# Formative 3: PEAL Paragraph on Imagery with Peer Feedback

Directions:

Select one monologue you have read. Find a strong example of imagery in that monologue, and explain its power and purpose in a PEAL paragraph.Your grade will be based on: the completion of the paragraph, reception of peer feedback, and your reflection on that feedback.

* You may begin your paragraph with an OELi point/thesis, or evidence.
* You may use the sentence starters included.
* You can use the graphic organizer or the linear outline to develop your paragraph. Alternatively, you can just start writing your paragraph in the space provided below.

## Write your PEAL Paragraph, final draft, below:

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| --- |

## Peer Feedback and Reflection

| **Peer Feedback (partner writes here)** | **Your Reflection** |
| --- | --- |
| What are two things that the writer of the paragraph above did well? | How can you make this strength happen more often in your writing? |
| What are two things that the writer of the paragraph needs to work on? Write about something that was unclear or a part that is missing. | What can you do to improve in this area? |

## 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 |

## 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? |
| --- | --- |
|  |  |
|  |  |
|  |  |

## 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. |  |

## PEAL Paragraph Outline, Option B:

1. Point:
   1. Observation:
   2. Effect on Meaning:
   3. Larger Implication/theme:
2. Evidence:
   1. Context:
   2. Quotation:
3. Analysis: *you may use the questions below to start your thinking if you are feeling lost, but you do not have to use them. Feel free to delete them!*
   1. Keyword:
   2. How does this connect to the effect on meaning?
   3. How does this connect to the larger implication?
   4. Keyword:
   5. How does this connect to the effect on meaning?
   6. How does this connect to the larger implication?
   7. Continue until you have proved your point.
4. Link: connect this back to the larger implication in a significant way.