

3.6 Developing a paragraph with claim and evidence

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to write a **paragraph on a long text** 长篇作品段落.

You must be able to:

- state the standard for close reading
- explain what changes when the text is long
- name the initial components of a paragraph
- select evidence from a long text without summarising it

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The standard

The same as 1.7: **details that, in combination, enable a claim** which is then defended with **textual evidence**.

■ What changes

A long text offers too much evidence, not too little. The skill becomes selection: which two or three passages, out of hundreds, actually bear on this claim.

■ Two components

The claim and textual evidence that defends the claim.

■ Not summary

The temptation in a long text is to retell. A paragraph that spends four sentences on what happens has spent them on something the reader already knows. Quote small, and explain.

2 Practice

2.1 State what changes when the text is long.

[2]

2.2 State the two initial components of a paragraph. [2]

2.3 Summary is the standing temptation.

(a) State why retelling wastes a paragraph. [2]

(b) State the alternative. [1]

3 Exam-style questions

3.1 In a long text the difficulty is [1]

- **A** too little evidence
 - **B** selecting from too much
 - **C** finding the title
 - **D** counting pages
-

3.2 A paragraph that retells the plot spends its space on [1]

- **A** what the reader already knows
 - **B** the claim
 - **C** commentary
 - **D** evidence
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3.3 A student's paragraph contains six sentences of plot and one of analysis.

(a) State the problem. [1]

(b) Explain the fix. [2]

4 Go further

- work through the **3.6 Developing a paragraph with claim and evidence** lesson on the **Learn** page;
- read the **Longer Fiction or Drama I** section of the AP English Literature handout on the **Know** page.

Solutions

2.1 a long text offers too much evidence rather than too little, so the skill becomes selection.

2.2 the claim and textual evidence that defends it.

2.3 (a) it uses the paragraph on information the reader already has rather than on defending the claim. (b) quote small and explain what the quotation shows.

3.1 B. selection.

3.2 A. what the reader already knows.

3.3 (a) the paragraph is a summary with a comment attached. (b) cut the retelling to the minimum needed to place the evidence and expand the analysis of what the evidence shows.