



Editing the Essay: The Control-F “Hit List”

Overview: This lesson focuses on the technique of using Microsoft Word’s “find” function to assist students in editing primarily informative, argumentative, or analytic essays.

Focus Standards

- W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Student Objectives

- Students will learn to edit for key words, provide sufficient contextual information prior to a quotation or piece of evidence, provide sufficient analysis of the quotation or evidence, avoid passive voice, eliminate unnecessary or vague pronouns, and include transitional devices to strengthen the coherence of the essay.

Supplies Needed

- Computers with access to MS Word
- Essays in the rough draft stage of development (saved in MS Word)

Before the Lesson

- Students should have completed an introduction and several body paragraphs for an informative, argumentative, or analytic essay.

Activity 1: ATSQ!

Documents Up!

In preparation for the lesson, have students bring up their documents on the computer. The documents can be stored on a flash drive or accessed from email, Dropbox, Google Mail, or other Internet storage service.

Key Word Search

One of the most frequent reasons students do not necessarily demonstrate their full potential in writing is a deceptively simple problem: They fail to answer the question. This problem was



abbreviated by one presenter at an Advanced Placement seminar as the “ATSQ” problem: Answer the Stinkin’ Question.

Every prompt, however, contains key words – words which are essential to understanding and answering the question.¹ The following are prompts in which the key words or phrases have been highlighted.

1. In *The Early History of Rome*, Livy invites our attention to the kind of lives the early Romans lived and asks us to find for ourselves *and our country* both examples of **"fine things to take as models"** and warnings of **"base things, rotten through and through, to avoid."** Please do so. Choose, **from Livy's *Early History***, one **man or event** for **each category**, examples and warnings. **Summarize** the man's role and character or the event and then **explain** how it could be used as an **example** to a person and to ***our* country**. 500-800 words.²

2. Analyze the **imagery** of **blood** and **water** in Shakespeare’s *Macbeth*. In what ways does Shakespeare use this imagery to communicate his **message** about **guilt and redemption**? Note: Be sure you tell me *what argument or point* Shakespeare is making ABOUT guilt and redemption in this play.

Students often *think* they have answered the question, but Microsoft Word can help eliminate all doubt. Please have students follow these directions. (Note: The example question used below is chosen as an example only; obviously, you will want to replace the key words and terms with key words and terms in the prompts your students have used in constructing their own writing.)

Have students follow the directions below:

Did You ATSQ?

¹ A good exercise to use before beginning to write is to have students underline and identify the key words in a given prompt. Ask them specifically to look for the parts of the question MOST LIKELY to be blown off, misunderstood, unanswered, under-answered, or done superficially. This technique helps students understand that a great deal of the success or failure in writing an essay is in precisely this skill.

² Taken from Talisker Tutorials’ Great Books course, [http://www.taliskertutorials.com/atrium/classsyllabus/greatbooks2.html#Study Guide Questions](http://www.taliskertutorials.com/atrium/classsyllabus/greatbooks2.html#Study%20Guide%20Questions).

1. Open your document in Word.
2. Press “Control-F.” The “Find and Replace” dialogue box should open.
3. Click the button in the lower left that says “More >>.” The dialogue box below should appear:



4. Click the box that says, “Find all word forms (English).”
5. In the “Find What” box, type a key word from the prompt or question you answered in your essay.
 - For example, if you answered the *Macbeth* question above, an extremely important word to search for is “Shakespeare.” Type that word into the “Find What” box.
6. Click on “Reading Highlight” in the “Find and Replace” box. Select “Highlight All.”
7. Miraculously, all the times you used the word “Shakespeare” will appear in glorious springtime yellow.

Take notice of big GAPS in your essay. If you’re writing an essay about weasels, you expect to see “weasels” (or its synonyms) appear all through



the essay. If the word “Shakespeare” does not appear at least one time in every paragraph, you may very well have gotten off-track!

