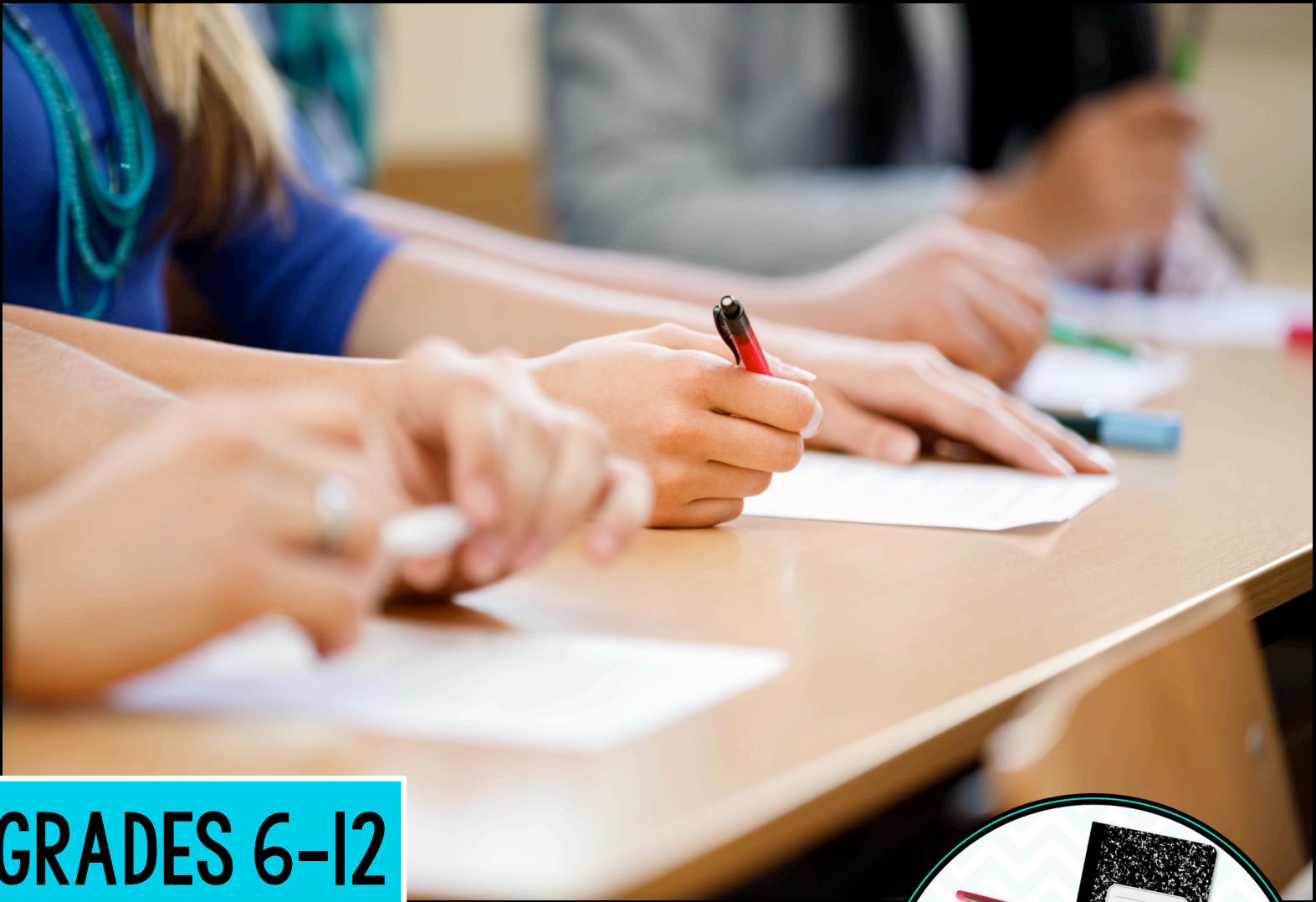
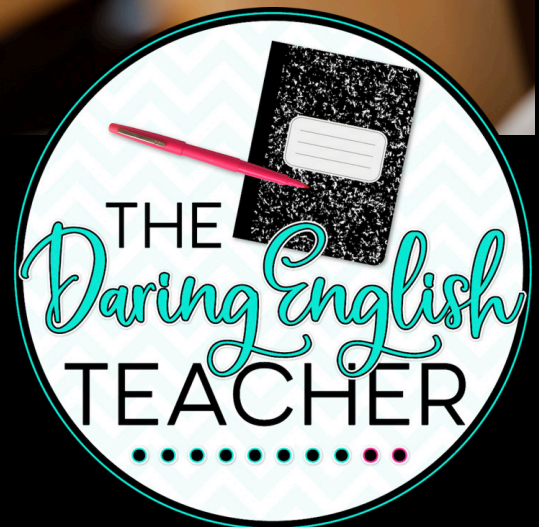


