

NAME: _____

DATE: _____

CLASS: _____

PEAL Paragraph PEER-EDITING CHECKLIST

The PEAL Paragraph.

Point

Start the paragraph by stating your main point or claim. What topic are you going to address? What argument are you going to make?

Evidence

You should follow your first sentence by introducing evidence in the form of quotes, statistics, or examples.

Analysis

After you present evidence you need to analyze it. Why is this quote or statistic important? How does it support your point? What inferences can you draw? Give your own interpretation of the evidence.

Link

Finally, you want to conclude your paragraph with a sentence that links it to your overarching claim.

DIRECTIONS: Place the Point Total in the box for every requirement met. Add up the Points and place the sum in the total box

PEAL Paragraph PEER EDITING CHECKLIST	Self	Peer	Teacher
POINT: Does the paragraph begin with a specific, debatable claim, that clearly states the reason why this point is being made (30 Points)			
EVIDENCE #1: Solid support of the claim/counterclaim in the form of quotes, stats, or specific cases, cited correctly using MLA (20 Points)			
ANALYSIS #1: The writer explains the evidence and why/how this supports the claim or refutes the counterclaim (10 Points)			
EVIDENCE #2: Solid support of the claim/counterclaim in the form of quotes, stats, or specific cases, cited correctly using MLA (20 Points)			
ANALYSIS #2: The writer explains the evidence and why/how this supports the claim or refutes the counterclaim (10 Points)			
LINK: Concludes the paragraph; connecting it to the overarching claim/point (10 Points)			
Total			

NAME OF PEER-EDITOR: _____

(The name of the person who graded this is printed on the line above)

PEAL GRAPHIC ORGANIZER

P POINT	Start the paragraph by stating your main point or claim WITHOUT USING AN 'I' STATEMENT

E VIDENCE	You should follow your first sentence by introducing evidence in the form of quotes, statistics, or examples PROPERLY CITED USING MLA (AUTHOR'S LAST NAME PG#).
E1	
E2	
E3	

A NALYSIS	You need to explain why the evidence is important, what it means in your own words
A1	
A2	
A3	

L INK	Concludes the paragraph; connecting it to the overarching claim

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10% SUMMARY PEER-EDITING CHECKLIST

"T" S A T

"TITLE" of the article in quotes, capitalize all "big" words, over five letters long, and all nouns and verbs.

SOURCE from name of magazine, newspaper (Don't forget to underline if handwritten, italicize if typed.)

AUTHOR or authors (In general, you can use just the last names of authors.)

TOPIC (A few words that describe, in general terms without details, what the article is about.)

DIRECTIONS: Place the Point Total in the box for every requirement met. Add up the Points and place the sum in the total box

10% SUMMARY PEER EDITING CHECKLIST	Self	Peer	Teacher
"T" S A T: The topic sentence (1 st sentence of the paragraph) including TITLE, SOURCE, AUTHOR, & TOPIC properly punctuated (Title in quotes, Source underlined/italics) (30 pts.)			
Central Idea #1: The writer paraphrases a key concept from the article, providing evidence of understanding (15 pts.)			
Central Idea #2: The writer paraphrases a key concept from the article, providing evidence of understanding (15 pts.)			
Central Idea #3: The writer paraphrases a key concept from the article, providing evidence of understanding (15 pts.)			
Central Idea #4: The writer paraphrases a key concept from the article, providing evidence of understanding (15 pts.)			
Conclusion: Sums-up the overall message of the article (10 pts.)			
Total			

NAME OF PEER-EDITOR:

(The name of the person who graded this is printed on the line above)