

# ESL Literature Writing Project #9

Subject: "EXPOSITORY CAUSE AND EFFECT ESSAY"

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

Assignment: Identify a subject from a story you have read and explain how that subject was created through cause and effect relationships in the choices, descriptive details, and events of different characters in the story.

## I. Define: Expository Cause and Effect

In this Cause and Effect Essay, students explain and analyze the reasons as to why something happened. Cause and effect essays analyze the reason for- and/or the consequences of- an action. The five-paragraph model includes:

### **Paragraph One:**

Introduction Paragraph: Introduces the idea, states some basic information about the topic and transitions to a thesis which states that an event was caused by three specific reasons.

### **Paragraph Two:**

Body Paragraph #1: First Reason (Usually the weakest of the reasons, but one that is clear and most common in agreement and easily supported with numerous story details.)

### **Paragraph Three:**

Body Paragraph #2: Second Reason (An insightful reason the student must support with details from the story.)

### **Paragraph Four:**

Body Paragraph #3: Third Reason (Final and most strong reason. This must be supported with textual evidence of some kind.)

### **Paragraph Five:**

Concluding Paragraph: Thesis is re-stated. Then student reflects on a personal connection to this topic is stated which is perhaps why they student chose this topic or how this research affected them in a personal way or something they learned from it.

## II. Explain: Expository Cause and Effect

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

**III. Example: Expository Cause and Effect 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

Story Title & Author	Protagonist and Names of 3 or 4 Minor Characters	Story Subject

**Cause & Effect Relationship #1**

(Look at details in the story that help create and support the subject. How were they created?)

Because this happened... ?	Then this happened... ?	So this happened... ?	Which helps create he subject because ?

**Cause & Effect Relationship #2**

Because this happened... ?	Then this happened... ?	So this happened... ?	Which helps create he subject because ?

**Cause & Effect Relationship #3**

Because this happened... ?	Then this happened... ?	So this happened... ?	Which helps create he subject because ?

#### IV. Describe: Expository Cause and Effect 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.

#### CAUSE AND EFFECT 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.)*

#### **INTRODUCTION PARAGRAPH:**

**Topic Sentence:**

Story subjects are never created only by the conflict of the protagonist, subjects in stories such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, are always created and supported by the events, details, and choices of minor characters.

**Supporting Sentence (Plot Summary):**

A good example of this is the story of     (Title)     by author     (Author Name)     which is about     (Subject)    . The protagonist     (Main Character Name)     moves from a setting of     (Story Setting)     and conflict of     (Story Conflict)     to rising action points of     (Rising Action #2)     and     (Rising Action #2)    , to a climax of     (Story Climax)     and resolution     (Story Resolution)     in which the theme of     (Theme)     is seen.

**Thesis:**

The subject of this story is developed further by three minor character events.

\_\_\_\_\_

#### **BODY PARAGRAPH #1**

**Topic Sentence:**

The first cause and effect relationship is \_\_\_\_\_.

**Supporting Sentence:**

Because of \_\_\_\_\_, then \_\_\_\_\_, so \_\_\_\_\_.

**Concluding Sentence:**

Therefore, this relationship helps create the subject of \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_.

#### **BODY PARAGRAPH #2**

**Topic Sentence:**

The second cause and effect relationship is \_\_\_\_\_.

**Supporting Sentence:**

Because of \_\_\_\_\_, then \_\_\_\_\_, so \_\_\_\_\_.

**Concluding Sentence:**

Therefore, this relationship helps create the subject of \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_.

#### **BODY PARAGRAPH #3**

**Topic Sentence:**

The third cause and effect relationship is \_\_\_\_\_.

**Supporting Sentence:**

Because of \_\_\_\_\_, then \_\_\_\_\_,  
so \_\_\_\_\_.

**Concluding Sentence:**

Therefore, this relationship helps create the subject of \_\_\_\_\_ because \_\_\_\_\_.

**CONCLUSION PARAGRAPH:**

**Re-state Thesis:** \_\_\_\_\_.

**Supporting Sentence:**

Two or three sentences that introduce a personal connection to this story subject.

**Conclusion:**

A final sentence stating what conclusion can be made from the importance of looking at the details of minor characters.

**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.