“Statements that do not support the [claim] destroy the unity of a paragraph” (Hacker 24).

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| **Step** | **Key questions** | **Suggest these strategies** - (teacher directed to student selected) |
| **C** – Claim | What is a reason or subtopic that is needed to prove the thesis?Is your claim provable?(A) Is the claim arguable? | Claims (topic sentences) are the assertions that the writer wants the reader to accept in order to accept the overall thesis. “Readers expect to learn a ¶‘s main point in a [claim] early in the ¶“ (Hacker 31).The claim (topic sentence) guides the reader to expect evidence. |
| **E** – Evidence  | What support do you have for the claim?Have you properly cited the source for the evidence? | Types of support for the claim could include: facts, statistics, examples, quotations, data, etc. What is the citation tool appropriate for this topic and discipline (MLA, APA, Chicago Manual of Style, etc.)? Have you provided the students with examples of the expected citation format? |
| **A** – Analysis  | Why do you offer this piece of evidence?How does the evidence prove the claim?\*\*\* You may have more than one piece of evidence to support any claim. Have you analyzed each piece of evidence offered? | This is the writer’s own words in which reasoning shows an understanding of the connections between evidence and statement or argument.Types of reasoning might include: reasoning by analogy, causal reasoning, inductive reasoning from specific to general, deductive reasoning from broad principle or conclusion to specific point, etc. |
| **L** – Link  | How does the claim you make and the evidence you offer link back to the thesis or the big idea of your writing? So what? Why does this claim & evidence matter to the big idea? | Transitional expressions can be used to show relationships, e.g. therefore, consequently, as a result, thus, then, etc. |
| Repeat for each body ¶ |

\*\*\*Variations for a body ¶ are numerous and might include –

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 CEEAAL

 CEAAEAAL

The number of body ¶s is determined by the content, purpose and audience as well as the discipline itself.