

ESL Literature Writing Project #7

Subject: “IMAGINARY ESSAY ‘WHERE I’M FROM’ POEM”

Name: _____ **Date:** _____ **Score:** _____ /60

Assignment: A ‘Where I’m From’ poem is a collection of names, objects, and memories from your past that help define, explain, example, and describe who you are now. Usually poems and imaginary writing is not meant to be similar, but the ‘Where I’m From’ poem is different because although the criteria is the same, the writing dramatically varies and becomes a similar fabric with many different colors and designs that can be compared together.

I. Define: Imaginary ‘Where I’m From’ Poem

Imaginary essays are descriptive and based entirely on the author’s creativity and use of dynamic language. There are many different kinds of imaginary writing assignments. In the imaginary ‘Where I’m From’ poem, students will follow a specific format to write a poem about their life. Ideas include:

- a. Their origin and grandparent’s name.
- b. First memory and first play toys.
- c. Both happy and sad childhood memories.
- d. Expressions and phrases they learned in childhood but still remember.
- e. First memories of home and school.
- f. Transitions of how they grew up.
- g. Reflections on who they are now.

II. Explain: Imaginary ‘Where I’m From’ Poem

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

Supplementary Material: Please see attached ‘Where I’m From’ PPT for use in class to improve understanding.

III. Example: Imaginary 'Where I'm From' Poem 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

Questions:

1. When you close your eyes, and imagine your childhood, what is something small you see in your house?

2. What is a brand name from your childhood you always used? _____
3. What was your favorite food as a child? _____
4. What was your secret place in the house to hide? What color was it? What did it smell like? Taste like?

5. What was your favorite place to visit as a child? What's one thing you remember about it?

6. What was your favorite childhood snack? _____
7. What was a toy or game you had? _____
8. What were your Grandmother and Grandfather's names? _____
9. What was your nickname? _____
10. What was something your mother always said to do? _____

11. What was a popular song or poem that you always made a mistake saying? _____

12. What was your best accomplishment as a child? _____

13. What was your favorite Comic Book or Book Character or TV show / Movie Character?

14. What was your favorite junk food and drink to eat after school? _____
15. What was the worst accident you were ever in? What happened? _____

16. What was your prize possession as a child? Where was it kept? Why did you like it? What did it symbolize?

17. What thing in nature are you and your family? What metaphor best describes you? Are you a 'Rock in the River' or a 'Leaf on a Tree'? _____

IV. Describe: Imaginary 'Where I'm From' Poem 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.

'Where I'm From' by _____

I am from _____(1)_____

from ____ (2a)_____ and ____ (2b)_____

I am from the _____(3)_____

and the secret of my __ (4a name)_____

it tasted like ____ (4b taste)_____ and smelled like ____ (4c smell)_____.

I am from the _____(5)_____ in ____ (where)_____

whose _____ I remember.

I'm from ____ (6a)_____ and __ (6b)_____,

from ____ (7a)_____ and ____ (7b)_____.

I'm from ____ (8a)_____ and the ____ (8b)_____

And _ (9a)_____ who called me _ (9b)_____.

From “ ____ (10a)_____ ” and “ ____ (10b)_____ ”

And _____ (11a)_____ I learned when I was ____ (11b)_____.

I am from the days of ____ (12)_____

from ____ (13a)_____ and ____ (13b)_____

from ____ (14 eat)_____ and ____ (14 drink)_____.

From _____ (15a)_____

when _____ (15b explain)_____.

In my childhood house there was a _____ (16a)_____

____ (16b.where)_____, ____ (16c.why like)_____

(16d.)symbolizing _____.

I remember all these things

My memory is a ____ (17a)_____

in the ____ (17c) of my family.

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 |
|-----------------------------------|---|--|---|--|
| <i>Ideas & Content</i> | 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. |
| <i>Organization</i> | 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. |
| <i>Sentence Fluency</i> | 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. |
| <i>Conventions</i> | 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. |
| <i>Word Choice</i> | 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. |