PEER EDITING

Made Easy



GRADES 6-12





THE DARING ENGLISH TEACHER

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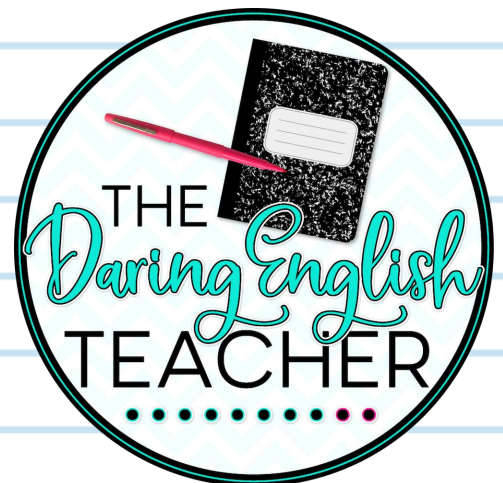
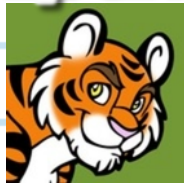
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PEER EDITING MADE EASY

Hello, and thank you for purchasing this Peer Editing Made Easy download. This document includes three separate peer editing forms to help your students through the peer editing process.

There are three different writing areas addressed through these peer editing forms: argument writing, informational writing, and narrative writing. All of these forms are aligned to the common core curriculum, but it is not necessary for teachers to teach the core in order to use these forms.

For the argument and informational writing strands, there are actually two separate forms. One strand indicates a specific number of examples that student authors need to have in their writing. The second form provides a blank space to allow you to customize these forms more for your classroom.

I hope that you find these resources useful in your classroom.

Kind Regards,
The Daring English Teacher



ARGUMENT ESSAY **PEER EDITING FORM**

Peer Reviewer Name: _____ **Essay Topic:** _____

Essay Thesis: _____

| | YES | NO | COMMENT |
|--|-----|----|---------|
| ORGANIZATION | | | |
| Is there a title? | | | |
| Are paragraphs used? Is each paragraph indented? | | | |
| INTRODUCTION | | | |
| Is there an attention getter in the first sentence of the paper? | | | |
| Does the author include background information informing the audience about the topic? | | | |
| Is there a thesis statement? | | | |
| Is the thesis statement the last sentence of the paragraph? | | | |
| BODY PARAGRAPHS | | | |
| Is there a quotation in every body paragraph? | | | |
| Does each body paragraph provide evidence supporting the topic sentence and claim? | | | |
| Is the evidence cited properly? "quote" (#). | | | |
| After the quote, is there some sort of explanation of the T.S.? | | | |
| Does the paper have a counter argument? | | | |
| CONCLUSION | | | |
| Does the writer restate the thesis? | | | |

Circle the below errors in the paper you are peer editing and make the necessary corrections.

- Contractions (don't, won't, he's, can't, should've, etc.)
- Slang (wanna, coulda, gonna, etc.)
- 1st and 2nd personal pronouns (I, me, we, you, your, you're)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

ARGUMENT ESSAY **PEER EDITING FORM**

Peer Reviewer Name: _____ **Essay Topic:** _____

Essay Thesis: _____

| | YES | NO | COMMENT |
|--|-----|----|---------|
| ORGANIZATION | | | |
| Is there a title? | | | |
| Are paragraphs used? Is each paragraph indented? | | | |
| INTRODUCTION | | | |
| Is there an attention getter in the first sentence of the paper? | | | |
| Does the author include background information informing the audience about the topic? | | | |
| Is there a thesis statement? | | | |
| Is the thesis statement the last sentence of the paragraph? | | | |
| BODY PARAGRAPHS | | | |
| Are there _____ quotations in each body paragraph? | | | |
| Does each body paragraph provide evidence supporting the topic sentence and claim? | | | |
| Is the evidence cited properly? "quote" (#). | | | |
| After the quote, is there some sort of explanation of the T.S.? | | | |
| Does the paper have a counter argument? | | | |
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- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

