**Sample CEIEI paragraph**

Hillgrove High School consistently proves to be the most desired school to attend in Cobb County. According to a 2013 news report, “99% of Hillgrove students passed the Graduation Writing Test” (Sanford, p. 2). Because of the dedication of both students and teachers, the school has experienced a great deal of success in writing. Students practice these skills in each of their English courses, and teachers are diligent in the feedback they give students to help them improve their abilities. Each semester in English courses, students write multiple times a week as well as compose several in class-essays and a research paper. In addition to academic success, Hillgrove students also excel in athletics. The Hillgrove Hawk football team has had a winning season for the last seven years: “The team’s record includes 84 wins and only 7 losses” (Ironside, p. 1). The success of the football team is representative of the hard work and determination that comprise the character of a Hillgrove athlete. The football coaching staff expects complete dedication to the sport and provides structured practices as well as emotional encouragement in order to reach the ultimate goal of continued winning seasons. Without committed staff and players, Hillgrove’s football team would be unable to maintain such a prosperous program. Overall, Hillgrove students display unprecedented commitment to deliberate success, making the school one of the most sought after schools within Cobb County School District.

**CEIEI Paragraph Scavenger Hunt** *Use the paragraph above and the prompts below to develop rules for each of the elements of a CEIEI paragraph.*

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| Claim: Highlight in BLUE. What elements/parts of the claim can you identify? | Rules for Claims:1. 2.3. |
| Lead-ins: CIRCLE each lead-in. What is the purpose of a lead-in? What are the differences in the lead-ins you see? | Types of Lead-ins:1.2. |
| Evidence: Highlight in PINK. What is the purpose of evidence?  | Rules for Evidence:1. 2. 3.  |
| Interpretation: Highlight in YELLOW. What do you notice about the interpretation versus the evidence? How does the author expand his/her ideas? | Rules for Interpretation1. 2. 3. |
| Transition: UNDERLINE the transition. What relationship is established between the first and second piece of evidence? | Possible transition words/phrases1.2.3. |