

## INTENSE PEER EDITING

**Reviewer's Name:** \_\_\_\_\_

**Author's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Hour:** \_\_\_\_\_

Please WRITE your responses to these questions on this sheet. You will turn this in at the end of class and I will return these comments to the author. However, the best part of this process should be the verbal exchange between reviewers and authors. The point is *not* to say nice things to one another, but to give each other lots of constructive feedback. This means you need to be honest about what is not working in the essay, as well as compliment the author on the strengths of the essay.

**1.** Read your classmate's essay through once quickly. What is your mood when you have finished? Does the author recreate the action or simply report the action?

Summarize the main purpose of the essay or the lesson learned by the writer or main character of the narrative in a phrase or sentence.

**2.** Reread the introduction. Did the first sentence of your classmate's narrative get you very interested? Why or why not?

Does the introduction provide enough background information to get the reader interested?

How could the writer improve the beginning? Give some specific suggestions.

**3.** Reread the rest of the essay. Does the narrative focus on one main problem or event or incident?

In one sentence, state what is the main problem, event, or incident in this narrative?

Is there enough action, enough story, or should the writer supply more information in this essay? Any suggestions?

Does the story flow? Can you follow it, or are there places where you get lost? Indicate these.

**4.** Do you think the writer's ending is effective? Why/Why not? Suggest a final sentence which ties the ending back to the introduction of the narrative.

**5.** Does the author use dialogue correctly and effectively? Can you follow who is speaking? Is there any place where dialogue could improve the story? Is there any place where dialogue is NOT needed or hinders the story?

**5.** Does the writer use description, dialogue, and figurative language? Where should there be more - indicate on the essay? Does the writer "show" or "tell"? If the writer is doing a lot of telling, find two examples that could be easily improved with some descriptive language, and copy them here. Make suggestions for improvement.

**6.** One person (not the author) should read the essay loud, while the author and other reviewer listen. The author and the other reviewer should make notes on their copies of the essay as they listen. Feel free to stop the reading as needed in order to write longer notes or ask questions and make suggestions.