

TEPAC is a strategy used for citing and analyzing textual evidence to support a claim. The TEPAC structure acts as a skeleton for a paragraph. This tool can be used to help writers compose clear and effective paragraphs that incorporate a claim supported by textual evidence.

- **Argumentative Writing**
- **Informative/Explanatory Writing**

	ELA	MATHEMATICS	SOCIAL STUDIES	SCIENCE
<p><b>T</b>OPIC SENTENCE</p> <p>The topic sentence is the first sentence of your paragraph. It answers the prompt (question) and introduces the claim or main argument that you will be focusing on in this paragraph.</p>	<p>Answer the <b>prompt</b> with a reason. This is the main claim, argument, issue, or topic that you will be developing in this paragraph. If you are writing a multi-paragraph essay, this sentence is one of the reasons in your thesis statement.</p>	<p>Answer the question that is asked within the <b>performance task</b>. This is the main claim or argument that you will be supporting by using evidence from the math problem or situation presented to you.</p>	<p>Answer the question in the prompt. This could range from a 1-paragraph response to a multi-paragraph essay, such as a <b>DBQ</b>. This first sentence restates the question and includes the claim that will be supported and explained in this paragraph.</p>	<p>Answer the question within the <b>writing task</b>. You may be explaining a phenomenon, arguing why or how something happens through scientific evidence. The topic sentence must state the main argument and reason that will be explored in this paragraph.</p>
<p><b>E</b>VIDENCE</p> <p>Evidence refers to textual evidence that is taken out of the passage, article, image, video, novel, infographic or any source that you will be using to support the main argument that you stated in your topic sentence. Evidence is usually set within quotation marks and cited (noting where the quote came from).</p>	<p>In an ELA writing prompt, your evidence will most likely be a quote set within quotation marks or paraphrased (shortened in your own words). However, the quote used must always be cited, which means that the source you found the quote in must be stated in your sentence. For novels, you may be using a character's words. For articles, you may be using the journalist's words.</p>	<p>In a math performance task, you will be using the problem given to you as your main source of evidence. This may be a problem that is already solved, or a problem that you must solve yourself and refer back to. The problem may also include diagrams, graphs, or tables that you may need to use as your evidence. You must refer to the operations and math content words that are related to the task.</p>	<p>In a social studies writing task or DBQ, your sources will come from articles, books, legal documents, government documents, speeches, historical artifacts, diagrams, statistics, political cartoons, or primary sources (first-hand sources). Your evidence will be used to support your claim. You must cite where you found your evidence, usually by writing the Document label or citing the actual source.</p>	<p>In a writing task for science, you will be using evidence from articles, data tables, charts, diagrams, results of an experiment, theories, images, journals, books, and scientific studies. For any use of evidence, you will need to reference where you found the evidence by referring to the article's title, author, or source.</p>
<p><b>P</b>ARAPHRASE</p> <p>Paraphrase means to explain the evidence by restating it in your own words. However, it is important to not sound repetitive here. You want to paraphrase with purpose. Explain the evidence in a new way that strengthens your claim.</p>	<p>Paraphrasing means to explain something in your own words. In ELA, it is very important that you don't sound repetitive when doing this. You should restate the evidence by writing it in a new way with the purpose of explaining it to show how it relates to your main claim or argument.</p>	<p>Paraphrasing the evidence for a math performance task means explaining the steps, processes, or operations within the math problem that you are explaining. This can also mean explaining what the diagram or table shows. It could also mean explaining a section of your own work that you have completed to solve the word problem.</p>	<p>Paraphrasing in a social studies paragraph response or DBQ response means that you are describing what the evidence is. Explain what the document is, who is involved, who created it, when it was created, the main idea of the document, and any other details that helps the reader understand what the document or evidence is.</p>	<p>Paraphrasing in a scientific writing task means to explain and describe the evidence clearly, so that your reader can understand it. This may mean explaining what the figure shows, describing the theory or ideas to clarify meaning, or defining scientific ideas, numbers, and words that are part the evidence.</p>
<p><b>A</b>NALYSIS</p> <p>Analysis is your interpretation and evaluation of the evidence. Interpretation means how one views the evidence and evaluation is one's judgment on how effective, true, or significant the evidence is. This is the part where you explain how the evidence supports the claim (your main argument and answer to the prompt).</p>	<p>Analysis means to break down and examine. You must analyze the evidence in order to prove how it supports your claim. You may discover more about the evidence, make connections to the claim, explain how the evidence is significant, how it compares or contrasts to other claims (counter claims), how it makes the claim valid, or how it is related to issues within the claim. Remember, your claim is in the topic sentence and it may be a part of your thesis statement (in essays).</p>	<p>When analyzing evidence for a math performance task, you must be sure to explain how the evidence you paraphrased strongly supports your claim or main argument. This might mean evaluating or judging how a problem is incorrect or correct, how a diagram is related to a mathematical concept, and clearly writing out the connection between the claim (or answer to the prompt) and the evidence that you cited.</p>	<p>When providing analysis of a document or source in a social studies class, you must explore how important the document is, if it has any biases, why the document was created, how the document relates to the historical context or setting (time and place), what the document may have affected or what influenced the document, and most importantly, how the document supports the claim (your main argument for this specific paragraph).</p>	<p>When providing analysis in a scientific writing task, you will be explaining the significance of the evidence (how it is important) and how it supports your main argument or claim. You can break down the evidence into smaller pieces and explain each detail and how it relates to your claim, or you can explain the phenomena through the details of the evidence. You must always support and connect your analysis to your claim, which was stated in your topic sentence.</p>
<p><b>C</b>ONCLUDING SENTENCE</p> <p>The concluding sentence wraps up the paragraph and usually emphasizes the main claim once more. A good concluding sentence will also include the significance or importance of the claim that was made.</p>	<p>The concluding sentence restates the main claim and explains why it is significant. In a multi-paragraph essay, the concluding sentence can be used to transition into the next body paragraph. The concluding sentence should not be a repeat of the topic sentence. It should help clarify the argument and make it stronger.</p>	<p>The concluding sentence emphasizes and strengthens the main claim or argument. It does the final job of clearly answering the question that was asked within the performance task. The concluding sentence should also include academic language or solutions that are related to the tasks that were completed.</p>	<p>The concluding sentence should wrap up the main claim and leave the reader with a statement that explains the significance of the historical issue, situation, environment, or system that was explored in the paragraph. You can strengthen the claim explored in this paragraph by stating its impact and importance.</p>	<p>The concluding sentence restates the main claim and ensures that the question in the writing task is clearly and thoroughly answered. The concluding sentence should not be a repeat of the topic sentence. Instead, it should emphasize the main claim in a new way. Academic language must be used.</p>

