## Literary Analysis Essay: Peer Revision

**Writer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Introduction | Needs Work | Proficient | Outstanding |
| Hook |  |  |  |
| Brief Background about novel (3-4 sentences)\*Writer should also include the title of the novel and the author’s name early in the introduction. |  |  |  |
| Claim: Does the writer state the two symbols that he/she is writing about and address why the author included them? |  |  |  |
| Body Paragraph #1 |  |  |  |
| Topic Sentences: Does he/she argue the significance of the symbol? |  |  |  |
| Are each of the quotes attached to the writer’s own words? |  |  |  |
| Evidence: Are **there at least three direct quotes in the body paragraph with the page number cited?** |  |  |  |
| Analysis: Does the student analyze how the evidence demonstrates the writer’s message or purpose in writing the novel? |  |  |  |
| Does the student include transitions?  |  |  |  |
| Concluding Sentences: Does each body paragraph have a concluding sentence which sums up ideas in the paragraph? Therefore…? What did the paragraph prove? |  |  |  |
| Body Paragraph #2 |  |  |  |
| Topic Sentences: Does he/she argue the significance of the second symbol? |  |  |  |
| Are each of the quotes attached to the writer’s own words? |  |  |  |
| Evidence: Are **there at least three direct quotes in the body paragraph with the page number cited?** |  |  |  |
| Analysis: Does the student analyze how the evidence demonstrates the writer’s message or purpose in writing the novel? |  |  |  |
| Does the student include transitions?  |  |  |  |
| Concluding Sentences: Does each body paragraph have a concluding sentence which sums up ideas in the paragraph? Therefore…? What did the paragraph prove? |  |  |  |
| Conclusion |  |  |  |
| Does the student restate the thesis? |  |  |  |
| Does the student sum up main ideas? |  |  |  |
| Does the student answer the question “so what?” at the end of the paper? |  |  |  |

What does the student do well in his or her essay?

What does the student need to work on before the final draft is due?

# Mechanics Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Please circle any errors on your classmate’s paper in addition to providing feedback here.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Needs Work | Good | Outstanding |
| Times New Roman Font |  |  |  |
| 12 point font |  |  |  |
| Double Spaced  |  |  |  |
| Heading: Name, Teacher’s name, class, date |  |  |  |
| Header: Last name and page # (upper right hand corner) on each page |  |  |  |
| Original title |  |  |  |
| Four paragraphs |  |  |  |
| Spelling errors |  |  |  |
| Sentence Fragments |  |  |  |
| Capitalization: The first word of each sentence is capitalized. |  |  |  |
| Capitalization: All proper nouns are capitalized  |  |  |  |
| Essay is free of slang words. (like, you know, bummed, hey, etc…) |  |  |  |
| Essay is free of contractions (isn’t, doesn’t) |  |  |  |
| Novel’s title is capitalized and italicized. |  |  |  |
| Numbers ten and under are written out in word form. |  |  |  |
| Essay is free of first person. (I, me) |  |  |  |
| Punctuation: Commas, proper end punctuation, etc.  |  |  |  |

What does the student do well in his or her essay?

What does the student need to work on before the final draft is due?