

# Great Writing 3: From Great Paragraphs to Great Essays

## Peer Editing Sheets

### Peer Editing Sheet 1 Unit 1, Activity 23, page 36

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Answer the following questions. Check *Yes* or *No*. If the answer to any of these questions is *No*, tell the writer why and make any suggestions for improvements that you can think of.

1. Does the paragraph have a clear topic sentence?  Yes  No
2. Does the topic sentence have a controlling idea?  Yes  No
3. Does the paragraph have clear supporting sentences?  Yes  No
4. Does each supporting sentence relate to the topic and the controlling idea?  Yes  No
5. Is the paragraph indented?  Yes  No
6. Does the paragraph talk about one idea?  Yes  No
7. Does the paragraph have a concluding sentence that restates the main idea or brings the paragraph to a logical conclusion?  Yes  No

8. Is there anything in the paragraph that is not clear to you? If so, write it here.

---

---

9. What is one additional piece of information that you would like to know about the topic? \_\_\_\_\_

---

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

1. What is the general topic of the paragraph? \_\_\_\_\_

Write the topic sentence: \_\_\_\_\_

\_\_\_\_\_

2. Is the writing formal or informal? \_\_\_\_\_ Does this style suit the topic and audience?

\_\_\_\_\_

If not, why not? \_\_\_\_\_

\_\_\_\_\_

Comment as specifically as possible about questions 3–5 below.

3. Does the paragraph have unity? \_\_\_\_\_

\_\_\_\_\_

4. Does the paragraph have coherence? \_\_\_\_\_

\_\_\_\_\_

5. Does the paragraph maintain clarity? \_\_\_\_\_

\_\_\_\_\_

6. Circle the concluding sentence. Do you think it is a good concluding sentence? \_\_\_\_\_

If not, how would you improve it? \_\_\_\_\_

\_\_\_\_\_

## Peer Editing Sheet 3 Unit 3, Activity 3, page 70

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Answer the following questions. Check *Yes* or *No*. If the answer to any of these questions is *No*, tell the writer why and make any suggestions for improvements that you can think of.

1. Does the paragraph have a clear topic sentence?  Yes  No
2. Does the topic sentence have a controlling idea?  Yes  No
3. Does the paragraph have clear supporting sentences?  Yes  No
4. Does each supporting sentence relate to the topic and controlling idea?  Yes  No
5. Is the paragraph indented?  Yes  No
6. Does the paragraph talk about one idea?  Yes  No
7. Does the paragraph have a concluding sentence that restates the main idea or brings the paragraph to a logical conclusion?  Yes  No
8. Does the writer effectively appeal to the reader's senses?  Yes  No
9. Is the paragraph clear and easy to follow?  Yes  No
10. Is the level of writing appropriate for the audience?  Yes  No
11. Does the paragraph stay consistent with respect to person?  Yes  No
12. Does the paragraph effectively accomplish its purpose?  Yes  No
13. Does the paragraph have unity?  Yes  No
14. Does the paragraph have coherence?  Yes  No
15. Do the words and sentences maintain clarity?  Yes  No

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Answer the following questions. Check *Yes* or *No*. If the answer to any of these questions is *No*, tell the writer why and make any suggestions for improvements that you can think of.

1. Does the paragraph have a clear topic sentence?  Yes  No
2. Does the topic sentence have a controlling idea?  Yes  No
3. Does the paragraph have clear supporting sentences?  Yes  No
4. Does each supporting sentence relate to the topic and controlling idea?  Yes  No
5. Is the paragraph indented?  Yes  No
6. Does the paragraph talk about one idea?  Yes  No
7. Does the writer stick to only comparing or only contrasting?  Yes  No
8. Is the concluding sentence one of these types: restatement, suggestion, opinion, prediction?  
Which one? \_\_\_\_\_  Yes  No  
\_\_\_\_\_

---

9. Is the paragraph clear and easy to follow?  Yes  No
10. Is the level of writing appropriate for the audience?  Yes  No
11. Does the paragraph stay consistent with respect to person?  Yes  No
12. Does the paragraph effectively accomplish its purpose?  Yes  No
13. Does the paragraph have unity?  Yes  No
14. Does the paragraph have coherence?  Yes  No
15. Do the words and sentences maintain clarity?  Yes  No

# Peer Editing Sheet 5 Unit 3, Activity 11, page 81

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Answer the following questions. Check *Yes* or *No*. If the answer to any of these questions is *No*, tell the writer why and make any suggestions for improvements that you can think of.

