

# ESL Literature Writing Project #6

**Subject: "EXPOSITORY ESSAY THAT DEFINES A PROCESS"**

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

**Assignment:** Think of a character from a story who wants something; a character who chases or pursues something in their life. What are the steps they take to achieve it? What is a similar thing in life people pursue and what steps do they take to realize it? What is something you chase in your life and how do you accomplish it? Explain.

## **I. Define: Expository Define a Process**

In this Expository essay that Defines a Process, students will identify different sequences of events. This means that specific transition words must be used to explain step by step how a process moves from start to finish. The writing should be clear and organized and the reader should be able to follow these steps toward a conclusion.

### **Paragraph One:**

Introduction Paragraph. What is a process? Why is it important? What are some examples? Create a thesis that identifies a character's process from a book, what is a real-world example of this, and how are you similar in your process making?

### **Paragraph Two:**

Body Paragraph #1. Identify a character's process in a book and using transition words explain this process with a conclusion as to what it means.

### **Paragraph Three:**

Body Paragraph #2. Identify a real-world process that is similar to the character and using transition words explain this process with a conclusion as to what it means.

### **Paragraph Four:**

Body Paragraph #3. Identify your own personal search toward something and using transition words explain the process with a conclusion as to what it means.

### **Paragraph Five:**

Conclusion Paragraph. Re-state thesis, give a final example of a process from life, and make a final conclusion about its meaning.

## **II. Explain: Expository Define a Process**

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 choose a process they know and one that has many steps. The process is instructional or interesting and be one that a reader would want to follow.

Students must pay attention to the organization of language in their transition words and clearly communicate proper action verbs in the process.

**III. Example: Expository Define a Process 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 does a process mean and why are steps toward achieving a goal or dream important?) \_\_\_\_\_

(What are two supporting details that give general examples of processes in daily life?)

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

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

Thesis Statement: (Think of three example processes to explain: 1. A character in a book.

2. From real life. 3. From your own personal experience.)

Example #1

Example #2

Example #3

\_\_\_\_\_

BODY PARAGRAPH #1	BODY PARAGRAPH #2	BODY PARAGRAPH #3
<p>This paragraph examines example #1.</p> <p>Topic Sentence (Who is the character, what do they want?)</p> <p>_____</p> <p>_____</p> <p>Supporting Details (What are the steps they took to achieve it?)</p> <p>_____</p> <p>_____</p> <p>Concluding Sentence (How did it resolve?)</p> <p>_____</p> <p>_____</p>	<p>This paragraph examines example #2.</p> <p>Topic Sentence (What is a similar pursuit in real life?)</p> <p>_____</p> <p>_____</p> <p>Supporting Details (What steps do people take to achieve it?)</p> <p>_____</p> <p>_____</p> <p>Concluding Sentence (How is it usually resolved?)</p> <p>_____</p> <p>_____</p>	<p>This paragraph examines example #3.</p> <p>Topic Sentence (What is something you pursue?)</p> <p>_____</p> <p>_____</p> <p>Supporting Details (What steps do you take to achieve it?)</p> <p>_____</p> <p>_____</p> <p>Concluding Sentence (How did it resolve?)</p> <p>_____</p> <p>_____</p>

**CONCLUSION PARAGRAPH**

Restate Thesis: \_\_\_\_\_

(What is a two or three sentence conclusion that can be made about the importance of process?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IV. Describe: Expository Define a Process Writing Process**

**PART ONE:** Sentence Frames: \_\_\_\_\_ /10 pts  
Students will then take their 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 THAT DEFINES A PROCESS 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.)*

People are often taught to follow their dreams, that if they work hard and set their mind to a purpose, they can accomplish anything. This is the basis for understanding a process. A process is \_\_\_\_\_

A process is important because \_\_\_\_\_  
\_\_\_\_\_. There are many examples of processes in daily life such as \_\_\_\_\_

and \_\_\_\_\_. Three processes to examine are (Character's Name) search for \_\_\_\_\_ in the book (Title), how this applies to real life, and my own search for \_\_\_\_\_.

The protagonist of (Author) book (Title) is (Character's Name) and (He / She) is in search of \_\_\_\_\_. This is important because \_\_\_\_\_. The steps they took to achieve this are as

follows: First, \_\_\_\_\_  
Second, \_\_\_\_\_  
Third, \_\_\_\_\_  
Finally, \_\_\_\_\_

(Character Name) pursuit of \_\_\_\_\_ is similar to the real life pursuit of \_\_\_\_\_. This is important because \_\_\_\_\_. The steps people take to achieve this are as follows: In the beginning, \_\_\_\_\_

\_\_\_\_\_. Next, \_\_\_\_\_  
\_\_\_\_\_. After that, \_\_\_\_\_  
\_\_\_\_\_. As a result, \_\_\_\_\_

In my own life, I also have a pursuit of \_\_\_\_\_. This is personally important to me because \_\_\_\_\_

The steps I took toward achieving this are as follows: Initially, \_\_\_\_\_  
\_\_\_\_\_. Then, \_\_\_\_\_  
\_\_\_\_\_. Furthermore, \_\_\_\_\_  
\_\_\_\_\_. In the end, \_\_\_\_\_

In conclusion, processes are \_\_\_\_\_

A final example can be seen in \_\_\_\_\_

This is important because \_\_\_\_\_

**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 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.