Your text probably looks something like one of these two examples below:

Did You Answer the Stinkin’ Question?	
Yeah, Probably	Probably Not
<p>Shakespeare ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi William Shakespeare. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea Shakespeare consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur Shakespeare.</p>	<p>Sed ut Shakespeare unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur</p>

Did You ATSQ? Continued
8. Now, lookout for other key words in the prompt or question. Again using the example above, type the following words into the “Find What” box one at a time. Make sure you continue to click “Find all word forms



(English)” and select “Reading Highlight” → “Highlight All.”

Using the example above, type in the following words. Type them in one at a time:

- Blood
- Water
- Macbeth
- Imagery
- Guilt
- Redemption
- Theme
- Message
- Point
- Argument
- Argue
- Prove

Again, your text probably looks something like one of these two examples:

Did You Answer the Stinkin’ Question?	
Yeah, Probably	Probably Not
<p>Shakespeare ut perspiciatis unde blood iste natus error water voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Guilt enim redemption voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed watery consequuntur magni dolores eos qui ratione voluptatem sequi William Shakespeare. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut</p>	<p>Sed ut Shakespeare unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui ratione voluptatem sequi nesciunt. Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat</p>



<p>labore et dolore bloody aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea Shakespeare consequatur? Quis argues et proves vel eum iure reprehenderit qui in ea voluptate water esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur Shakespeare.</p>	<p>voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui blood eum fugiat quo voluptas nulla pariatur</p>
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Fix That Sucker

If the student’s document looks more like the one on the left than the one on the right in the example above, feel free to proceed to Activity 2.

If not, students need to go back to the drawing-board. Teachers may need to review the definition of “topic sentence” and explain the function of a topic sentence, or may need to review the importance of outlining before beginning a piece of writing in order to ensure that writers’ essays are written with a clear purpose and strategy in mind.

Activity 2: Picky Stuff! Documents Up!

In preparation for the lesson, have students bring up their documents on the computer. The documents can be stored on a flash drive or accessed from email, Dropbox, Google Mail, or other Internet storage service. These “picky stuff” activities can be done one at a time, interspersed with larger-scale issues such as the “ATSQ” issue.

Take Aim at Passive Voice

One of the deadliest of the deadly-dull essay “voices” is the one riddled with passive voice – one which states *it will be proven that*, or *in this essay it will be demonstrated that*, or other equally lifeless constructions. It is not always easy for students to understand the definition of passive voice, nor how passive voice leads to wordiness. Using the “control-F” feature makes this issue infinitely simpler. Have students follow the directions below:

Have students follow the directions below:

...Or Not “To Be”!

1. Open your document in Word.

2. Press “Control-F.” The “Find and Replace” dialogue box should open.
3. Click the button in the lower left that says “More >>.” The dialogue box below should appear:



4. Click the box that says, “Find all word forms (English).”
5. In the “Find What” box, type in the word “be.”

NOTE: Some students may be confused because Word will tag all forms of the verb “to be,” including *am, is, are, was, were, be, being, and been*.

5. ELIMINATE HALF OF THEM. For example, if Word has come up with 58 uses of the verb “To be” in your document, you may keep your favorite 29.

NOTE TO TEACHERS: If you do another “pass” to eliminate “to be,” try cutting down the remaining 29 to, say, 15.

“But WHY?!!”

1. Passive voice needs “to be.” It is the lifeblood of passive voice. Cut off “to be” and you cut off most (if not all) of the passive voice in a document.
2. Active verbs are far less wordy. Consider the difference between “The pizza had been eaten by the angry weasel” versus “The angry weasel ate the pizza.”



3. Active verbs are more fun!

Strategies for Students

1. As often as you can, rewrite the sentence using active verbs. Look for “is –ing” constructions (e.g., *Shakespeare is saying, Macbeth is regretting*) and rewrite them using active verbs (e.g., *Shakespeare says, Macbeth regrets*).
2. Recast the sentence so that your predicate nominative or adjective now becomes a nifty modifying phrase at the beginning!

Example

Old sentence: Lady Macbeth is a very evil and calculating woman who plots to kill Duncan.

New sentence: A very evil and calculating woman, Lady Macbeth plots to kill Duncan.

