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### Formative 1: PEAL Paragraph on Diction or Characterization

Directions: Choose to write about one of the monologues you have read. What is the **purpose** of one of the examples of **diction or characterization**? Write a PEAL paragraph with an OELi point.

- You may use the sentence starters included.
- You may start with the OELi point/thesis, or you may start with the evidence.
- You may use the graphic organizer, linear outline, or you may choose to just start writing in the box below. The final draft of your PEAL paragraph is what will be graded for this formative, but it's useful to see your process.

Write the final draft of your PEAL paragraph below:

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## **OELi Thesis Statement Graphic Organizer**

O: Observation	E: Effect on meaning	LI: Larger implication
What technique or element do you observe in the text?	What is the effect on meaning and on your interpretation of the text?	What is the larger implication for the text's theme, our interpretation or our understanding of society?
Smith uses the [literary device]	to demonstrate	Ultimately, Smith reveals that

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### **Evidence Brainstorm:**

List three possible pieces of evidence:	What does this quotation reveal? How could you use this evidence? What are the key words and phrases?

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## **PEAL Paragraph Outline, Option A:**

Point: observation, effect on meaning, larger implication (see above!)	
Evidence: use proof from the text; this should be a quotation. Cite as follows: (IU Text #)	
Analysis: pull keywords, phrases, or moments from the text to prove your OELi. Make sure to connect the evidence to the thesis/point.	
Link: why does this matter? Address the larger implication.	

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# PEAL Paragraph Outline, Option B:

I.	Point:
	Observation:
	Effect on Meaning:
	Larger Implication/Theme:
II.	Evidence:
	Context:

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	Quotation:
	Analysis ay use the questions below to start your thinking if you are feeling lost, but you do not o use them.
Keywo	ord:
	How does this connect to the effect on meaning?
	How does this connect to the larger implication?
Keywo	ord:
	How does this connect to the effect on meaning?

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How does this connect to the larger implication?

IV.	Link: connect this back to the larger implication in a significant way.