

Peer Revision Checklist

Name of Reviewer: _____

Name of Partner: _____

Title of Piece Being Reviewed: _____

(Note about title—is it catchy?) _____ YES _____ NO

Instructions: First, read your partner's writing piece. Then, provide valuable feedback about what you read. This is about constructive criticism. You are responsible for taking a close look at your partner's writing piece and providing suggestions for how to fix it.

Please focus on the following items as you go through this revision process:

_____ **increased vocabulary**

What to look for—

- Student does not have words like stuff, things, a lot, lots, etc. in the formal text of the piece.
- Student uses a variety of words that demonstrate a broad vocabulary
- Student uses power verbs (i.e. strutted instead of *walked*, gab or gossip instead of *talk*, etc.) The idea behind using power verbs is to write more targeted verbs for the action that you are trying to get across.

What to write on the paper—

- Circle (in red) words that could be stronger.
- Place a box around verbs that need to be more powerful and targeted.

Example: He had a wonderful personality.

Clara was going to be a star.

_____ **varied sentence structure**

What to look for—

- Student does not always start a sentence with a pronoun (I, he, she, they, we, etc.) or a person's name
- Sentences lengths vary
- Short, simple sentences are combined when necessary
- Look for participles, prepositions, and adjectives as sentence starters.

Example:

Preposition—In front of the class, Mrs. Henry waited patiently for her students to become quiet.

Participle—Waiting patiently for her students to become quiet, Mrs. Henry stood in front of the class.

Appositive—Mrs. Henry, my English teacher, waited for her students to become quiet.

Adjective—Frustrated, Mrs. Henry waited for her students to become quiet.

- Look for appositive phrases

- Look for sentences that are awkward and difficult to understand (Rule of Thumb: if you have to read the sentence twice to figure out what it is saying, the sentence needs to be revised.)
- Sentences do not begin with conjunctions (for, and, nor, but, or, yet, so) or the word “because”.
- Homophone mistakes (i.e. there, their, and they’re)

What to write on the paper—

- Underline sentences that could be combined
- Circle (in blue) all sentences that begin in a similar way (such as starting with a pronoun or a person’s name over and over again)
- Write the words “sentence revision” above sentences that are confusing and need to be re-worded.

_____piece is broken down into logical paragraphs

What to look for—

- Piece has paragraphs that range four to seven sentences in length and are broken down by main idea

What to write on paper—

- Write the paragraph symbol () where you believe a paragraph should go.

_____piece has a hook

What to look for—

- Piece has an opening hook that is interesting and makes you want to read further. Be honest; if there isn’t one, say so!
Example: “My butt is so big!”

What to write on paper—

- Highlight what you think the hook is
- If there is no hook, offer a suggestion for one (not word-for-word, but a suggestion that you think might be interesting as a way to begin the piece that you are reviewing).

_____piece has come “full circle” and has a point that was proved at the end.

What to look for—

- Student did not use any variation of the words “in conclusion”, but the last paragraph(s) are original and well-written.
- A reference in the conclusion is made to the introduction of the piece.

What to write on paper—

- highlight the sentence(s) that refer to an introductory image (proof of coming “full circle”)
- Place brackets [] around the lesson learned or moral taught (If the student says in the paper, “I learned...” or “the moral of this is...”)

underline those words and offer a suggestion for how to be more creative in their wording.

_____ **showing, not telling**

What to look for—

- Student uses rich dialogue, mannerisms, and descriptions to show characters to the reader.
- Student uses speech tags and adverbs or character actions to further show/develop the characters
- As you are reading, you can imagine the characters and actions of the piece in your mind.
- You are not bored as you are reading the piece.
- Student uses rich, vivid language (imagery-creating pictures with words)

What to write on the paper—

- Place a star () next to dialogue that is unclear or confusing.
- Write the word “dialogue” in an area where you think dialogue would add strength to the piece.
- Suggest areas where the student could incorporate more imagery in the piece. Write the word imagery where you feel it is needed.

_____ **grammar and spelling**

What to look for—

- subject verb agreement

Example:

For some, it is difficult to know what the **subjects** and the **verbs is** in a sentence.

The **clothing** in the store **are** all in retro styles.

- spelling errors
- punctuation issues (end punctuation present [!, ?, .], proper punctuation of dialogue, use of semi-colon, etc.)
- All verbs are either in past or present tense; it doesn't matter which one, but they all have to agree.
- Commas are placed where needed, and taken out where they are not.

_____ **tone, audience**

What to look for—

- Student doesn't “talk” to the reader—using second person pronouns
Example: **You** should have been there to see it.

- Student's attitude and voice are evident—the piece is entertaining to read.

What to write on the paper—

- Mark an "X" over second person pronouns that are used in the text of the piece. (Exclude dialogue from this part.)
- Write the words "strong voice" over sentences that are in need of revision, because they lack tone.

Write the top seven ideas that you remember from the research paper that you have just read, then decide what the MAIN idea is for the piece:

1.

2.

3.

4.

5.

6.

7.

MAIN IDEA: