid intentional fragments. Right?
2. Avoid formulaic phrases in this day and age.

3. I have shown that you should delete references to your own writing.

4. Be sort of specific.

5. Don't define terms (where a specialized word is

used) using  
“reason is,”  
“because,”  
“where,” or  
“when.”

**6.** Avoid using  
very interesting,  
nice words that



contribute little to a sentence.

7. Prepositions are not good to end sentences with.

8. It is a mistake to ever split an infinitive.

**9.** But do not start a sentence with a coordinating conjunction.

**10.** Avoid using clichés like a bad hair day.

**11. Always, avoid attention-getting alliteration.**

**12. Parenthetical remarks should (most always) be avoided.**

**13.** Also, never,  
never repeat words  
or phrases very,  
very much, too.

**14.** Use words only  
as they are defined,  
no matter how  
awesome they are.

**15.** Even if a metaphor hits the spot, it can be over-played.

**16.** Resist exaggeration; it only works once in a million years.

17. Writers should always avoid generalizations.

18. Avoid using big words when more utilitarian words would suffice.

**19. What use are rhetorical questions?**

**20. The passive voice is a form to be avoided, if it can be helped.**

**21. Never write no double negatives.**

22. There are good reasons to avoid starting every sentence with *There*.

23. Always, absolutely avoid overstating ideas.



**24. Keep pronoun references close to subjects in long sentences to make them clear.**