

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.

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. Is the heading double-spaced? _____ Yes _____ No
5. Does the heading have all the proper information? _____ Yes _____ No
(Name, teacher name, English 9 Pd., and date [day month year])

Title:

1. Is there a title? _____ Yes _____ No
2. Is the title centered? _____ Yes _____ No
3. Does the title specifically state what the paper is about? _____ Yes _____ No
Example: Scottsboro Trial
4. The title is **NOT** underlined, italicized, or quoted, right? Did the writer do this correctly? ___ Yes ___ No

Introduction:

1. Is there an attention-getter in the first sentence of the paper? _____ Yes _____ No
2. After the first couple sentences, does the writer provide the background detail of the case? _____ Yes _____ No
3. Is there a good transition between the attention-getter and background information? ___ Yes ___ No
4. Is there a thesis? _____ Yes _____ No
5. Is the thesis at the end of the first paragraph? _____ Yes _____ No

Body Paragraph #1

1. Is there a topic sentence in the first sentence of this paragraph? _____ Yes _____ No
(Remember that a topic sentence is not a question or a quote).

2. Does the writer set up the quote or paraphrase with his or her own ideas and words? ____ Yes ____ No
3. Does the writer provide quotes and/or paraphrases to support the topic sentence? ____ Yes ____ No
4. Is the quote connected to the writer's own words? ____ Yes ____ No
(Remember that you do not want 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 out with transitions.

Body Paragraph #2

1. Is there a topic sentence in the first sentence of this paragraph? ____ Yes ____ No
(Remember that a topic sentence is not a question or a quote).
2. Does the writer set up the quote or paraphrase with his or her own ideas and words? ____ Yes ____ No
3. Does the writer provide quotes and/or paraphrases to support the topic sentence? ____ Yes ____ No
4. Is the quote connected to the writer's own words? ____ Yes ____ No
(Remember that you do not want 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 out with transitions.

Body Paragraph #3

1. Is there a topic sentence in the first sentence of this paragraph? ____ Yes ____ No
(Remember that a topic sentence is not a question or a quote).
2. Does the writer set up the quote or paraphrase with his or her own ideas and words? ____ Yes ____ No
3. Does the writer provide quotes and/or paraphrases to support the topic sentence? ____ Yes ____ No
4. Is the quote connected to the writer's own words? ____ Yes ____ No
(Remember that you do not want 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 out with transitions.

Conclusion:

1. Does the writer reword his or her thesis near the beginning of the paragraph? ____ Yes ____ No
2. Does the writer talk about the importance of the case in general? ____ Yes ____ No

Grammar/Mechanics Checklist:

1. Read through the entire paper and look at all of the words that end with –s. Check and make sure the writer didn't forget to make a possessive –s. On the paper, put 's (apostrophe s) anywhere 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. If these words are inside the writer's quotes, then they should be ok.
5. Read through 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.
6. Read through 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, they're, to, too, two.
7. Check all quotes. Make sure that they are not by themselves and that they have page numbers and last name of author, if needed. Make sure that the sentences are punctuated correctly. Period goes after the citation. And make sure the page numbers are done correctly.
8. Read through the entire paper and check every time the writer uses the word **that**. Make sure it shouldn't be **who**.
9. Check every comma in the paper, and make sure that they are not bringing together two complete, independent sentences.
10. 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.
11. Anytime you see a colon (:) or a semi-colon (;), make sure that they are correct.
12. 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.
13. Go through the paper and circle all contractions—don't, that's, it's, can't, won't—and make sure that the author gets rid of them. Contractions are grammatically correct, but many English teachers find them not to fit the style of a research paper.
14. Look at every time the author uses the word “South.” Make sure it is capitalized if it is being used as a region. And since we are writing about the South, the odds are that the writer should have capitalized it.