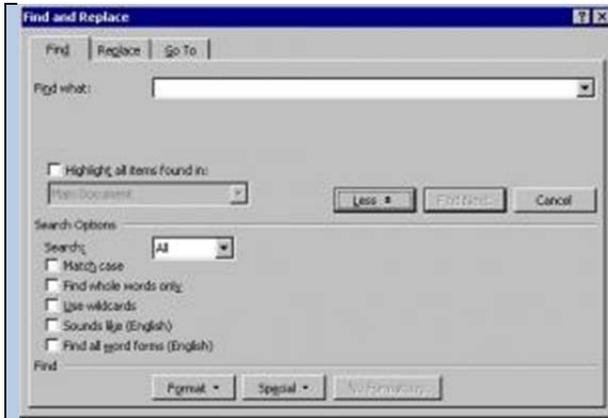
Next Step: Get Rid of Vague Clauses

Ever tire of reading sentences such as, “He told him *what he was going to do* and *why he was going to do it*, but *how he did it* was not clear”? Ever realize that by the time we get to the end of the sentence, we have no idea what was done or why it was done or how?

Have students follow the directions below:

Who, what, where, when, why...

1. Open your document in Word.
2. Press “Control-F.” The “Find and Replace” dialogue box should open.
3. Click the button in the lower left that says “More >>.” The dialogue box below should appear:



4. Click the box that says, “Find all word forms (English).”
5. In the “Find What” box, type in the word “**what.**”

IF AND ONLY IF your sentence ends in a question mark, you may keep your “what.” Otherwise, you will need to substitute a noun or phrase.

EXAMPLES

Original Sentence	Change to...
<p>Jim told Brittney <i>what he was going to do</i> over the summer.</p> <p>(Notice the lack of a question mark at the end of that sentence. Also notice how you have no idea what activity will actually take place – you haven’t really been told anything!)</p>	<p>Jim told Brittney <i>he would be arm-wrestling pterodactyls</i> over the summer.</p>

6. Repeat steps 4 and 5 for each of the following words – one at a time, of course. Look for question marks! No question mark? Please fix!



- What
- Where
- When
- How
- Why

EXAMPLES	
Original Sentence	Change to...
<p>It became clear how Bob became the king of Freedonia.</p> <p>(Notice the lack of a question mark at the end of that sentence. Also notice how you have no idea how Bob actually became the king – you haven’t really been told anything!)</p>	<p>It became clear <i>that Bob had bribed every member of the Freedonian parliament with free turtles for life</i> in exchange for becoming king.</p>

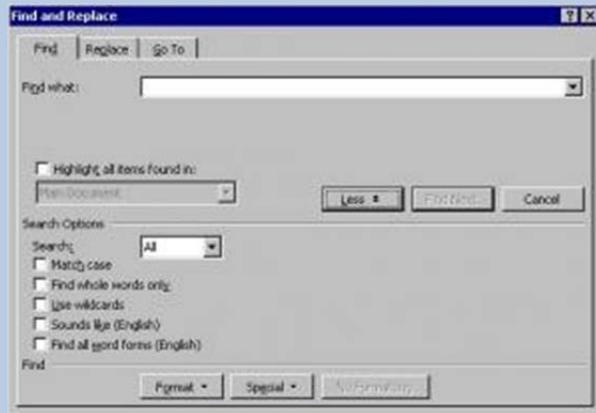
Pronouns Are the Enemy

He told him about it and they thought it sounded really good. Argh. Who is “He?” “Him?” “It?” “They”? The other “it”? Pronouns have their uses – as *Schoolhouse Rock* wisely observed, saying all those nouns over and over can really get you down – but a superabundance of them is wearying and vague. Tell students that there should be an abundance of capital letters in their essays. Generalities cannot survive without lowercase letters; conversely, specific details thrive on capitals.

Have students follow the directions below:

Capital Letters Rock!
1. Open your document in Word.

