

## 2.7 Developing a paragraph with claim and evidence

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 13 marks

KEY WORDS poetry paragraph 诗歌段落

### Objective

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Build the skills to write a **poetry paragraph** 诗歌段落.

You must be able to:

- state what close reading enables
- explain what makes evidence from a poem different
- name the initial components of a paragraph
- avoid quoting without defending

### 1 Worked examples

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

#### ■ Close reading

Writers **read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.** The same standard as 1.7, applied to a poem.

#### ■ Evidence in poetry

A poem's evidence is small — a word, a break, a comparison — so “in combination” carries more weight here. Two or three details supporting one claim is the shape of a strong paragraph.

#### ■ Two components

**The claim and textual evidence that defends the claim.** Claim first.

#### ■ Quoting is not defending

A quotation placed after a claim proves nothing until the writer says what in the quotation supports it. The words carrying the weight must be identified.

## 2 Practice

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**2.1** State what close reading enables a writer to do. [2]

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**2.2** Explain why “in combination” matters especially in poetry. [2]

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**2.3** Quoting is not defending.

(a) State what a writer must add after a quotation. [2]

(b) State the components of the paragraph’s opening. [1]

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## 3 Exam-style questions

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**3.1** A poem’s evidence is typically [1]

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|---|---|
| A | B |
| C | D |
- A** small — a word, a break, a comparison  
**B** a whole chapter  
**C** the poet’s biography  
**D** the publication date

**3.2** A quotation supports a claim only when the writer [1]

- |   |   |
|---|---|
| A | B |
| C | D |
- A** identifies what in it carries the weight  
**B** makes it longer  
**C** puts it first  
**D** omits the claim

**3.3** Write a claim about a poem you know and name two details that would defend it.<sup>[4]</sup>

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