INFORMATIVE ESSAY **PEER EDITING FORM**

Peer Reviewer Name: _____ **Essay Topic:** _____

Essay Thesis: _____

| | YES | NO | COMMENT |
|---|-----|----|---------|
| ORGANIZATION | | | |
| Is there a title? | | | |
| Are paragraphs used? Is each paragraph indented? | | | |
| INTRODUCTION | | | |
| Is there an attention getter in the first sentence of the paper? | | | |
| Does the author include background information informing the audience about the topic? | | | |
| Is there a thesis statement? | | | |
| Is the thesis statement the last sentence of the paragraph? | | | |
| BODY PARAGRAPHS | | | |
| Is there a quotation in every body paragraph? | | | |
| Does each body paragraph provide at least two examples that support the topic sentence? | | | |
| Is the evidence cited properly? "quote" (#). | | | |
| After the quote, is there some sort of explanation of the T.S.? | | | |
| CONCLUSION | | | |
| Does the writer restate the thesis? | | | |

Circle the below errors in the paper you are peer editing and make the necessary corrections.

- Contractions (don't, won't, he's, can't, should've, etc.)
- Slang (wanna, coulda, gonna, etc.)
- 1st and 2nd personal pronouns (I, me, we, you, your, you're)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

INFORMATIVE ESSAY **PEER EDITING FORM**

Peer Reviewer Name: _____ **Essay Topic:** _____

Essay Thesis: _____

| | YES | NO | COMMENT |
|--|-----|----|---------|
| ORGANIZATION | | | |
| Is there a title? | | | |
| Are paragraphs used? Is each paragraph indented? | | | |
| INTRODUCTION | | | |
| Is there an attention getter in the first sentence of the paper? | | | |
| Does the author include background information informing the audience about the topic? | | | |
| Is there a thesis statement? | | | |
| Is the thesis statement the last sentence of the paragraph? | | | |
| BODY PARAGRAPHS | | | |
| Is there a quotation in every body paragraph? | | | |
| Are there _____ quotations in each body paragraph? | | | |
| Is the evidence cited properly? "quote" (#). | | | |
| After the quote, is there some sort of explanation of the T.S.? | | | |
| CONCLUSION | | | |
| Does the writer restate the thesis? | | | |

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- Slang (wanna, coulda, gonna, etc.)
- 1st and 2nd personal pronouns (I, me, we, you, your, you're)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

