

Claim-Evidence-Reasoning Paragraphs

Activity Type

Reading and Writing Exercises: identifying, matching, multiple choice, short answer questions, table completion, paragraph writing

Focus

Academic style and tone

Claim-Evidence-Reasoning paragraph structure

Aim

To practice identifying and writing short Claim-Evidence-Reasoning paragraphs that integrate two sources and explain how the evidence supports the claim.

Preparation

Make one copy of the two-page worksheet for each student.

Level

Upper-intermediate (B2)

Time

60 minutes

Introduction

In this integrating sources worksheet, students explore how source information can be combined into a clear argument before writing a short Claim-Evidence-Reasoning paragraph of their own.

Procedure

Give each student a copy of the two-page worksheet.

First, students read two paragraphs and answer questions with a partner.

Exercise A - Answer key

1. Paragraph Two states a clear claim (main argument). Paragraph One does not.
2. In Paragraph One, the sources are listed without being clearly connected to a main claim. In Paragraph Two, the sources are used to support a clear claim and are linked to each other.
3. Paragraph Two explains why the evidence supports the idea.

Students then read Paragraph Two again and underline the claim, evidence and reasoning.

Exercise B - Answer key

1. Using voice messages can improve efficiency and clarity in workplace communication.
2. Garcia (2022) reports that employees use voice messages to save time, and Lee (2021) notes that voice messages can reduce misunderstandings.
3. This suggests that voice messages may help employees exchange information more quickly and clearly.

Next, students match each part of a Claim-Evidence-Reasoning paragraph to its function.

Exercise C - Answer key

1. c 2. a 3. b

After that, students complete reasoning sentences by choosing the most effective ending.

Exercise D - Answer key

1. b 2. a 3. c

(continued on the next page)

Claim-Evidence-Reasoning Paragraphs

Activity Type

Reading and Writing Exercises: identifying, matching, multiple choice, short answer questions, table completion, paragraph writing

Focus

Academic style and tone

Claim-Evidence-Reasoning paragraph structure

Aim

To practice identifying and writing short Claim-Evidence-Reasoning paragraphs that integrate two sources and explain how the evidence supports the claim.

Preparation

Make one copy of the two-page worksheet for each student.

Level

Upper-intermediate (B2)

Time

60 minutes

Procedure continued

Students then read sources about background audio and concentration and answer questions about them.

Exercise F - Example answers

1. They all suggest that background audio can improve concentration in some situations.
2. Sources 1 and 2. Both mention staying focused for longer periods.
3. Background audio may help concentration because it reduces mental fatigue, needs little attention from the listener, and masks distracting noise.

Following that, students complete a table using the sources and their ideas from Exercise F.

Encourage students to use their own words and not copy full sentences from the sources.

Exercise G - Example answer

Claim	background audio can improve concentration in some situations
Evidence (2)	1: instrumental music helps maintain attention 3: background audio reduces distractions
Reasoning	helps people focus by reducing fatigue and distractions

Finally, students write a three to four-sentence paragraph using the Claim-Evidence-Reasoning structure that integrates two sources from Exercise E.

Remind students to cite the sources they use correctly.

Exercise H - Example answer

Background audio can improve concentration in some situations. Rosa (2023) suggests that instrumental music helps people maintain attention during repetitive tasks, while Milton (2022) reports that background audio can reduce distractions in busy environments. This suggests that background audio supports focus by reducing interruptions and helping people maintain concentration more consistently.

Claim-Evidence-Reasoning Paragraphs

A. Read each paragraph and answer the questions with a partner.

Paragraph One

Several studies have examined the use of voice messages in workplace communication. Garcia (2022) reports that employees use voice messages to save time. Lee (2021) notes that voice messages can reduce misunderstandings. Ahmed (2023) describes how workers use them to communicate more quickly.

Paragraph Two

Using voice messages can improve efficiency and clarity in workplace communication. Garcia (2022) reports that employees use voice messages to save time, and Lee (2021) notes that voice messages can reduce misunderstandings. This suggests that voice messages may help employees exchange information more quickly and clearly.

1. Which paragraph clearly states a claim (main argument), and which does not?
2. How are the sources used differently in each paragraph?
3. Which paragraph explains why the evidence supports the idea?

B. Read Paragraph Two again and underline the following three parts.

1. The sentence that states the main idea (claim)
2. The part that includes information from sources (evidence)
3. The sentence that explains why the evidence supports the idea (reasoning)

C. Match each part of a Claim-Evidence-Reasoning paragraph to its function.

- | | |
|--------------------|--|
| 1. Claim | a. Information from sources |
| 2. Evidence | b. Your explanation of how the evidence supports the claim |
| 3. Reasoning | c. The main idea or argument |

D. Complete the reasoning sentences by choosing the most effective ending.

1. This suggests that voice messages are useful because they... ..
 - a. are used by many employees
 - b. allow faster and clearer communication
 - c. are available on most devices
2. This may be because voice communication... ..
 - a. saves time compared with typing
 - b. replaces written communication in most cases
 - c. is becoming more popular in workplaces
3. This indicates that voice messages... ..
 - a. are widely used in professional contexts
 - b. are always preferred by employees
 - c. can reduce misunderstandings between colleagues

E. Read the sources about background audio and concentration.

Source 1: Rosa, L. (2023). The Effects of Instrumental Music on Task Performance

Listening to instrumental music can improve focus during repetitive tasks. By reducing mental fatigue, it allows individuals to maintain concentration over extended periods.

Source 2: Dale, A. (2021). Audio Habits and Attention

Familiar audio, such as podcasts, can help people stay focused for longer periods. Since familiar sounds require little processing, the brain's resources are directed toward the main task.

Source 3: Milton, Z. (2022). Managing Distractions in Busy Environments

Research suggests that background audio can reduce distractions in busy environments. By covering unexpected noises, it creates a sound environment that supports stable focus.

F. Answer the questions in note form about the sources in Exercise E.

1. What do all three sources suggest about background audio?

.....

2. Which two sources directly mention staying focused for longer?

.....

3. Why might background audio help concentration, according to the sources?

.....

G. Complete the table using the sources and your ideas from Exercise F.

Claim	
Evidence (2)	
Reasoning	

H. Write a three to four-sentence paragraph that integrates two sources from Exercise E using the Claim-Evidence-Reasoning structure. Cite the sources you use correctly, e.g., Rosa (2023).

.....

.....

.....

.....

.....