2. Press “Control-F.” The “Find and Replace” dialogue box should open.
3. Click the button in the lower left that says “More >>.” The dialogue box below should appear:



4. Click the box that says, “Find all word forms (English).”
5. In the “Find What” box, type in the word “he.”
6. **Get rid of half of them. For instance, if you have used 38 forms of “he,” you can now keep your favorite 19.**
7. Especially try to eliminate any pronouns that occur at the beginnings of the sentence or pronouns without an antecedent. Yes, you may have named the person in the sentence preceding. Marvelous! Give him a name in *this* sentence also.
8. Repeat steps 4-6 for all of the following words. Search for each one individually.
 - She
 - It
 - They
 - We
 - That (unless followed by a noun or pronoun)
 - This (unless followed by a noun or pronoun)
 - These (unless followed by a noun or pronoun)
 - Those (unless followed by a noun or pronoun)



EXAMPLES	
Original Sentence	Change to...
<u>He</u> told <u>him</u> he was going to do <u>it</u> .	Jim told Alderthorpe that he was going to win the hedgehog chariot race.
<u>He</u> said that <u>this</u> was hard.	Bob said that this circus trick was hard.-

Activity 3: Did You [redacted] Your [redacted] Documents Up!

In preparation for the lesson, have students bring up their documents on the computer. The documents can be stored on a flash drive or accessed from email, Dropbox, Google Mail, or other Internet storage service. This exercise should be reserved for later in the editing of the essay.

Did You Analyze Your Quote?

For some students, it’s hard to understand what “analysis” means. Too often, students tend to think that quotations or evidence is self-explanatory – all they have to do is drop it into an essay and voila! Stronger writers know that almost nothing is really self-explanatory – even a little bit of reflection or analysis of even the smallest evidence can help substantiate an author’s point. This exercise will enable students to determine whether or not they actually included sufficient explanation of an important quotation.

Have students follow the directions below:

Did You [redacted] Your [redacted] ?
1. Open your document in Word.
2. Go to your first body paragraph.

3. Find your MOST IMPORTANT piece of evidence, the one that is absolutely crucial to proving the point you're making in this paragraph. Ideally, this moment should be or include a quotation from the work.
4. Select the quotation and then go to the "Home" tab in MS Word.
5. Notice the little "AB" highlighter icon in the ribbon at the top of the page. When you click that little arrow to the right of the "AB" highlighter button, you will see a colorful drop-down box that looks like this:



6. See the color black? Yeah, select that one.
7. Your text should look something like this:

Sed ut Shakespeare unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui



blood eum fugiat quo voluptas nulla pariatur

Musical Chairs

Students should then switch computers with someone else for peer-editing. The new student peer-editor should NOT “peek” beneath the blacked-out text to see what the other person wrote. Instead, **the content of the quotation or evidence should be apparent from the analysis that follows after it.** If the content is not apparent, then the writer has not provided sufficient analysis or explanation of the quotation. Check out the example below to see how and why this works:

Example

In Shakespeare’s *Hamlet*, one of the most moving speeches comes when Hamlet effectively puts himself on trial, saying, [redacted]
[redacted]
[redacted].” Another moment when Hamlet accuses himself is when he says, “[redacted]
[redacted] In short, this evidence proves Hamlet is pretty self-accusatory.

Questions to ask:

- Can you tell what speech or specific moment in the play is being referred to here?
- Can you put your finger on the specific moment or scene in the play the writer is using as evidence?
- Can you tell which words or phrases the writer considered especially important?
- Can you tell what tone the writer identified in this quotation?
- Can you tell what imagery, metaphors, or details were especially important to prove the writer’s point?



If the answer to any of these questions is NO, the writer needs to provide more context, more analysis, or both.

Contrast that example above with the one below:

Example 2

Clarifying information has been highlighted.

In Shakespeare’s *Hamlet*, one of the most moving speeches comes after the Players have performed the fall of Troy in a private performance for the Danish prince. Seeing the lead actor’s grief and tears enacting the sorrow of Hecuba for her dead husband Priam, Hamlet turns angrily on himself the moment he is alone and effectively puts himself on trial, saying, [redacted].” Hamlet perceives his failure to avenge his father’s death as fundamentally ignoble, a failure that renders him little better than a scoundrel or peasant, a “slave” who has no will of his own but can only move or act according to the will of someone else – that is, a human puppet. Another moment when Hamlet accuses himself comes when he contrasts his own failure to take revenge with the Player’s own visible, tangible actions, Hamlet poses a rhetorical question, wondering what the Player would do if he had the [redacted] that Hamlet himself possesses. His answer? The Player would deluge the stage in his grief, but Hamlet himself does nothing other than accuse himself of doing nothing.

