ESL Literature Writing Project #1

Subject: "CHARACTERIZATION"

Name: _____ **Date:** _____ **Score:** _____ **/70**

Assignment: Students will create a characterization chart with illustration and write a short two paragraph essay.

I. <u>**Define: Characterization**</u>
In this Characterization Essay, students will outline and describe a particular character in a story. It should be two paragraphs long. This essay analyzes character traits such as:

Paragraph One:
Follow the D.E.E.D. Writing Method
Define: Who is the character? What author created it? In what story do they appear?
Explain: Why is this character important?
Example: What is an example of their importance in the story?
Describe: Why do you like this character? How do they relate to you?
Paragraph Two:
Introduction: How is the character introduced?
Appearance: What does the character physically look like?
Personality: What kind of person are they?
Role: What is the character's purpose in the story?
Conflict: What is the character's internal and external conflict?

II. <u>**Explain: Characterization**</u>
Students will work through the writing process to complete and present a final draft to the class. The writing process includes:
a. Brainstorm
b. Graphic Organizers
c. Sentence Frames
d. Handwritten Rough Draft
e. Clean Copy Peer Edits
f. Final Copy

Students are to use an author's quote for each of these to support their answer.
Students will draw a conclusion about the character based on these quotes.
Students will include a personal illustration of the character.

Character Illustration: _____ /10 pts

Students will sketch the character and write a sentence for each criteria.

Character Sketch Drawing:

Appearance? Personality?

Introduction? Role?

III. **Example: Characterization Graphic Organizer**

Students will answer all Graphic Organizer questions before completing their Sentence Frames.
Students must Brainstorm answers to fill in all the Graphic Organizer boxes.   _____ /10 pts

CHARACTERIZATION GRAPHIC ORGANIZER:

DEFINE	EXPLAIN	EXAMPLE	DESCRIBE
Character's Name?	Why is the character important?	What is an example?	Why do you like this character?
Protagonist or Antagonist?			
Story Title?			
Author's Name?			

How is the character introduced?	How does the character look?	What's their personality?	What's their role in the story?
Quote:	Quote:	Quote:	Quote:

What is the character's External Conflict:	What is the character's Internal Conflict?
Quote:	Quote:

IV. **Describe: Characterization Writing Process**

PART ONE: Sentence Frames: _____ /10 pts

Students will then take the Brainstorm information from the Graphic Organizers and transfer it to the Sentence Frames. Students may need to change or alter some of the sentences to fit perfectly.

CHARACTERIZATION SENTENCE FRAMES:

(Sentence Frames are meant to be only a guide. Students can use the Sentence Frames to better understand what is expected from academic language. Students are encouraged to use the Sentence Frames initially, but then edit and change them to better fit their own language style, natural voice, and expression.)

   __(Character Name)__ is a ___(Protagonist / Antagonist / Minor Character)___ in _(Author)_ story

 (Title). (He / She) is important to the story because _____

_____. An example of this is when

_____. I like __(Character Name)__

because _____.

I feel __(Character Name)__ relates to me because _____.

   __(Character Name)__ is introduced in the story when _____

_____. This can be seen in the quote, "_____

_____" (p.). (His / Her) appearance is _____

_____; it is described as, "_____

_____" (p.). Their personality is _____

_____ ; it is described as, "_____

_____" (p.). The role that __(Character Name)__ has in the story is

_____. Their external conflict is _____

_____, which is seen in the quote, "_____

_____" (p.); and their internal conflict is _____

_____, which is seen in the quote, "_____

_____" (p.). In conclusion, I feel this character is

_____.

PART TWO: Rough Draft: _____ /10 pts
Students will re-write sentence frames into a neat and clean notebook paper and turn it into the teacher.

PART THREE: Clean Copy Peer Edit: _____ /10 pts
Students will type their essay and print. Students will exchange essays with a partner and Peer Edit.
Students will work through the Peer Edit Checklist giving feedback to their partner.

PEER EDITING CHECKLIST:

Student's Name: _____   Date: _____

Writer's Name: _____   Essay Title: _____

Peer Edit:	Excellent	Good	Needs Work
Ideas: How are the ideas in the essay presented?			
Organization: Is the essay organized properly?			
Sentence Fluency: Do the sentences transition well?			
Conventions: Are there any grammar, punctuation, capitalization, or spelling mistakes?			
Word Choice: Are the words used appropriate?			
Assignment: Does the writing fit to the assignment or does it go off topic?			
Completion: Does the writing completing answer all the questions correctly?			

Comments:

PART FOUR: Final Draft   (4 pts each _____ /20)
Students will re-type their essay and present it to the teacher. This is the Final Draft. Essay scores will be given by adding the points for each of the 5 criteria

Scoring Guide for ESL Literature Project Writing:

CRITERIA	4 Effective	3 Adequate	2 Marginal	1 Inadequate
Ideas & Content	Ideas are well developed, strong, engage the reader and create interest. Supporting examples are detailed and effective. The answer is consistent and relevant to the question.	The ideas are stated clearly but only slightly engage the reader. Supporting examples are present. The answer attempts to be relevant to the question.	The ideas are basic. Supporting examples are given but are not interesting. Ideas may shift from off-topic.	There is little attempt at an idea. No focus. The question is not answered.
Organization	Organization is logical and structured. Transitions are used effectively.	Organization is attempted but not strong. Transitions are used but not completely.	There is no organization. Transitions are not used.	Fails to organize any structure.
Sentence Fluency	Writing is smooth, skillful, and coherent. Sentences are strong and complete. Expressions are used effectively. Specific and relevant details are given.	Writing is clear and understandable. Sentences have varied structure but can be understood. An attempt at expressions are used. Occasionally uneven development and some specific details.	Writing is often not clear. Sentences are sometimes confusing. Has some development but lacks specific details; may be limited to listing, repetitions, or generalizations.	Writing is not clear. Sentences are confusing, containing fragments or run-ons. No expression used. No detail. No examples. Irrelevant information.
Conventions	Punctuation, spelling, capitalization are correct. No errors. Handwriting is clear, neat, and presented well.	Punctuation, spelling, capitalization are generally correct with some errors. Handwriting is clear.	Demonstrates inconsistent control of sentence structure and the conventions. Handwriting is a struggle to read.	Distracting errors in punctuation, spelling, and capitalization. Handwriting is unreadable.
Word Choice	Exhibits varied and precise word choice.	Exhibits appropriate word choice.	Exhibits a narrow range of word choice, often including inappropriate selection.	Exhibits weak and/or inappropriate words.