

Act: 8W9		
Grade: 8	Strand: Writing	Concept: Organizing research to begin drafting a report or essay
Description of Task:	<p>Students refer to their KWL charts and their research (see related Reading, Writing, and Oral and Visual Communication Activities) to organize their research and begin drafting their projects.</p> <p><b>**See 8R6 (Creating a K-W-L Chart), 8W8 (Essay writing – organizing body paragraphs) and 8OVC4 (Presenting a research project) to use this activity as one in a series of activities supporting the research process.</b></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"> <li>• Open and operate the program</li> <li>• Use the program functions to find links among ideas and organize their information using subheadings</li> <li>• Save and print completed work</li> </ul>	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> <li>1. Ask students to have their charts and research ready.</li> <li>2. Explain that they are to use the computer to help them organize their information and begin drafting the body of their report or essay.</li> <li>3. They should look for related ideas and information and try to group them together.</li> <li>4. They should begin to see subtopics emerge and they can list related ideas and information with them.</li> <li>5. They might also want to begin listing the ideas in order from least to most important under each subheading.</li> </ol>	

Teacher Notes:	<p>This activity helps students organize their research. The software allows them to rearrange their ideas and information and to develop the connections among them. Some programs also allow the students to transform the web into a set of point form notes that can serve as the basis for a rough draft. As well, teachers can assess the organization and connections before the students begin writing. It is an opportunity to see where more work needs to be done before writing.</p> <p><i>Samples of concept maps and related activities in the reading section entitled “Engaging in Reading: Sorting Ideas Using a Concept Map” in <u>Think Literacy: Cross-Curricular Approaches, Grades 7-12</u> document (pp. 48-54).</i></p> <p>This activity can be used as one in a series of activities supporting the research process.**See 8R6 (Creating a K-W-L Chart), 8W8 (Essay writing --organizing body paragraphs) and 8OVC4 (Presenting a research project)</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> <li>• Students can continue to read and research their topics.</li> <li>• They can begin writing introductions to their essays or reports.</li> <li>• They can exchange webs and make suggestions for revision and improvement.</li> </ul>
	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 relate to the students’ topics (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>Are the connections among their ideas and information clear? (curriculum)</p> <p>Do they need to do more research before beginning to draft their projects? (curriculum)</p>