- 1. Does the paragraph have a clear topic sentence?  Yes  No
- 2. Does the topic sentence have a controlling idea?  Yes  No
- 3. Does the paragraph have clear supporting sentences?  Yes  No
- 4. Does each supporting sentence relate to the topic and controlling idea?  Yes  No
- 5. Does the paragraph talk about one idea?  Yes  No
- 6. Does the paragraph have a concluding sentence that restates the main idea or brings the paragraph to a logical conclusion?  Yes  No
- 7. Does the topic have a real cause-effect relationship?  Yes  No

Circle the type of focus of the paragraph: focus on causes or focus on effects

- 8. Is the paragraph clear and easy to follow?  Yes  No
- 9. Is the level of writing appropriate for the audience?  Yes  No
- 10. Does the paragraph stay consistent with respect to person?  Yes  No
- 11. Does the paragraph effectively accomplish its purpose?  Yes  No
- 12. Does the paragraph have unity?  Yes  No
- 13. Does the paragraph have coherence?  Yes  No
- 14. Do the words and sentences maintain clarity?  Yes  No

© 2014 Cengage Learning. All Rights Reserved. This content is not yet final and Cengage Learning does not guarantee this page will contain current material or match the published product.

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Answer the following questions. Check *Yes* or *No*. If the answer to any of these questions is *No*, tell the writer why and make any suggestions for improvements that you can think of.

1. Does the paragraph have a clear topic sentence?  Yes  No
2. Does the topic sentence have a controlling idea?  Yes  No
3. Does the paragraph have clear supporting sentences?  Yes  No
4. Does each supporting sentence relate to the topic and controlling idea?  Yes  No
5. Does the paragraph talk about one idea?  Yes  No
6. Does the paragraph have a concluding sentence that brings the paragraph to a logical conclusion?  
 Yes  No
7. (Circle *a* or *b*.) Does the writer
  - a. show different types or categories?
  - b. differentiate between the parts of something?
8. Does the writer classify without overlap between groups?  Yes  No
9. Is the paragraph clear and easy to follow?  Yes  No
10. Is the level of writing appropriate for the audience?  Yes  No
11. Does the paragraph stay consistent with respect to person?  Yes  No
12. Does the paragraph effectively accomplish its purpose?  Yes  No
13. Does the paragraph have unity?  Yes  No
14. Does the paragraph have coherence?  Yes  No
15. Do the words and sentences maintain clarity?  Yes  No

## Peer Editing Sheet 7 Unit 4, Activity 9, Step 3, pages 111–112

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

1. What is being described in the outline? \_\_\_\_\_

2. Is the hook interesting? \_\_\_\_\_ If not, how could it be made more interesting? \_\_\_\_\_

3. What is the general impression that the reader will get from reading this description? \_\_\_\_\_

4. What is being described in the topic sentences of each body paragraph?

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

5. Are the supporting details related to each topic sentence? If not, what changes should be made?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How will the writer end the essay? \_\_\_\_\_

7. Do you think the essay will be interesting? \_\_\_\_\_ Write any additional suggestions here.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Peer Editing Sheet 8 Unit 4, Activity 9, Step 5, page 112

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Essay Title: \_\_\_\_\_

1. In a few words, what is the essay about? \_\_\_\_\_  
\_\_\_\_\_

2. Read the body paragraphs. Underline all the descriptive adjectives. Which paragraph has the most descriptive adjectives? \_\_\_\_\_

Can you think of two new descriptive adjectives that could be added to the essay?

Write these adjectives here and then again in the essay where they would be the most effective.

