

## TOOL

The PECTA acronym is one way to effectively structure a paragraph in essay writing. Each paragraph you write is making a point about the stance or argument you are taking on a given subject that you are writing about, giving evidence to support that point, discussing and exploring it using critical thinking and showing how it relates to the main theme of the essay. The acronym is:

**Point** - State the point of this paragraph.

**Evidence/Examples** - Discuss the research that supports your point. Give examples of this.

**Critical Thinking** - Critiques of both your evidence and alternative viewpoints.

**Argument** - The conclusion of the paragraph, showing how this relates to the overall argument of your essay.

The Critical Thinking is the key element to the paragraph. This is where you explain why and say so what. See Musostudy's READ Backwards handout for more information on this - <https://www.musostudy.com/resources/3SS/read-backwards-handout.pdf>

**NB** This tool is exactly the same as PEEL (see the PEEL TLA), only differing in the terms used to describe each section (PECTA is Point, Evidence/Examples, Explain and Link. Which one you use depends on how well you think your students will remember and apply it.

## ACTIVITY

Discuss PECTA and, using an example, get the group to develop ideas for all four points.

Set a short writing exercise relevant to the knowledge learning for the session. (You could set something relevant to the module assessment).

Ask students to write a paragraph using PECTA.

In small groups, students read their paragraphs to each other and check the four points have all been covered.

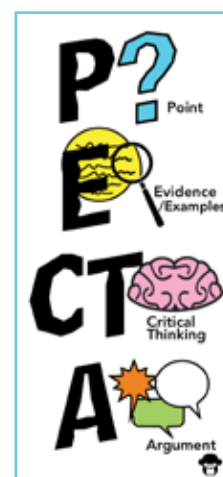
Hold a plenary to discuss how PECTA helped their writing.

## HOW

How much time you spend on this will depend on how much practice students need to develop their writing skills.

## EXAMPLE

Students have been reading newspaper articles about Marshmello's gig in Fortnite. They write a paragraph to argue what they think this means for the future of the music industry.



## LARGE GROUP TEACHING

This is a solo activity, however, you could get students to review each other's work in small groups. Different groups could write on different subjects and then present their arguments to the whole group.

## SUCCESS

Students' confidence in their writing skills is improved.

## NEXT STEPS

For students who are struggling with writing you could ask for extra support for them or follow up with tutorials.

## RESOURCES

[www.musostudy.com/resources/3SS/pecta.png](http://www.musostudy.com/resources/3SS/pecta.png)

Image to use on slides etc.

<http://www.musostudy.com/resources/3SS/pecta-handout.pdf>

Handout for PECTA