

# ESL Literature Writing Project #5

Subject: "EXPOSITORY WITH THESIS"

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

Assignment: Identify a subject from a story you have studied or read in class and connect it to three real-world problems or situations as extended examples.

## I. Define: Expository with Thesis

In this Expository essay with Thesis, students will choose a subject taken from a book or story they have read and connect it to three real world situations. Students will explain why this subject is important for people to know and make a conclusion about it.

### **Paragraph One:**

Introductory Paragraph which introduces the subject, gives some basic information about it, and ends in a thesis that outlines three real world examples for explanation.

### **Paragraph Two:**

Body Paragraph #1: Explains first example, gives details, and relates it to the book.

### **Paragraph Three:**

Body Paragraph #2: Explains second example, gives details, and relates it to the book.

### **Paragraph Four:**

Body Paragraph #3: Explains third example, gives details, and relates it to the book.

### **Paragraph Five:**

- a. Concluding Paragraph which begins with re-stating the thesis, adds a personal connection to the subject, and makes a final conclusion about the subject.

## II. Explain: Expository with Thesis

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 must follow the five-paragraph model.

Students must work to make a tight organization of the five-paragraphs, this comes from a well-organized thesis. This 5 Paragraph expository thesis is the standard essay students will write.

**III. Example: Expository with Thesis 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

**INTRODUCTION PARAGRAPH**

Topic Sentence that introduces main idea of your essay. (What is the author's name and title of the book you read? What subject in that book do you want to connect to 3 real world situations?) :

\_\_\_\_\_

(What are two supporting details that give general information about the subject?):

Supporting Detail #1: \_\_\_\_\_

Supporting Detail #2: \_\_\_\_\_

Thesis Statement: (What three real world examples of this subject will this essay discuss?):

Example #1

Example #2

Example #3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BODY PARAGRAPH #1**

This paragraph examines example #1 giving three supporting details.

Supporting Detail #1  
(What is it? Why important?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Detail #2  
(What's a real world example?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Detail #3  
(How is it seen in the book?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BODY PARAGRAPH #2**

This paragraph examines example #2 giving three supporting details.

Supporting Detail #1  
(What is it? Why important?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Detail #2  
(What's a real world example?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Detail #3  
(How is it seen in the book?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BODY PARAGRAPH #3**

This paragraph examines example #3 giving three supporting details.

Supporting Detail #1  
(What is it? Why important?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Detail #2  
(What's a real world example?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Detail #3  
(How is it seen in the book?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CONCLUSION PARAGRAPH**

Restate Thesis: \_\_\_\_\_  
(What is a two or three sentence personal connection you have to this subject?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Final Sentence: In conclusion, \_\_\_\_\_

**IV. Describe: Expository with Thesis 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.

**EXPOSITORY ESSAY WITH THESIS 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.)*

The book           (Title)           by author           (Author's Name)           is a story about           (Subject)          . This subject is very \_\_\_\_\_ in the modern world. It is important because \_\_\_\_\_.  
It is also important because \_\_\_\_\_.  
Three examples of this subject in the modern world are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

The first example is \_\_\_\_\_. It is important because \_\_\_\_\_.  
There are many examples of this in the real world such as \_\_\_\_\_ and \_\_\_\_\_.  
This is found in the book when \_\_\_\_\_. This is important to understand because \_\_\_\_\_.

The second example is \_\_\_\_\_. It is important because \_\_\_\_\_.  
There are many examples of this in the real world such as \_\_\_\_\_ and \_\_\_\_\_.  
This is found in the book when \_\_\_\_\_. This is important to understand because \_\_\_\_\_.

The third example is \_\_\_\_\_. It is important because \_\_\_\_\_.  
There are many examples of this in the real world such as \_\_\_\_\_ and \_\_\_\_\_.  
This is found in the book when \_\_\_\_\_. This is important to understand because \_\_\_\_\_.

As stated earlier, \_\_\_\_\_.  
I personally connect with this subject because \_\_\_\_\_.

In conclusion, \_\_\_\_\_.

**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:

**PART FOUR: Final Draft**

(4 pts each \_\_\_\_\_ /20)

Students will re-type their essay and present 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.