

Peer Editing Checklist

Directions:

Proofreader: Answer all questions to the best of your ability. The writer's grade somewhat depends on you. If you have questions or you are not sure about something, ask me. You need to read the paper several times. Do not skip sentences. Do not skim. Read very closely. Even read aloud quietly, so you can hear problems.

Writer: Make any changes necessary to gain a yes answer to all questions.

Heading:

1. Is there a typed heading? _____ Yes _____ No
2. Is the heading in the left hand corner? _____ Yes _____ No
3. Does the heading appear only on the first page? _____ Yes _____ No
4. Does the heading have all the proper information? _____ Yes _____ No

Title:

1. Is there a title? _____ Yes _____ No
2. If "Yes," is the title specific and supported by the paper? _____ Yes _____ No
Example: Perspective Taking in ! "\$ %&# ' # (") *%+, -%. /
3. Is the title centered? _____ Yes _____ No
4. The title is not underlined, Italicized, or quoted, right? Did the writer do this right? _____ Yes _____ No

Introduction:

1. Is there an attention-getter? _____ Yes _____ No
2. Is there a mention of the book title and author's name? _____ Yes _____ No
3. Is there a good transition between the attention-getter and essential information? _____ Yes _____ No
4. Is there a thesis? _____ Yes _____ No
Mark the thesis on the paper. Put a bracket next to it on the left side.
5. Is the thesis at the end of the paragraph? _____ Yes _____ No
6. Is the thesis supported by the topic sentences throughout the paper? _____ Yes _____ No

Body Paragraph #1

1. Is there a topic sentence and is it the first or second sentence in the paragraph? _____ Yes _____ No
The topic sentence should have the topic of perspective taking and the limiting idea should be a character's name.
2. Does the writer introduce the quote by setting up context? _____ Yes _____ No
This means that there might be a little summary before the quote so that the reader knows from where

the quote comes in the book.

3. Does the writer provide a quote? _____ Yes _____ No
4. Is the quote connected to the writer's own words? _____ Yes _____ No
Remember that you do not want to have a quote hanging out by itself.

5. After the quote, is there some kind of explanation of how the quote supports the topic sentence? _____ Yes
_____ No

** Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Body Paragraph #2

1. Is there a topic sentence and is it the first or second sentence in the paragraph? _____ Yes _____ No
2. Does the writer introduce the quote by setting up context? _____ Yes _____ No
3. Does the writer provide a quote? _____ Yes _____ No
4. Is the quote connected to the writer's own words? _____ Yes _____ No
5. After the quote, is there some kind of explanation of how the quote supports the topic sentence? _____ Yes
_____ No

** Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Body Paragraph #3

1. Is there a topic sentence and is it the first or second sentence in the paragraph? _____ Yes _____ No
2. Does the writer introduce the quote by setting up context? _____ Yes _____ No
3. Does the writer provide a quote? _____ Yes _____ No
4. Is the quote connected to the writer's own words? _____ Yes _____ No
5. After the quote, is there some kind of explanation of how the quote supports the topic sentence? _____ Yes
_____ No

** Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Body Paragraph #4

1. Is there a topic sentence and is it the first or second sentence in the paragraph? _____ Yes _____ No
2. Does the writer introduce the quote by setting up context? _____ Yes _____ No
3. Does the writer provide a quote? _____ Yes _____ No
4. Is the quote connected to the writer's own words? _____ Yes _____ No
5. After the quote, is there some kind of explanation of how the quote supports the topic sentence? _____ Yes
_____ No

** Make sure the body paragraph does not start or end with a quote. Help your partner with transitions.

Conclusion:

1. Does the writer reword his or her thesis near the beginning of the paragraph? ____ Yes ____ No
 2. Does the writer discuss perspective taking generally? Does he or she discuss how the lessons learned in the novel could be beneficial to real people outside of the novel? ____ Yes ____ No
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Grammar/mechanics Checklist:

1. Read through the entire paper and look at all of the words that end with –s. Check and make sure that the writer didn't forget to make a possessive –s. On the paper, put 's (apostrophe s) anywhere where it is needed.
2. Read through the entire paper and look for any sentence that begins with the following words: **when, because, since, if, although, after, even though, while, in order that**. First, make sure these sentences are not fragments. Second, **make sure there is a comma after the subordinate clause**.
3. Check for sentences beginning with the word “So.” Get rid of the word. It probably isn't needed.
4. Circle any use of the words “you,” “your,” “me,” “I,” “we,” and so on. Suggest how the writer can avoid these words.
5. Read through the entire paper. Mark all uses of the words “they” and “their,” and make sure that the antecedents are plural.
6. Read the entire paper and make sure that all sentences make sense. Mark sentences that don't make sense and suggest how the writer can change them.
7. Read the entire paper again and make sure that all words are **spelled correctly**. Circle words that are questionable. Check for common misspelled words: then, than, effect, affect, its, it's, their, there, to, too, two.
8. Check all quotes. Make sure that they are not by themselves and that they have page numbers. Make sure that the sentences are punctuated correctly. And make sure that the page numbers are done right.
9. Make sure that **To Kill a Mockingbird, TKM, and TKAM** are always **underlined** or in *Italics*.
10. Read through the entire paper and check every time the writer uses the word **that**. Make sure it shouldn't be **who**.
11. Check every comma in the paper, and make sure that they are bringing together two complete sentences.
12. Check all of the following words: **and, but, so, for, or**. Make sure that there isn't a comma needed. Ask me if you are not sure. If these words are bringing together two complete sentences, then use a comma.
13. Anytime you see a **colon (:)** or a **semi-colon (;)**, make sure that they are correct.
14. Read the paper one last time and make sure that there are no other mistakes that you can identify. Check for transitions, double negatives, verb forms, subject-verb agreement, and so on. Help the writer get an A.
15. For **advance proofreaders and writers**: Check to make sure that the entire paper is in **present tense**. Check all verbs ending with –ing, and make sure you can't change it. Example: “is trying” can be changed to “tries.” Check to make sure that passive sentences couldn't be better if they were active. Check appositives.