

Five Types of Writing

Type ①: Capture Ideas

Type One writing gets ideas on paper—brainstorming. Type One is timed and requires a minimum number of items or lines. Questions and/or guesses are permitted. Evaluated with a check (✓) or minus (-).

Type ②: Respond Correctly

Type Two writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question, graded as a quiz. *One draft.*

Type ③: Edit for FCAs

Type Three has substantive content and meets up to three specific standards called focus correction areas. It is *read out loud* and reviewed to see if the draft meets the following criteria: completes the assignment, is easy to read, and meets standards set by the focus correction areas. Revision and editing are done on the original. *One draft.*

Type ④: Peer Edit for FCAs

Type Four writing is Type Three writing that is *read out loud* and critiqued by another. *Two drafts.*

Type ⑤: Publish

Type Five writing is error free and of publishable quality. *Multiple drafts.*

For All Types

For all types, skip lines. For Types One and Two, label the type on top left-hand side of paper. For Types Three and Four, list focus correction areas on top left-hand side. Type Three and Four papers should be saved and used to practice editing skills.

COLLINS WRITING PROGRAM

REVISION and EDITING SYMBOLS

Notes on Editing and the Collins Writing Program

The Collins Writing Program has five types of writing, but in Types One and Two, teachers typically do not comment on problems of mechanics or conventions; therefore, editing symbols are not needed. In Types Three and Four, editing comments are usually limited to the areas covered by the focus correction areas (FCAs). In Type

Five, teachers act as true editors, helping students produce an error-free paper.

The symbols listed below are standard symbols used by editors with the exception of the * which indicates a positive comment. Don't forget the *. Everyone likes to know the positive!

^ Insert

frag. Sentence fragment

¶ Paragraph

? Hard to understand

↵ Delete

W.C. Incorrect word choice

≡ Capitalize

***voice** Strong voice

/ Lowercase,
not a capital

***lead** Good beginning

sp Spelling

***close** Strong conclusion

rs Run on or
fused sentence

***detail** Good detail