NARRATIVE ESSAY PEER EDITING FORM

Peer Reviewer Name: _____ Essay Topic: _____

Narrative Topic: _____

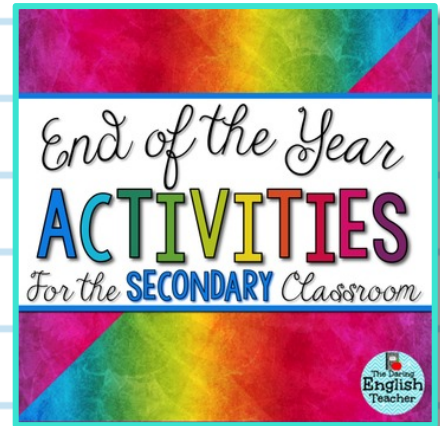
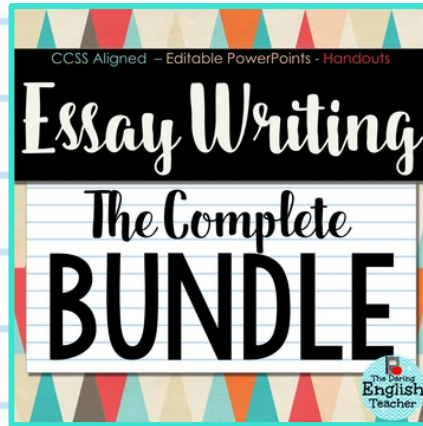
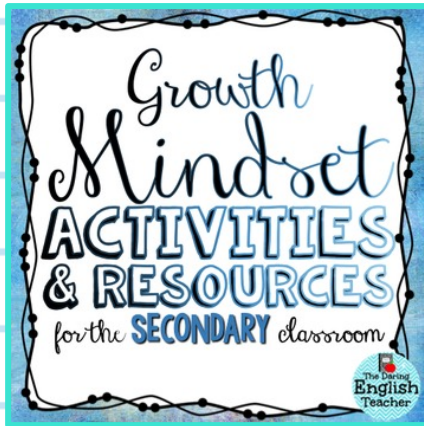
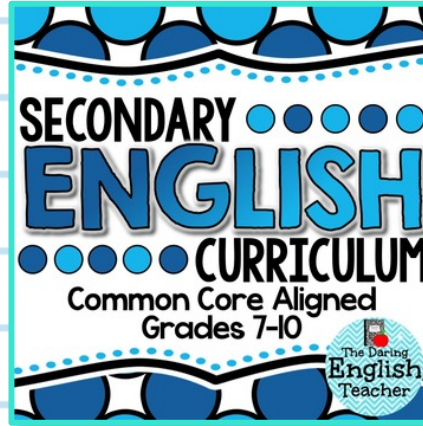
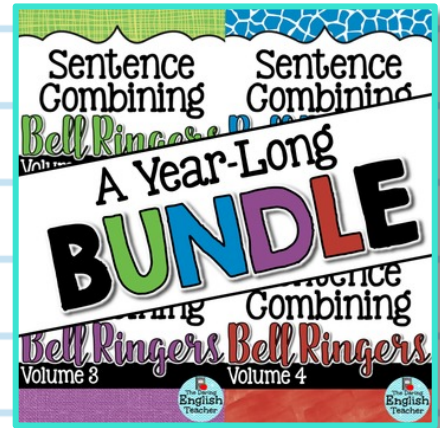
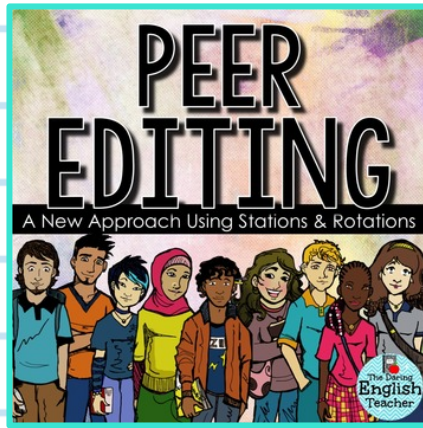
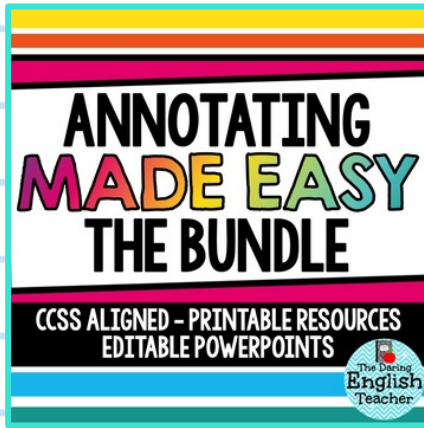
Narrative Conflict: _____

| | YES | NO | COMMENT |
|---|-----|----|---------|
| ORGANIZATION | | | |
| Is there a title? | | | |
| Are paragraphs used? Is each paragraph indented? | | | |
| EXPOSITION/INCITING INCIDENT | | | |
| Does the author introduce the characters (protagonist and antagonist)? | | | |
| Does the author describe the setting (when and where)? | | | |
| Does the author introduce the conflict? | | | |
| RISING ACTION | | | |
| Does the author include events that logically move the narrative forward in time? | | | |
| Do the events in the rising action create a feeling of suspense? | | | |
| CLIMAX | | | |
| Is there a well-defined climax in the narrative? | | | |
| FALLING ACTION | | | |
| After the climax, does the author tie together loose ends? | | | |
| RESOLUTION | | | |
| Does the author conclude the story? | | | |
| Did the author follow the plot diagram? | | | |

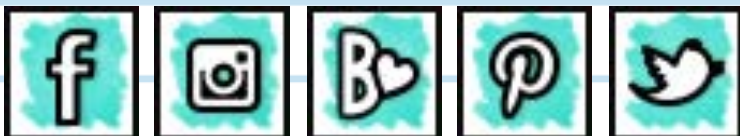
Circle the below errors in the paper you are peer editing and make the necessary corrections

- Slang (wanna, coulda, gonna, etc.)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors
- Punctuation errors
- Check for proper punctuation and spacing in dialogue

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