

Poet's Name _____

Title of Poem _____

Editor's Name _____

Peer Critique Sheet

1. What is the **dominant impression** of this piece? What is the purpose of this poem? Point out examples that help establish the dominant impression.
2. Discuss the writer's use of vivid **images** and **sensory details**. Point out places where the poet uses these devices effectively. Suggest improvements.
3. Discuss the writer's use of verbs. Circle all "to be" verbs (be, is, am, are, was, were, been, being). Underline strong, active verbs. Point out places where the poet could employ **active verbs**.
4. Discuss the writer's use of **line breaks**. Look carefully at the end of each line to see how each line is functioning. Is the break purposeful or haphazard? Check to see that the first and last word of each line deserve the attention they receive.

5. Discuss the writer's **choice of words**. Be sure to include information about the sound, denotation, and connotation of important words. Suggest changes for any words that are not working on as many levels as possible.

6. Discuss the writer's use of **figurative language**. Does the writer use it to enhance the meaning of the poem? Does the writer overuse similes and/or metaphors? Does the writer have too many disconnected images (i.e. one comparison to a road and the next to a fish and the next to a star)? Can you see an **image cluster** emerging?

How many instances of figurative language did you find? _____

7. How is the poet's **economy of language**? Comment on any words or lines or phrases that could be tightened through rephrasing or omitted altogether. Mark brackets around [extra] unnecessary words.

8. Does the **title** suit the poem? Does it establish an expectation for the poem? Does it draw you in? Suggest two alternative titles (even if the original works).