

		Act: 8W3
Grade: 8	Strand: Writing	Concept: Writing informative paragraphs
Description of Task:	Students complete a tutorial to write a well-developed paragraph. They then write their own paragraphs based on the tutorial and self assess with the checklist provided.	
Expectations:	8e3 • organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship); 8e4 • use a wide variety of sentence types and sentence structures, with conscious attention to style; 8e7 • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others; 8e10 • use correctly the conventions (grammar, spelling, punctuation, etc.) specified for this grade level	
Software Type:	Computer Assisted Instruction	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> <li>• Access and run the program</li> <li>• Log in as a guest, or select their names from the class list (if the teacher is using the tracking features of the program)</li> <li>• Find the correct exercise</li> <li>• Read and follow the directions</li> <li>• Save and print the finished product</li> </ul>	
Student Instructions: (for teacher)	1. Review what features constitute a good paragraph. 2. Remind the students of the different parts of a paragraph. 3. Remind the students to follow the directions in the tutorial sequentially. 4. Ask the students to print out their final paragraphs.	
Teacher Notes:	This activity is found in the writing section of the <i>Reading and Writing Achievement Program</i> in the section "Information Paragraphs". Students practise identifying and creating the different parts of a paragraph. They compose a paragraph and evaluate others on the same topic before writing their own on a topic of their choice.  Students may print out their paragraphs at the end of the session.  Related offline activities: <ul style="list-style-type: none"> <li>• Students may exchange paragraphs and revise and edit each other's work.</li> <li>• Students may look for examples of good information paragraphs in their textbooks and justify their choices either orally or in writing.</li> <li>• Students may use their new paragraphs to help them revise and edit earlier pieces of their own writing.</li> </ul>	
	Activity Template File: Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Please see the assessment checklist on p. 25 of the <i>Teacher Reference Manual</i> for the <i>Reading and Writing Achievement Program</i> . Do students' completed paragraphs show evidence of topic and closing sentences and supporting details? (curriculum) Are their ideas organized logically? (curriculum) Have they used complex sentence structures and appropriate vocabulary for their topics and grade level? (curriculum) Have they used conventions correctly? (curriculum) Are students completing activities in order? (learning skills) Are they following the directions in the tutorial? (learning skills) Do students demonstrate integrity and initiative in the act of self-assessing their learning? (CGE)	