

6-Trait Writing Informative Peer Editing Tasks

After Prewriting: _____ Conference with your teacher for initial feedback.

After Rough Draft: _____ check IDEAS.

After 2nd draft: _____ check ORGANIZATION.

After 3rd draft: _____ check VOICE.

After 4th draft: _____ check WORD CHOICE.

After 5th draft: _____ check SENTENCE FLUENCY.

After 6th draft: _____ check CONVENTIONS.

After 7th draft: _____ ask an adult to check CONVENTIONS.

After 8th draft(teacher corrections): _____ make necessary changes for portfolio.

IDEAS (blue):

- 1) Highlight every idea or concept that is unusual or interesting.
- 2) Put a star next to any ideas or concepts that do not make sense, are hard to understand, or are not clear.
- 3) Write “PAPER PURPOSE:” at the top of the paper and “to inform”. Tell the author if his/her paper has a different/wrong purpose.
- 4) Add 3 possible ideas to make the story more interesting.

AUTHOR: Revise your paper so that you:

- 1) *keep and add unusual/interesting ideas/details*
- 2) *rewrite unclear/ not understandable ideas/concepts*
- 3) *make sure your purpose fits the assigned purpose.*
- 4) *Consider the ideas offered by the peer editors. Add 3 new ideas/details.*

ORGANIZATION (orange):

- 1) Draw “{ }” around the 5 paragraphs (Introduction, Body 1, Body 2, Body 3, and Conclusion) Label them with those words. State whether there is enough information in each paragraph.
- 2) Draw a box around all words that show *time, order, or transition* (first, next, finally, etc.)

AUTHOR: Revise your paper so that you:

- 1) *Add/expand paragraphs.*
- 2) *Change/add words that show time, order, smooth transition.*

VOICE (purple):

- 1) Circle all emotion words.
- 2) Draw a box around all sentences that use sensory images of touch, taste, smell, hear, or see.
- 3) Highlight any lines that ask questions of the reader.
- 4) Underline all comments, opinions, or sentences that speak directly to the reader.

AUTHOR: Revise your paper so that you:

- 1) *keep/add 5 words that show emotion*
- 2) *Keep all sensory images of touch, taste, smell, hear, or see/add 5 more.*
- 3) *keep/add 3 questions and sentences that speak directly to the reader.*
- 4) *Keep all/add 3 comments and opinions.*

WORD CHOICE (pink):

- 1) Circle all the powerful verbs.
- 2) Underline all weak verbs.
- 3) Circle all colorful adjectives.
- 4) Underline all boring adjectives.
- 5) Highlight all adverbs.

AUTHOR: Revise your paper so that you:

- 1) Add 5-10 more powerful verbs
- 2) Change all the weak verbs to more powerful ones
- 3) Add 5-10 more colorful adjectives
- 4) Change all the boring adjectives to more colorful ones
- 5) Correctly change/add 5-10 adverbs with “-ly”.

SENTENCE FLUENCY (yellow):

- 1) Highlight all the incomplete sentences and above the sentence, write “Inc.”
- 2) Underline all the simple sentences, and write “S” at the beginning.
- 3) Circle all the compound and complex sentences and write “CD” or “CX”.
- 4) Count the total number of each and write that on the last page.

AUTHOR: Revise your paper so that you:

- 1) Analyze the number of incomplete, simple, compound, and complex sentences; you are supposed to have 50% simple, 25% compound, 25% complex. Combine or split sentences to keep a good balance on sentence types.
- 2) Make all the incomplete sentences complete.

CONVENTIONS (green):

Circle, count, and write down the number of mistakes for these:

- Spelling ____ (grammer...grammar)
- Sentence Fragments ____ (Liked it! Been there. Done that.)
- Run-on Sentences ____ (I went to the store yesterday and bought eggs and ham, but they didn't have any milk and I went home to watch T.V., so my mom got mad at me for not telling her the store was out of milk I felt bad!)
- Capitalization ____ (proper nouns, etc.)
- Punctuation ____ (commas, semicolons, quotation marks, etc.)
- Subject Verb Agreement ____ (A woman were here...The dogs is hungry)
- Tense Agreement ____ (She was here right now...They are here yesterday)
- Singular vs. Plural ____ (Two dog...One teachers)

AUTHOR: Revise your paper so that you:

- 1) Fix each error.
- 2) Ask an adult (friend, dorm supervisor, parent, brother/sister, aunt/uncle, grandparent, principal, teacher) to read it and mark any errors s/he sees. S/he must sign the top of the paper after editing it.