

ESL Literature Writing Project #8

Subject: “EXPOSITORY COMPARE AND CONTRAST”

Name: _____ Date: _____ Score: _____ /60

Assignment: Think of two characters studied this year, compare their similarities and contrast their differences, and draw a conclusion about their importance.

I. Define: Expository Compare / Contrast

In the Compare and Contrast Essay, students will write a four-paragraph composition that explains why two things are similar and different. The essay is carefully organized.

Paragraph One:

Introductory Paragraph: Introduces the idea and the two things that will be compared and contrasted, states basic information about each idea.

Paragraph Two:

Body Paragraph #1: States how they are similar.

Paragraph Three:

Body Paragraph #2: States how they are different.

Paragraph Four:

Concluding Paragraph: Wraps this compare and contrast up with the purpose of this essay and a concluding idea.

II. Explain: Expository Compare / Contrast

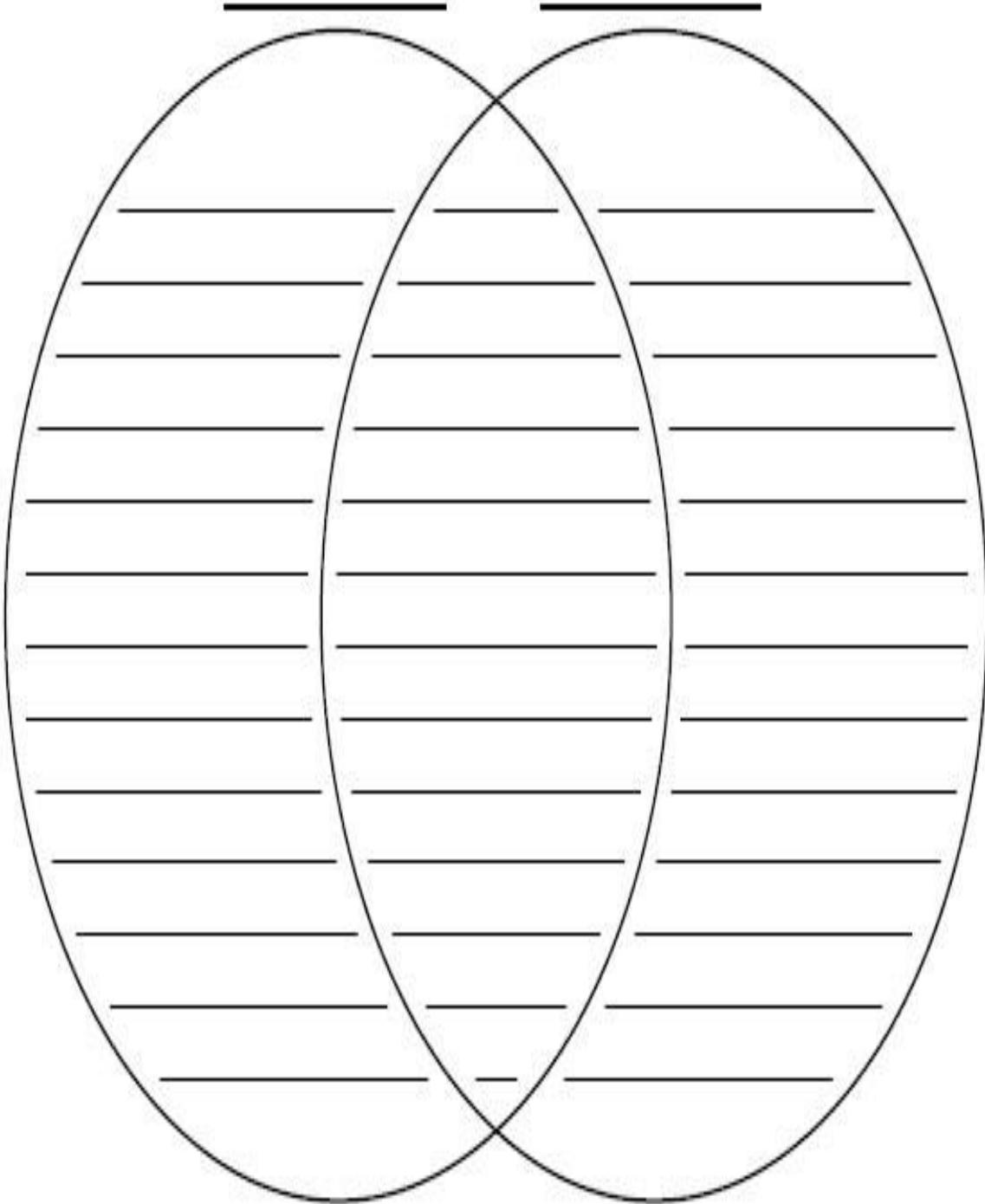
Students will work through the writing process to complete and present a final draft to the class. The writing process includes:

