

Upper School Essays:

There is ZERO TOLERANCE for these **SEVEN** “Minus Five Points” **Errors**



Conjunctions and Commas:

Independent Clause + , + Conjunction + Independent Clause

Example: She went to the store, and she bought some milk



Who / That / Which:

Use **who** when referring to animate objects (like people).

Example: She is the girl who won the relay race.

Use **that** when referring to inanimate objects (like things)

Example: Here is the dog that jumped the farthest.

Use **which** when adding dependent clause (extra info about the subject).

Example: The book, which has a red cover, is new.



Pronoun-Antecedent (subject/verb) Agreement:

Make sure pronouns and antecedents (word pn is replacing) agree in number

Example: When one is lost, they stop to look for a map. (issues?)

Example: A person should know that they can't speed. (issues?)



Death by “You”:

DO NOT USE THE INDEFINITE PRONOUN YOU. Be precise: teenagers, people, girls, adults, etc.

Example: You know you get upset when you feel this way. ☹



The I think/ I am writing about/ In conclusion /I believe-isms:

I know it is your opinion – this is your essay/response. Don't preface this with fluff. State your ideas as if they are facts. These phrases make *weak* writing; Sound sure of yourself. Be bold.



A case of the “gots”...

Example: *Got* – to receive

NO-NOs: We got home late. We got to the game. I got a lot of homework. She got a new car?

Yes, yes she did.



Confusing any of the following pairs:

- you're/your

- whose/who's

- there/their

- too/to

- its/it's

- we're / were