**How do I incorporate my research into the actual paragraphs of my essay?**

**It is often difficult to figure out where to go, once you have the research done. Once you have**

* **figured out your thesis (the main statement that reflects what you are proving), and**
* **organized roughly what the topics of the paragraphs will be as you prove this thesis,**
* **it is time to look at the specifics of each paragraph**

**You should first decide on the main topic of each paragraph (always making sure it serves to prove something about your main thesis). Then, loosely follow this formula:**

1. Begin with a topic sentence that indicates the main point of that paragraph.
2. Explain your topic further by adding evidence (statistics, expert opinion, research studies, or facts) and elaboration. Evidence could take the form of direct quotes from the research in quotation marks, or it could just be a paraphrase summary of that research (no quotation marks). All of these of these should be cited.
3. Add your own analysis, conclusions, or ideas.
4. Close off with a sentence that both ties up that topic, and starts the transition to the next paragraph

**A real-life illustration:**

On the next page, please find the first page of my research essay. I have started with my introduction, in order to make the essay make sense; however, I do not usually do this. I usually wait until I have the essay finished. I do not like the hook (because it is boring), and will be changing it once the essay is complete.

I included the intro paragraph to show my thesis, the second paragraph, which should illustrate the formula above, and the first couple of sentences of the third paragraph, to show what I mean about the transitions between paragraphs.

**Remember, every “formula” is a guideline only – it may take two or three paragraphs to complete one topic; it may make more sense to start the paragraph with a quote; there are so many possibilities….**

[Title Here, up to 12 Words, on One to Two Lines]

Every student has taken a class or completed an assignment for which the purpose was not clear. This inevitably leads to a lack of engagement, decreased achievement, and waste of valuable time. What if students had a say in which directions their learning should take, for relevance in their own lives? Educational studies are taking a close look at the phenomenon called *personalized learning,* a process which allows students to direct how quickly they can meet outcomes, and the methods through which they will demonstrate mastery of those outcomes. These studies are reporting increased engagement and achievement. If this is the case, all schools should be moving towards the *personalized learning* model.

How do we define this learning model? Kallick and Zmuda (Kallick, 2017) clearly describe it as follows: “Personalized learning is a progressively student-driven model in which students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes.” Michael Feldstein describes the goal of personalized learning as being: “ to improve learning by ensuring that students receive the particular kinds of learning experiences and support they need, when they need those resources, and in a form well suited to each learner” (Feldstein, 2015). Regardless of the definition used, it is clear that this method of learning ensures that students are working with the talents and skills they have, in areas that interest them, and at a level of challenge that is appropriate for each individual.

Which schools should be choosing this model? The small amount of research that is available shows that students in many different types of schools benefit from the opportunity to choose their own path, within the structures of the existing curricula.