Sample Paragraph (Practice)

Part 1 - Instructions:

Below you will find five pieces of a paragraph. These pieces are all mixed up, and your task it to drag them into a logical order to make an effective paragraph. Think about the topic sentence – what is the main idea of the paragraph? And then consider the logical development of information.

Rearrange the sections into a logical order.

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The need to close skill gaps in digital technology is supported by both Wohlsen, in the field of computer programming, and Jenkins' arguments on 21st century literacy.

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Wohlsen argues kids need to be "skilled in the ways of information technology" because most career paths are "data-driven." And Jenkins argues that skills to produce and share digital information are necessary to fully participate in culture as citizens.

Part 2 Instructions

Read over the completed paragraph, and locate all the transition language and key words and phrases that are repeated. Locate any words or phrases that help you to understand the relationships between the different ideas.

> Use of digital technology effects not only how we access information, but also our ability to produce and share the information around us. Writing in 2001, Marc Prensky argues that "digital natives" "think and process information fundamentally differently from their predecessors" (p. 1) as a result of experience with digital technology. This assumption allows Prensky to make his argument about changing the curriculum to account for this shift in information access, and include game-focused learning. However, writing years after Prensky, Wohlsen and Jenkins tackle his early assumption that "digital natives" know more about how to use technologies than they actually do, and argue that education should be designed with this in mind. The need to close skill gaps in digital technology is supported by both Wohlsen, in the field of computer programming, and Jenkins' arguments on 21st century literacy. Wohlsen argues kids need to be "skilled in the ways of information technology" because most career paths are "data-driven" (2014). More generally, Jenkins (2009) argues that skills to produce and share digital information are necessary to fully participate in culture as citizens.