(a.) \_\_\_\_\_ (b.) \_\_\_\_\_

3. Does the writer use more than one sense to help the reader experience the event instead of just telling about it? \_\_\_\_\_ Which sense does the writer address the most?  
\_\_\_\_\_

4. What suggestions or changes would you make for a more descriptive essay?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What general impression does the reader take away from this essay? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Is the conclusion successful? Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Peer Editing Sheet 9 Unit 5, Activity 17, Step 3, page 135

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

1. Is the thesis statement clear? \_\_\_\_\_ If not, make suggestions for changes.

---

---

2. Do these two subjects have enough similarities and/or differences for a good comparison essay?

\_\_\_\_\_ If not, why not? \_\_\_\_\_

---

---

3. Does each paragraph topic for development clearly state the point of comparison?

---

If not, make suggestions for improvement. \_\_\_\_\_

---

---

4. The best part of the outline is \_\_\_\_\_

---

---

5. Questions I still have about the outline are \_\_\_\_\_

---

---

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Essay Title: \_\_\_\_\_

1. In a few words, what is the essay about? \_\_\_\_\_  
\_\_\_\_\_
2. Identify the hook. Is it effective? \_\_\_\_\_ Make any suggestions here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Does each body paragraph contain a clear topic sentence? \_\_\_\_\_ If not, underline any sections that need improvement.
4. What method of organization does the writer use: block or point-by-point? \_\_\_\_\_
5. List the main points of comparison that the writer discusses. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Do the supporting details give examples? (Ask *Who? What? Where? When? Why?* and *How?* about the topic sentence.) If there are not enough examples, put an asterisk (\*) next to the places that need more supporting information.
7. Does the writer use connectors correctly? \_\_\_\_\_ If not, circle any incorrect connectors or any places that need connectors.
8. Does the writer restate the thesis in the conclusion? \_\_\_\_\_ If not, bring this to the writer's attention.

# Peer Editing Sheet 11 Unit 6, Activity 17, Step 3, page 161

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

1. What kind of essay will this be: cause or effect? \_\_\_\_\_ Can you tell this from the thesis statement? \_\_\_\_\_ If not, what changes can you suggest to make the purpose of the essay clearer? \_\_\_\_\_

2. How many body paragraphs are there? Is each topic for development related to the thesis? \_\_\_\_\_ If not, mark the topics that you think need more work.

3. Do the supporting details relate to the topic sentence? \_\_\_\_\_ If not, write any suggestions that you have here. \_\_\_\_\_

4. How are the supporting details organized: by category, in chronological order, or by order of importance? \_\_\_\_\_

5. The best part of the outline is \_\_\_\_\_

6. Questions I still have about the outline are \_\_\_\_\_

© 2014 Cengage Learning. All Rights Reserved. This content is not yet final and Cengage Learning does not guarantee this page will contain current material or match the published product.

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Essay Title: \_\_\_\_\_

1. In a few words, what is the essay about? \_\_\_\_\_

\_\_\_\_\_

2. Reread the introductory paragraph. Do the ideas progress smoothly from the hook to the thesis statement? \_\_\_\_\_ If not, what suggestions for changes would you make? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do all the topic sentences support the thesis statement? \_\_\_\_\_ Mark any that do not and write the reason for your opinion. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Look at the supporting details in each paragraph. Are they related to the topic sentence? \_\_\_\_\_

\_\_\_\_\_

If not, underline the details that need revision.

5. Check the connectors in the essay. Is it easy to understand the connection between the causes and effects? If not, what is missing or needs to be changed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Peer Editing Sheet 13 Unit 7, Activity 17, Step 3, page 187

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

1. Is this topic appropriate for a classification essay? \_\_\_\_\_ If not, make suggestions for changes. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Is the thesis statement clear? \_\_\_\_\_ If not, make suggestions for changes. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What principle of organization does the writer use to classify the topic? \_\_\_\_\_  
\_\_\_\_\_
4. What is the topic for Paragraph 3? \_\_\_\_\_
5. Now look at the details listed in the outline for Paragraph 3. Do you think these are sufficient to develop a good paragraph? \_\_\_\_\_ Can you think of any other details that should be added?  
\_\_\_\_\_
6. The best part of the outline is \_\_\_\_\_
7. Questions I still have about the outline are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Essay Title: \_\_\_\_\_

1. In a few words, what is the essay about? \_\_\_\_\_

\_\_\_\_\_

2. Identify the hook. Is it effective? \_\_\_\_\_ Make any suggestions here. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Does each body paragraph contain a clear topic sentence? \_\_\_\_\_ If not, underline any sections that need improvement.

4. How did the writer organize the essay? \_\_\_\_\_ List the main categories or classifications that the writer uses. \_\_\_\_\_

\_\_\_\_\_

5. Does the writer use connectors correctly? \_\_\_\_\_ If not, circle any incorrect connectors or any places that need connectors.

6. Are the supporting details parallel in each body paragraph? If not, make suggestions for improvement. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_