Commentary

Anyone reasonably familiar with the play should be able to pinpoint this moment as coming from the “Rogue and peasant slave” speech, but even if the reader was utterly unfamiliar with the work, the writer’s commentary



after the quotation fills in the gap.

Tips

- Summarize or paraphrase the essential elements of the quotation.
- Focus on a key word or key idea and reflect on why it is important.
- Mention or point out the tactics or techniques being used by the author.

If the student peer-editor CANNOT tell what information is concealed beneath the mysterious black bars, she or he should add a comment to the effect of, “Hey, man, I can’t tell what quote you’re using,” and the student writer should revise accordingly by using the tips above.

Activity 4: People, Society, Emotions, Things, and Stuff Documents Up!

In preparation for the lesson, have students bring up their documents on the computer. The documents can be stored on a flash drive or accessed from email, Dropbox, Google Mail, or other Internet storage service. This exercise can take place any time during essay revision.

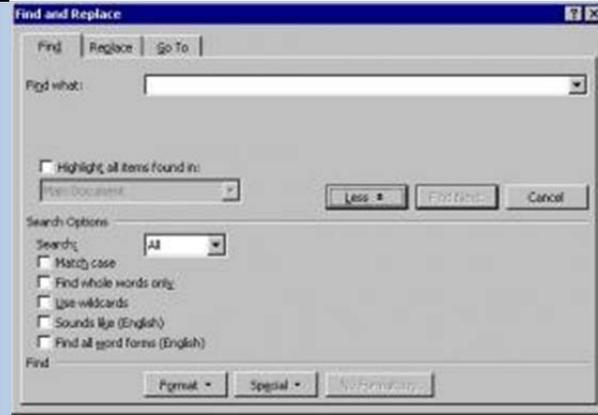
No Brooms Needed: Eliminating Sweeping Statements

In a paper of fewer than 500 words, it’s not very useful to make grand, sweeping statements about “people” or “society.” For one, these statements tend to be irremediably general, and for another, they tend to repeat ideas or views that are pretty familiar anyway. One good cure for the Big Huge Pronouncement? Make it specific.

Have students follow the directions below:

No Brooms Needed

1. Open your document in Word.
2. Press “Control-F.” The “Find and Replace” dialogue box should open.
3. Click the button in the lower left that says “More >>.” The dialogue box below should appear:



4. Click the box that says, "Find all word forms (English)."
5. In the "Find What" box, type in the word "people."

Instead of "people," tell me WHICH people. Examples below!

Instead of...	Try...
<p>The <i>people</i> condemn Hester Prynne for adultery.</p> <p><i>People</i> know it's hard to be a teenager.</p> <p>Prufrock hears <i>people</i> talking about art.</p>	<p>Most of <i>Puritan Boston</i> condemns Hester Prynne...</p> <p><i>Teenagers</i> know...</p> <p>Prufrock hears <i>women in another room</i> "talking of Michelangelo."</p>

6. Repeat steps 4 and 5 with each of the following words:

- Society
- Humanity, humankind, humans, human beings, mankind



7. Look with grave suspicion on other “general-category” words and try to make them more specific. Have you said “teenagers”? Can you make it more specific, e.g., “Teenagers who secretly enjoy the music of Barry Manilow”?

See if you can make the following general-category words more specific:

- Teenagers
- Women
- Men
- Boys
- Girls
- Athletes
- Teachers
- Politicians
- Doctors
- Scientists
- Explorers
- Inventors

...and so on.

Next, take aim at words such as “feel” or “feelings” or “emotions.” These are almost always dreadfully vague, as are their aiders and abettors, the adjectives “good” and “bad.” Far more powerful than saying, “Othello feels bad” is saying “Othello experiences murderous rage.” It is vital not just to say that a character “feels,” but NAME THE EMOTION she or he is feeling.