# TEPAC REMIX

The TEPAC structure does not mean a paragraph must be limited to five sentences! TEPAC is a skeleton!



**T** SENTENCE LEADING INTO THE EVIDENCE.

In a response to literature essay, students may need to explain who the characters are or provide details about the situation before bringing in evidence from dialogue. In a Social Studies class, a student may need to provide some context, such as who the speaker is and the occasion in which he or she is speaking, before going straight into citing quotes from a speech.

**A**

Sometimes two pieces of analysis (aka two commentary sentences) may be necessary to fully analyze a piece of textual evidence.

We want our students to be able to confidently and effectively write multi-paragraph essays with more than one piece of textual evidence in each of their body paragraphs! This is similar to the Jane Schaffer writing strategy.

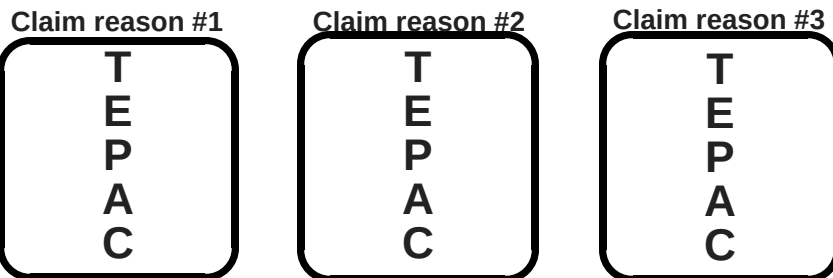


The TEPAC structure should be used for single paragraph responses or body paragraphs. Introductory paragraphs for multi-paragraph essays, such as DBQs or ELA essays require different structures.

## Multi-paragraph essay in ELA

Introductory paragraph: Combination of the following elements: Hook + Tag + Context + Thesis Statement, including three reasons to support the claim (for a five paragraph essay)

BODY PARAGRAPHS

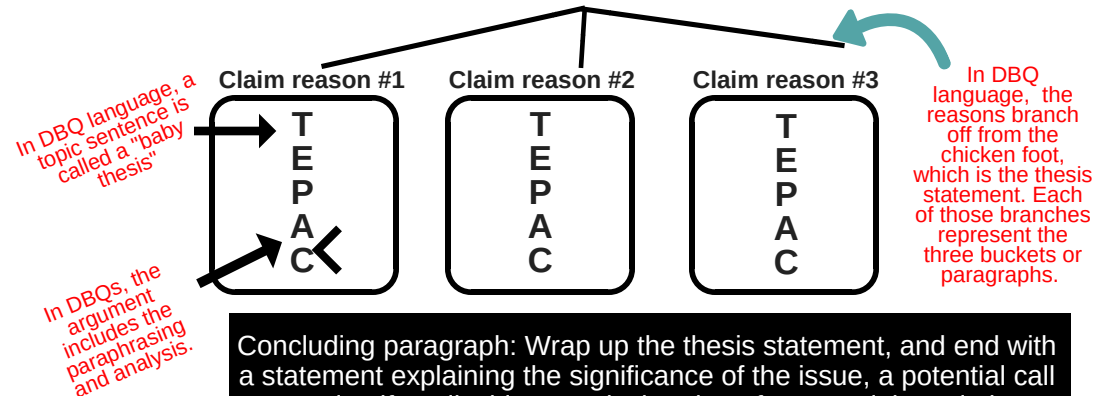


Concluding paragraph: Wrap up the argument by referring back to the thesis statement. End by expressing the significance of the claims and issues explored in the essay.

## Multi-paragraph essay or DBQ in S.S.

Introductory paragraph: Grabber + Historical setting (time and place) + background information and context + thesis statement, which restates the question with key terms (including 3 reasons or "chicken foot" to support the thesis statement or claim).

In DBQ language, BODY PARAGRAPHS are called "BUCKETS"



Concluding paragraph: Wrap up the thesis statement, and end with a statement explaining the significance of the issue, a potential call to action if applicable, or a declaration of a potential resolution appropriate for the historical period and prompt.