Focus Areas for *The Great Gatsby* Peer Editing

**DIRECTIONS to the student writer:** Indicate two areas of concern for your peer editor. Mark them directly on your paper, and pose your question.

**DIRECTIONS to peer editor:** Write all comments directly on the draft so that the student writer has the feedback for the revision process.

INTRO:

* Is there really a hook? What questions can you ask to prompt the student to a more interesting beginning?
* Has each main idea been previewed in a separate sentence with transitions incorporated?
* Is the thesis placed as the **last sentence** of the intro?

CONTENT:

* Does each topic sentence clearly preview the main idea of the paragraph and relate back to the thesis/focus? Is there transitioning after the first body paragraph?
* Is textual evidence cited correctly?
* Is it relevant?
* Is it the best possible choice of evidence?
* Is it followed up with explanation in the writer’s own words regarding how the evidence helps illustrate/prove the thesis?
* Has plot summary been avoided?
* Does each body paragraph end with a clincher?

ORGANIZATION:

* Have transitions been utilized to move seamlessly from one idea to the next?
* Does student present info in body paragraphs in a logical manner?

CONCLUSION:

* Is each main idea reviewed in a separate sentence?
* Are transitions utilized?
* Has the thesis been reviewed (but not in the same words as in the intro)?
* Is there an overall wrap-up sentence or two to reflect on significance of the topic to the novel overall or even to the time period or today?

STYLE/MECHANICS:

* Has the student written in the literary present?
* Where has the student constructed any awkward sentences?
* Has the student been attentive to varying sentence structure?
* Are there words that are used incorrectly?
* Where might the student sophisticate his/her vocabulary? (Check for word jails!)
* Have both personal pronouns and contractions been avoided?