Have students follow the directions below:

Nothin’ More than Feelings...

1. Open your document in Word.
2. Press “Control-F.” The “Find and Replace” dialogue box should open.
3. Click the button in the lower left that says “More >>.” The dialogue box below should appear:



4. Click the box that says, “Find all word forms (English).”

5. In the “Find What” box, type in the word “feel.”

Instead of “feelings,” tell me WHICH feelings. Examples below!

Instead of...	Try...
Hester <i>feels</i> really bad.	Hester experiences bitter loss.
Howard has <i>feelings</i> for Dominique.	Howard’s <i>passionate love</i> for Dominique...
He experiences difficult <i>feelings</i> .	He experiences <i>anxiety and depression</i> .
Bob <i>felt two different ways</i> about it.	Bob’s <i>ambivalence</i> ...

Finally, we turn to the scourge of English teachers everywhere: the THING family. The THING family includes all of the following:

- Everything
- Anything

- Nothing
- Something

Almost ~~anything~~ any words ~~anyone~~ a writer uses can be expressed ~~by saying something~~ specifically.

Have students follow the directions below:

No “Thing”!

1. Open your document in Word.
2. Press “Control-F.” The “Find and Replace” dialogue box should open.
3. Click the button in the lower left that says “More >>.” The dialogue box below should appear:



4. Click the box that says, “Find all word forms (English).”
5. In the “Find What” box, type in the word “thing.”

Instead of “thing,” tell me what you mean by “thing.”

Instead of...	Try...
Bob said <i>something</i> unusual.	Bob said <i>that he likes driving a chariot pulled by ferrets.</i>



<p>The readers see that <i>anything</i> can happen.</p> <p>Bob said <i>nothing</i> important.</p> <p>He went to do some <i>things</i>.</p> <p>.</p>	<p>The readers see that <i>chariot races featuring ferrets</i> are really quite interesting.</p> <p>Bob told me <i>he has shoulders</i>.</p> <p>He went <i>to arm-wrestle a pterodactyl and buy cheese</i>.</p>
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6. Now, repeat steps 4 and 5 with all of the following words:

- Thing
- Stuff
- Anyone/anybody
- Someone/somebody
- No one/nobody



Conclusion/Closure

Depending on the specific needs of your class, you may wish to run through the Control-F Hit List several times during the editing of a particular essay. Some students may spend a great deal of time working on one skill (Eliminating “to be” is often the stickiest of the Hit List items) and therefore may need to return to other elements of ineffective writing to edit at a later date. Here’s the short version of the Hit List!

What to “Hit”	Why
<ul style="list-style-type: none">All key words, terms, or names	<ul style="list-style-type: none">To ensure students are answering the stinkin’ questionTo ensure students are remaining focusedTo verify that topic sentences or other key moments in the body paragraphs are directly relevant to the thesis statement
<ul style="list-style-type: none">All forms of “to be”	<ul style="list-style-type: none">To eliminate passive verbsTo promote use of active verbsTo eliminate wordiness
<ul style="list-style-type: none">Vague clauses	<ul style="list-style-type: none">To eliminate vaguenessTo increase use of capital letters (e.g., names, dates, places, events)To use concrete nouns for greater clarity
<ul style="list-style-type: none">Pronouns	<ul style="list-style-type: none">To eliminate vaguenessTo increase use of capital letters (e.g., names, dates, places, events)To use concrete nouns for greater clarity
<ul style="list-style-type: none">Highlight quotations in black	<ul style="list-style-type: none">To ensure students have provided sufficient context and analysis of a quotation or piece of evidence



<ul style="list-style-type: none">• General-category words such as “people” or “society”	<ul style="list-style-type: none">• To eliminate vagueness• To increase use of capital letters (e.g., names, dates, places, events)• To use concrete nouns for greater clarity
<ul style="list-style-type: none">• Vague words in the “thing,” “body,” and “one” families	<ul style="list-style-type: none">• To eliminate vagueness• To increase use of capital letters (e.g., names, dates, places, events)• To use concrete nouns for greater clarity