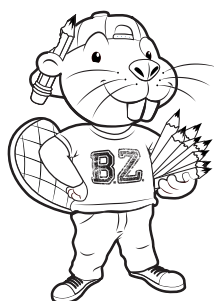


Name: _____

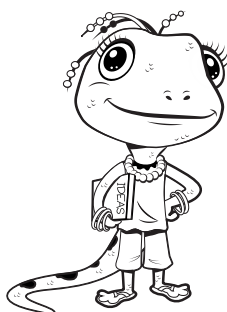
Checklist for Revising Information Writing



Organization

- Do I have a topic sentence?
- Are my ideas in order?
- Do I use transitions?
- Do I have a conclusion?

Ideas



- Are my ideas about my topic?
- Do I have some E's?
(Examples, explanations, events, experiences)
- Do I need to add ideas?
- Do I need to take out some ideas?

Style



- Do I write in complete sentences?
- Do I use interesting words that fit the topic?
- Do I use interesting sentences?

Quick Revision Checklist

Organization

- Organization fits the assignment and topic.
- Sentences and paragraphs are logically ordered.
- Writing uses transitions.
- The writing has a clear introduction, body, and conclusion.

Ideas/Content

- Ideas are interesting, accurate, and appropriate.
- Ideas are clear.
- Ideas are developed with good details.

Language/Style

- Sentences are different lengths.
- Sentences start with different kinds of words.
- Sentences use different structures: simple, compound, and complex.
- Language includes appropriate and precise vocabulary, strong verbs, and descriptive adjectives.

Proofreading Checklist

Format	<input type="checkbox"/> Page margins correct and consistent <input type="checkbox"/> Title (and subheads, if present) correctly placed and capitalized <input type="checkbox"/> Header and/or footer text present and correct, if needed <input type="checkbox"/> Name, date, and class information present and correctly placed <input type="checkbox"/> Page numbers present and correctly placed <input type="checkbox"/> Paragraphs correctly formatted and consistent <input type="checkbox"/> Font, type size, and line and word spacing correct and consistent
Capitalization	<input type="checkbox"/> First word in each sentence capitalized <input type="checkbox"/> Proper nouns and adjectives capitalized
Usage	<input type="checkbox"/> No fragments or run-on sentences <input type="checkbox"/> Subjects and verbs agree; verb tense consistent <input type="checkbox"/> Pronouns and antecedents clear; subject and object pronouns correct <input type="checkbox"/> No dangling or misplaced modifiers
Punctuation	<input type="checkbox"/> End punctuation present and correct for all sentence types <input type="checkbox"/> Commas correct: lists, dates, place names, compound and complex sentences <input type="checkbox"/> Apostrophes correct for possessives (<i>Amy's</i>) and contractions (<i>isn't</i>) <input type="checkbox"/> Quotation marks, commas, and end punctuation placed correctly in quotations and dialogue
Spelling	<input type="checkbox"/> Words with suffixes: check accuracy of single or doubled consonants <input type="checkbox"/> Words with prefixes: base word spelling not altered <input type="checkbox"/> Frequently confused words (e.g., <i>their/there/they're</i> , <i>your/you're</i> , <i>to/two/too</i> , etc.) <input type="checkbox"/> Frequently misspelled words (e.g., <i>believe</i> , <i>definitely</i> , <i>judgment</i> , etc.) <input type="checkbox"/> Personal spelling weaknesses
Graphics and Multimedia	<input type="checkbox"/> Visual, audio, or other media links are placed near corresponding text <input type="checkbox"/> Captions are present and correct <input type="checkbox"/> Internet links (URLs) are placed correctly and are live
References	<input type="checkbox"/> In-text citations, endnotes, or footnotes present and correctly placed <input type="checkbox"/> Works Cited or References page present <input type="checkbox"/> Each necessary element of citations present and correct <input type="checkbox"/> Entry formatting correct and consistent (MLA, APA, or teacher-specified), including punctuation and styling
Editing Errors	<input type="checkbox"/> No repeated, missing, or misplaced words <input type="checkbox"/> No typos in recently added text <input type="checkbox"/> No extra or missing spaces <input type="checkbox"/> No extra or missing punctuation

Peer Review Roles

Directions: Work with a partner. Each person chooses a piece of his or her writing to share. Together, decide whose piece to review first. Then both of you—the reviewer and the writer—analyze that piece. Sit with the paper or electronic file between you so that you can both see the text. After the first piece is reviewed, switch roles and review the other person’s piece. The review can be oral, recorded on **Tool S4-46b**, or recorded on another scoring guide or rubric.