- a. Brainstorm
- b. Graphic Organizers
- c. Sentence Frames
- d. Handwritten Rough Draft
- e. Clean Copy Peer Edits
- f. Final Copy

Students must carefully use a Venn Diagram to organize their thoughts. For each comparison, a similar contrast must be made.

Name: _____

Venn Diagram



III. Example: Compare / Contrast 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:

Introduce the subject of character by listing a few different characters studied in class.

_____, _____, and _____.

Supporting Sentence:

State the character names, authors, and book titles of the two characters being discussed.

_____ and _____.

Thesis:

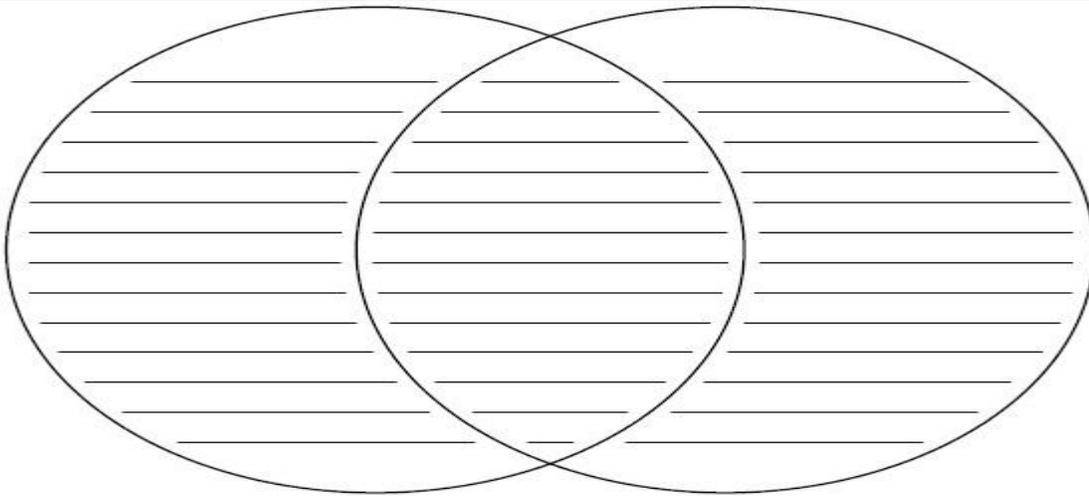
State that both have similarities (compare) and differences (contrast).

BODY PARAGRAPH #1 AND #2

Character One

Character Two

Things to be compared and contrasted: Introduction in story, appearance, personality, role in story, conflict, and how they change in the rising action.



CONCLUSION PARAGRAPH:

Re-state Thesis: _____.

Supporting Sentence:

Two or three sentences that state the importance of the characters to their stories.

_____.

_____.

Conclusion:

A final sentence stating what conclusion can be made from comparing these two characters.

_____.

IV. Describe: Compare / Contrast 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.

COMPARE AND CONTRAST ESSAY 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.)

There were many characters studied in class this year such as (Character Name) ,
 (Character Name) , and (Character Name) . Two of the most interesting characters were
 (Character Name) from (Author) book, (Title) and (Character Name) from
 (Author) book, (Title) . These two characters have many similarities and differences.

There are many similarities between the two characters. First, _____
_____. Second, _____
_____. Third, _____
_____. Yet the most important similarity is
_____.

There are also many differences between the two characters. First, _____
_____. Second, _____
_____. Third, _____
_____. Yet the most important difference is
_____.

As stated, there are both similarities and differences between these two characters. Perhaps the most important is
their conflict. In both cases, the conflict of the characters resolves

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: _____

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.