

Grade: 8	Strand: Writing	Concept: Essay writing – organizing body paragraphs
Description of Task:	<p>Students use a template to organize their paragraphs for a standard five-paragraph essay. (This activity may be completed as a component of a series of activities that support the research process:</p> <p>8R6 (Creating a K-W-L Chart)</p> <p>8W8 (Essay writing)</p> <p>8W9 (Organizing research to begin drafting a report or essay)</p> <p>8OVC4 (Presenting a research project) to use this activity as one in a series of activities supporting the research process.</p>	
Expectations:	<p>8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);</p> <p>8e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);</p> <p>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);</p>	
Software Type:	Concept Mapping	
Computer Skills Prerequisite	<p>Students must be able to:</p> <ul style="list-style-type: none"> • Run <i>Smart Ideas</i> • Use the program functions to organize their information using subheadings • Save and print completed work 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Ensure students have completed research for essay and that material is ready to be entered into the template. 2. Review structure of body paragraphs for the five-paragraph essay. 3. Remind students to start with their thesis statements and to ensure that all of their material ultimately supports them. 4. Remind students to save and print their work. 	
Teacher Notes:	<p>Using this template will help students ensure that they have enough information and data and that all of their material supports their theses before they begin writing drafts of their essays. Teachers can review the completed templates as a last step before students begin writing. As well, the template provides students with thumbnail sketches of the bodies of their essays to help guide them as they write.</p> <p>The template which accompanies this activity has been created using <i>Smart Ideas</i>. Another alternative is to have students use a table to record their sub-topics and key points. An example of this organizer is provided in <i>Think Literacy: Cross-Curricular Approaches, Grades 7 – 12, Ontario Ministry of Education, 2003. p. 145</i></p> <p>Related offline activities:</p> <ul style="list-style-type: none"> • Students can share their templates with others for feedback. • Students can begin drafting their essays. • Students can do further research to fill in any gaps in their information. 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	
Assessment:	<p>Does all of the information support the students' theses? (curriculum)</p> <p>Does the information support each of the main points? (curriculum)</p> <p>Are their ideas organized logically? (curriculum)</p> <p>Are their ideas expressed clearly? (curriculum)</p> <p>Do they need to do more research to support their theses? (curriculum)</p>	