Role of Reviewer	Role of Writer
<ul style="list-style-type: none"> Listen without interrupting as the writer reads the piece. Jot down notes to help you remember ideas. 	1. Tell a little bit about the piece and why you wrote it.
<ul style="list-style-type: none"> Begin your comments by saying what you liked about the piece. 	2. Read your writing aloud to the reviewer. You can share a first draft or a revised draft.
<ul style="list-style-type: none"> Ask questions about anything that is confusing or that you would like to know more about. 	3. Listen carefully to what the reviewer says. Jot down notes, but listen without interrupting.
<ul style="list-style-type: none"> Make suggestions about: <ul style="list-style-type: none"> Organization – Introduction – Topic sentence – Transitions – Conclusion Ideas/Content – Elaboration – Development of topic Language/Style – Word choice – Sentence variety – Tone Conventions/ CUPS – Capitalization – Usage – Punctuation – Spelling 	4. Say what you think is strong about the piece. Ask for help with the piece’s weaknesses.
<ul style="list-style-type: none"> If asked, help the writer fix CUPS mistakes. 	5. Decide which suggestions you will use as you revise your writing.

Peer Review

Directions: The reviewer and the writer analyze the piece of writing together. Both must be able to see the text. The reviewer records on the top of this form, and the author on the bottom. Refer to **Tool S4-46a** for Peer Review Roles and steps.

Title = _____

	Description	Review Notes
Organization	<ul style="list-style-type: none"> • Introduction—Does it fit the overall piece and capture readers' interest? • Topic sentence—Does it introduce the topic and express the main idea clearly? • Transitions—Are they logical, with related transitions that help ideas flow from one to the next? • Conclusion—Does it sum up the idea(s) in the topic sentence and follow from the text? 	
Ideas/Content	<ul style="list-style-type: none"> • Elaboration—Is it clear and interesting, with important E's (such as explanation, examples, evidence, effective illustration or quotations) related to the topic? • Development of topic—Is there enough detail for this topic and purpose? 	
Language/Style	<ul style="list-style-type: none"> • Word choice—Does the writer use precise language, strong verbs, and appropriate vocabulary for the subject? • Sentence variety—Do the sentences have varied structures and starting words? • Tone—Is the tone (including style, voice) appropriate for the purpose and audience? 	
Conventions/CUPS	<ul style="list-style-type: none"> • CUPS—Are there errors in capitalization, usage, punctuation, and spelling, and do these affect understanding the piece? 	

Reviewer: _____ Date: _____

My reviewer:

(From 1 being low to 4 being excellent)

- | | | | | |
|---|---|---|---|---|
| • Listened without interrupting | 1 | 2 | 3 | 4 |
| • Began with what they liked in my piece | 1 | 2 | 3 | 4 |
| • Gave suggestions that referenced the text | 1 | 2 | 3 | 4 |
| • Wrote down their suggestions for me | 1 | 2 | 3 | 4 |

Author: _____ Date: _____

Checklist for Revising Informative/Explanatory Writing

Organization

- Introduction has a clear topic and plan that address the assignment or task completely.
- Organization is logical; body paragraphs follow the plan.
- Varied transitions clarify the relationship between ideas.
- Conclusion follows from the information presented and addresses the significance of the topic.
- Formatting or text features are used when appropriate and help the reader understand the topic.

Ideas/Content

- Ideas support the topic and each key/star idea so that the topic is fully developed.
- Complex ideas are presented clearly and accurately and supported by authoritative sources.
- Ideas presented are relevant to the audience.
- Information from sources is properly cited.
- Graphics or multimedia are used when appropriate and help the reader understand the topic.

Language/Style

- A variety of sentence structures is used.
- Ideas are clearly conveyed using precise words and appropriate vocabulary for the topic and audience.
- An objective tone is used throughout.
- Language and style are appropriate to the purpose, audience, and discipline.

Peer Review Roles

- Partners take turns reviewing each other's work.
- Partners should review the writing together, when possible.
- Feedback can be oral or recorded on a variety of forms (e.g., checklist, scoring guide, written notes).
- Partners should consider these categories during the review:
 - **Organization:** Structure is appropriate for the type of writing; transitions connect ideas.
 - **Ideas/Content:** Elaboration and description are relevant and develop the topic in detail.
 - **Language/Style:** Precise words and varied sentences are used for effect; tone and style are appropriate to the audience, purpose, and/or discipline.
 - **Conventions/CUPS:** Capitalization, usage, punctuation, and spelling are correct; paragraphs are correct; any sources used are correctly cited.

Role of Reviewer

- Review the writer's work carefully, paying attention to any notes or comments that the writer has given you.
- Consider the assignment or task, the purpose, and the audience.
- Read and take notes. Avoid general comments; your review should refer to specific places in the text. Share your review with the writer.
 - Begin your comments with what you liked—refer to specific examples.
 - Ask questions if there are areas of confusion or places where you would like to know more.
 - Use a respectful tone when providing constructive criticism.
 - Balance positive comments with suggestions for improvement.
- If requested, discuss your feedback with the writer in person.

Role of Writer

- Share a draft (first or revised) of your writing with the reviewer.
 - If necessary, explain why you wrote it—you may need to explain the assignment or task, purpose, and your intended audience.
 - Share what you see as the strengths and weaknesses of your piece.
- Ask the reviewer specific questions or ask for help with specific parts of the writing.
- Think carefully about the reviewer's comments.
 - If the reviewer is giving oral feedback, take detailed notes about the feedback.
- If any of the reviewer's feedback is unclear, ask follow-up questions.
- Determine how you might use the reviewer's feedback to improve your work.