

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	B
C	D

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	B
C	D

A what the reader already knows

B the claim

C commentary

D evidence

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]
