

## Guide to Body Paragraph Development

### CEAL

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

Step	Key questions	Suggest these strategies - (teacher directed to student selected)
<b>C – Claim</b>	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.
<b>E – Evidence</b>	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?
<b>A – Analysis</b>	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.
<b>L – Link</b>	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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The number of body ¶s is determined by the content, purpose and audience as well as the discipline itself.