

# ESL Literature Writing Project #2

Subject: "PLOT SUMMARY"

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ /60

Assignment: Using literary terms and devices, students will write a plot summary with quotes for a story they have read.

## I. Define: Plot Story

In this Plot Summary, students will write a short paragraph that re-tells the major events in a story using specific literary terms. For advanced students, there should be a quote included to support each term.

These terms include:

- |                |                  |
|----------------|------------------|
| a. Title       | f. Rising Action |
| b. Subject     | g. Climax        |
| c. Protagonist | h. Resolution    |
| d. Setting     | i. Theme         |
| e. Conflict    |                  |

## II. Explain: Plot Summary

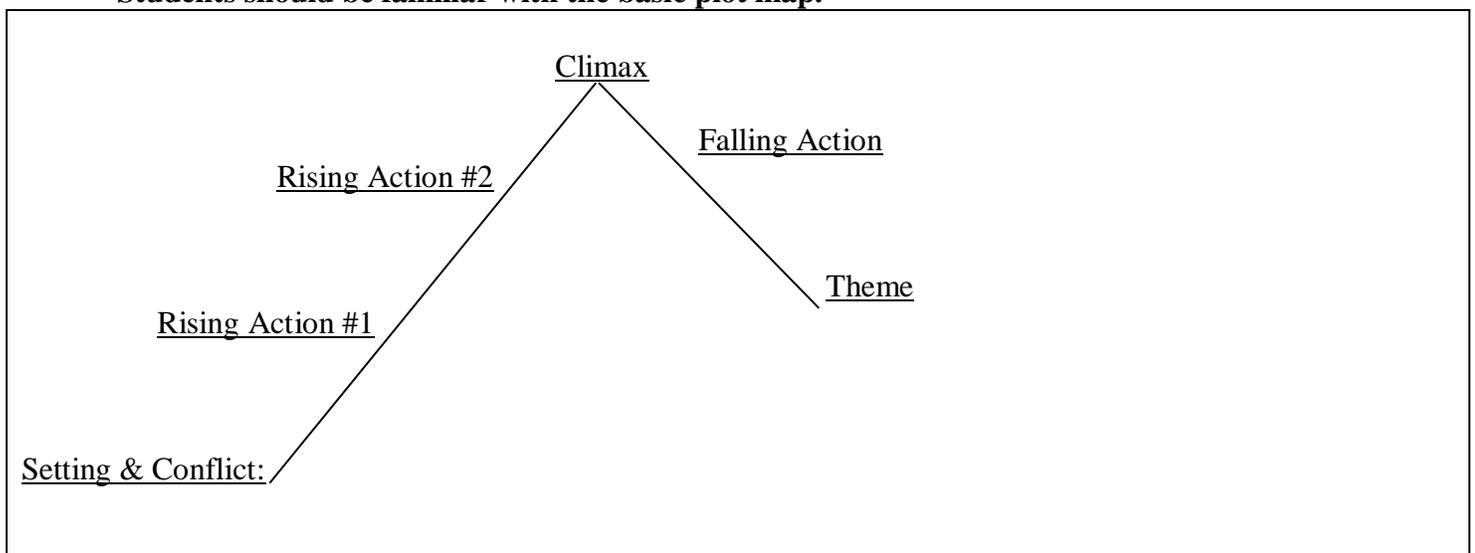
Students will work through the writing process to complete and present a final draft to the class. The writing process includes:

- Brainstorm
- Graphic Organizers
- Sentence Frames
- Handwritten Rough Draft
- Clean Copy Peer Edits
- Final Copy

Students will follow the exact plot summary model paragraph.

Students will NOT re-tell the story entirely, but will only highlight the major events.

Students should be familiar with the basic plot map.



