

Supernova Level 3 Peer Edit

Name \_\_\_\_\_  
 Class \_\_\_\_\_ Period \_\_\_\_\_  
 Level 3: Peer Editing  
 Date \_\_\_\_\_

Peer Edit of \_\_\_\_\_'s Essay

As a peer editor, your goal is to provide an accurate mechanical review of your classmate's work, as well as a constructive suggestion plan to assist them in improving their work. While editing, think responsibly about the comments you are making. Try to recognize the author's writing strengths, and offer ideas which could help them to build their writing personality. Follow each of the steps below in sequential order to ensure your peer edit is beneficial to the author. Remember to make your responses as detailed and helpful as possible. Before beginning, your instructor will provide you with a unique colored pen or pencil to use in marking edits on essay drafts and for writing comments on this edit sheet. Be sure to use only that pen or pencil as you perform peer edit functions.

Peer Editing Steps	Peer Review Comments	Initials
<p><u>Step 1: Reading Impression</u>                      First, read through the entire work to gather an initial impression of the essay. Reflect on the strengths and weaknesses of the presentation. List them in the space to the right.</p>	<p><u>Impression Strengths:</u></p> <p><u>Impression Weaknesses:</u></p>	
<p><u>Step 2: Writing Mechanics</u>                      Beginning at the start of the essay, clearly mark all spelling and grammatical errors. If you are unsure of a possible correction, circle it and note that the author should research the spelling or grammar rule. Write your notes in the space to the right.</p>	<p><u>Notes on Spelling:</u></p> <p><u>Notes on Grammar:</u></p>	
<p><u>Step 3: Transitional Flow</u>                      Investigate the transitional feel of the essay's sections. Is there a clear transfer from the thesis into its supports? Is the flow between supports logical and understandable? Does the essay smoothly cascade into its conclusion and lasting impression? Are transitional phrases varied and sequential? List the strengths and weaknesses to the right.</p>	<p><u>Transition Strengths:</u></p> <p><u>Transition Weaknesses:</u></p>	
<p><u>Step 4: Thesis</u>                      Is the essay founded on a concise thesis argument? What do you as the reader recognize to be the thesis of the essay? Is the thesis argument captivating enough that you are drawn to continue reading their analysis? Are a minimum of 2 supports and 1 opposition introduced? Finally, is the essay introduced by an intriguing title which reinforces the thesis?</p>	<p><u>The essay thesis is...</u></p> <p><u>Quality of the Argument:</u></p> <p><u>Title Comments and Suggestions:</u></p>	
<p><u>Step 5: Supports</u>                      The essay should contain a minimum of three support explanations; two reaffirming the thesis and one discounting any opposing thesis. Are three supports evident in this essay? Is an explanation given for how each support relates to the thesis? Do the supports appear to build up thesis intensity, like layers of a supernova star?</p>	<p><u>Comments on...</u>                      .....Support 1.....Support 2.....Support 3.....</p>	

<p><u><i>Step 6:Support Depth</i></u> Carefully review each of the supports presented in the body of the essay. Does each support clearly connect and elaborate on the thesis?</p> <p>Check to make sure that at least 2 specific examples are integrated into the explanation of each support to ensure that a convincing argument is presented. Many examples are found within researched materials. If this is the case, the examples should be credited to a source. Check to see that any of these types of detailed examples are credited to a source. A citation of the originating author and page number should follow the example. If the text is a direct quotation, it should also be enclosed in quotation marks.</p>	<p><u><i>Quality of Details...</i></u> <u>.....Support 1.....</u></p> <p><u>.....Support 2.....</u></p> <p><u>.....Support 3.....</u></p>	
<p><u><i>Step 7:Tonality</i></u> Since this is an analytical response to a question, the author should include an assortment of logical, emotional, and interpretive views on the topic. Are each of these employed to create a diverse argument? Does the essay project energy and concern for the topic?</p>	<p><u><i>Appearance of Logic:</i></u></p> <p><u><i>Appearance of Emotion:</i></u></p> <p><u><i>Appearance of Interpretations:</i></u></p>	
<p><u><i>Step 8:Sensory Connections</i></u> Effective writing is reliant on a writer's ability to transfer the power of the words to an audience. Using sensory details is the most concrete method of accomplishing this. Rescan the essay, identifying any sensory details. Make suggestions on how these details can be strengthened and how others could be added into the work. It is not necessary to integrate all the senses, but at least two senses should be utilized as emphasizing ideas.</p>	<p><u><i>Integration of the Senses: Touch, Taste, Smell, Sound, and Vision</i></u></p>	
<p><u><i>Step 9:Argument Conclusion</i></u> The conclusion should offer a reinforcement of the thesis. Is this apparent? Are escalating overviews of the supports included? Does the conclusion reflect the power and energy of an exploding star? If not, make suggestions on how this energy can be incorporated into the draft.</p>	<p><u><i>Escalation Quality of the Conclusion:</i></u></p>	
<p><u><i>Step 10:Lasting Impression</i></u> Consider the significance of the final sentence of the essay. Does this sentence mimic a white dwarf (present an astounding final truth you've come to realize) or a black hole (lead the reader to begin questioning everything they thought they knew about the topic)? If you are uncertain, provide suggestions on how the author can create a final sentence which does fit one of these lasting impressions.</p>	<p><u><i>White Dwarf or Black Hole?</i></u></p>	