

Essay Writing: Revisions for Impact

Paragraph and Point Development – PEAT

To ensure that your paragraphs are fully developed, try the PEAT strategy.

1. Develop your paragraph using the template.
2. Review written paragraphs by labelling each PEAT component.
3. Look for gaps. (e.g., no evidence following a point, no analysis or no transitions).

Point: Main claim or point of paragraph, as well as any supporting points or claims in your paragraphs.

Evidence: Evidence to support your point.

Analysis: Explanation of how the evidence supports your point.

Transition: Words or sentences that establish relationships between points and evidence

Initial Tasks	
<ol style="list-style-type: none"> 1. Read the entire paragraph once without making any notes, highlighting, or underlining. Just get a sense of what the paragraph is telling you. Reread the paragraph and begin completing the steps below. 2. Label the point of the paragraph with a P. 3. Label any possible evidence with an E. 4. Label any explanation of the analysis/relevance with an A. 5. Label any transitions to the next paragraph with a T. 6. Are any sentences not labeled? Are they just opinion? Consider if they are valuable in the paragraph or if they can be cut. If they can be cut, cross them out. 	
Targeted Revision Tasks	
POINT	<ol style="list-style-type: none"> 1. Does the sentence clearly state the one main point or topic of the paragraph? (Yes/no) If not, revise the point to reflect one clear idea.
EVIDENCE	<ol style="list-style-type: none"> 1. Is evidence provided or is it just opinion? (Yes/No) If it's opinion, cross it out. Essays need evidence! Find evidence from your research articles. 2. Does the evidence support the point? (Yes/No) If yes, go to step 3. If not, find evidence from your research articles that does support the point before going to Step 3. 3. Is the evidence accurately taken from the source? (Yes/no) If not, correct it
ANALYSIS/RELEVANCE	<ol style="list-style-type: none"> 1. Does the writer explain the evidence and how it supports the point? 2. If not, explain your analysis/the relevance of the evidence for the reader.
TRANSITION	<ol style="list-style-type: none"> 1. Is there a transition that sums up the paragraph? (Yes/No) 2. Does the transition make a connection between the current point and the point/paragraph to come? (Yes/No) If no, write a good transition for the points



Reverse Outlining

Practice reverse outlining using either a paragraph from the student essay in this workbook, or one of your own essays.

1. Check each paragraph for the main idea and note this in the left-hand margin. Use as few words as possible.
2. Look for supporting material in the paragraph – does it all relate back to the main idea?
3. Is the relevance to the thesis statement clear in each paragraph? In the right-hand margin note how each paragraph advances the thesis statement. Use as few words as possible.
4. Does the flow of ideas follow the thesis statement?
5. Does your topic sentence introduce your main idea and connect to the thesis statement? If not, revise using your margin words.

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