**III. Example: Plot Summary 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

<b>PLOT SUMMARY GRAPHIC ORGANIZER:</b>		
<b><u>Story Title:</u></b>	<b><u>Story Author:</u></b>	<b><u>Story Subject:</u></b>
<div style="display: flex; justify-content: space-between;"><div style="width: 30%;"><p style="text-align: center;"><b><u>Rising Action #3:</u></b></p><div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p><u>What is the second Rising Action?</u></p><p><u>Quote:</u></p></div></div><div style="width: 30%;"><p style="text-align: center;"><b><u>Climax:</u></b></p><div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p><u>What is the Climax?</u></p><p><u>Quote:</u></p></div></div><div style="width: 30%;"><p style="text-align: center;"><b><u>Resolution:</u></b></p><div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p><u>What is the Resolution?</u></p><p><u>Quote:</u></p></div></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 30%;"><p style="text-align: center;"><b><u>Rising Action #1:</u></b></p><div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p><u>What is the first Rising Action?</u></p><p><u>Quote:</u></p></div></div><div style="width: 30%;"><p style="text-align: center;"><b><u>Theme:</u></b></p><div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p><u>What is the Theme?</u></p></div></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 30%;"><p style="text-align: center;"><b><u>Setting &amp; Conflict:</u></b></p><div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p><u>What is the Setting?</u></p><p><u>Quote:</u></p></div></div><div style="width: 30%;"><p style="text-align: center;"><b><u>Conflict:</u></b></p><div style="border: 1px solid black; padding: 5px;"><p><u>What is the Conflict?</u></p><p><u>Quote:</u></p></div></div></div>		

**IV. Describe: Plot Summary 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.

**PLOT SUMMARY SENTENCE FRAMES:**

\_\_\_\_\_(Story Title)\_\_\_\_\_ by \_\_\_\_\_(Author)\_\_\_\_\_ is a story about \_\_\_\_\_(Subject)\_\_\_\_\_. The protagonist, \_\_\_\_\_(Main Character's name)\_\_\_\_\_ begins in a setting of \_\_\_\_\_(Setting)\_\_\_\_\_  
\_\_\_\_\_, which is seen in the quote, “ \_\_\_\_\_  
\_\_\_\_\_ ” (p. ), and a conflict of \_\_\_\_\_(Conflict)\_\_\_\_\_  
\_\_\_\_\_, which is seen in the quote, “ \_\_\_\_\_  
\_\_\_\_\_ ” (p. ). They then move into rising actions points of \_\_\_\_\_(Rising Action #1)\_\_\_\_\_  
\_\_\_\_\_, which is seen in the quote, “ \_\_\_\_\_  
\_\_\_\_\_ ” (p. ); and \_\_\_\_\_(Rising Action #2)\_\_\_\_\_  
\_\_\_\_\_, which is seen in the quote, “ \_\_\_\_\_  
\_\_\_\_\_ ” (p. ). The climax of the story is when \_\_\_\_\_(Climax)\_\_\_\_\_  
\_\_\_\_\_, and is seen in the quote, “ \_\_\_\_\_  
\_\_\_\_\_ ” (p. ). The story resolves with \_\_\_\_\_(Resolution)\_\_\_\_\_  
\_\_\_\_\_, which is seen in the quote, “ \_\_\_\_\_  
\_\_\_\_\_ ” (p. ); and where the theme of \_\_\_\_\_(Theme)\_\_\_\_\_  
\_\_\_\_\_ can be seen.

**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: \_\_\_\_\_

<b>Peer Edit:</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Work</b>
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:

Empty box for handwritten 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:**

<b>CRITERIA</b>	<b>4 Effective</b>	<b>3 Adequate</b>	<b>2 Marginal</b>	<b>1 Inadequate</b>
<b><i>Ideas &amp; Content</i></b>	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.
<b><i>Organization</i></b>	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.
<b><i>Sentence Fluency</i></b>	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. Irrelevant information.
<b><i>Conventions</i></b>	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.
<b><i>Word Choice</i></b>	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.