Unit for
Compare/Contrast Writing
Grades 9-12

This unit will be revised during the 2014-2015 school year.
Activity Explanations

New Compare/Contrast Explanations

**Adjectives and Adverbs**
Use a familiar context to recognize and practice comparison/contrast language patterns. After explicitly teaching compare/contrast vocabulary in a common context, guide students to develop academic language by practicing (spoken or written) comparison/contrast language patterns.

**Big Picture**
The purpose of this activity is to provide a framework for organizing and recording supporting detail to support main ideas with convincing examples. Use one or more of the four types of comparison/contrast essay organization to practice this genre. Also, see the four types of essay cloze frameworks to scaffold the organization.

**Brainstorming**
The purpose of the following activities is to guide students to focus on one point to compare and contrast. Think aloud as you compare, contrast and connect to broader topics.

**Clipboard**
The purpose of this activity is to encourage students to organize their ideas and record key ideas as they prepare to write their essays. Note: the similarities and differences, subject-by-subject and feature-by-feature clipboards are the same. Since the compare-contrast-connect framework includes additional analysis, the clipboard is structured accordingly.

**Clouds**
The purpose of the following activities is to understand the criteria for a compare/contrast essay. Reinforce deductive reasoning by encouraging students to infer or guess the criteria for this genre as they choose the ten clouds that they think might support this genre. Use the Understanding the Criteria activity to guide students to check their clouds and restate each criterion in their own words.

**Compare and Contrast Vocabulary**
Discuss each word from the word bank and provide several examples. Guide students to analyze transition words or phrases and then sort and categorize each word according to their comparing or contrasting function. Consider using chart paper to expand the word bank.

**Comparing and Contrasting in Our Lives**
The purpose of this word web activity is to expand the discussion of compare/contrast writing to include the multiple roles of comparing and contrasting in daily lives.
Activity Explanations

Comparing and Contrasting My Friend and Me
The purpose of this activity is for students to compare and contrast themselves to a friend. Encourage pairs of students to present their Venn diagrams to the class.

Quickwrite Prompt:
1. How are you and your friend similar?
2. How are you and your friend different?
3. Why is this a good person to compare/contrast yourself with?

Curriculum Correlation
The purpose of this chart is to show the alignment of unit activities and specific rubric criteria. Use this chart to reteach a criterion.

Did I?
The purpose of this activity is to revisit the rubric criteria in another format.

Frames
The purpose of this resource is to provide students at various language proficiency levels with appropriate access to writing and genre style. Provide appropriate patterns to meet the needs of your students through repetitious modeled and shared writing experiences. Use a familiar context to recognize and practice comparison/contrast language patterns. After explicitly teaching compare/contrast vocabulary in a common context, guide students to develop academic language by practicing (spoken or written) compare/contrast language patterns. Encourage students to incorporate the patterns (as needed) to support the development of language, cultural literacy and written communication.

Genre Vocabulary
Discuss the specific vocabulary associated with the compare/contrast genre. Familiarize students with key transition words. In a compare/contrast essay, writers use specific transition words or phrases to denote similarities and differences. Transition words, typically followed by a comma, are like bridges that provide a structure, convey sequence, connect ideas, or clarify the relationship.

I am Just Like…
The purpose of this activity is to practice the academic language used for comparing and contrasting. By focusing on a familiar topic (i.e., characteristics or traits), model this activity by “thinking aloud.”

Examples:
1. I am organized just like my mother; therefore, I pay attention to where I put things.
2. I am strong just like my grandmother; therefore, I think about her when I need to find strength.
3. I am talkative just like my father; therefore, I can spend hours on the phone.

Instructional Components
Use this chart as a guide to the folders and sub-folders in the EdCaliber Learning Management System.
Activity Explanations

**Instructional Plan**
Use this chart to guide your lesson planning. While all of the activities are important to compare/contrast writing, the activities in red are most essential. This plan only addresses the genre writing process. See the MGR folder for pre-writing (reading and vocabulary) activities.

**Inter-rater Chart**
This activity can be used to foster collaboration on student writing. Remind students or teachers to keep in mind the level expectation of the student (ELD, mainstream grade span, etc.) Individually, instruct a group of students or teachers to score the same sample essay. Tally the scores for each criterion (i.e., “How many people gave this a score of zero…a score of one…a score of two?”…etc.) Try to establish consensus for each criterion (two-point spread). (Reaching consensus is a process that takes time and practice. See WRITE secondary training options for more information.) Circle the consensus score for each criterion. Add the scores and divide by 10 to get the total score. Note: there is no ‘right’ score; the group as a whole should move more towards consensus and common expectations for different levels of writing (language acquisition and grade span) over time.

**Multi-Genre Resources (MGR)**
See Table of Contents for suggested MGR sections to use for this genre.

**Outlines**
The purpose of the following activities is to foster coherent, organized essays by guiding students to analyze their essay structure.

**Paired Conjunctions**
Use a familiar context to recognize and practice comparison/contrast academic language patterns. After explicitly teaching paired conjunctions in an everyday context, guide students to practice the patterns in spoken and written contexts.

**Peer-editing Clock**
This purpose of this activity is to provide an opportunity to edit and revise writing. As with all peer-editing activities, it is important to establish guidelines to foster respectful, positive interaction (i.e., use a separate paper to make comments; do not mark on the rough draft). First, review the rubric criteria. Guide students to exchange papers (in pairs) and sign each other’s editing clock. At each hour on the clock, introduce one rubric criterion. Try to limit the amount of time on each element. Example: Your group has five minutes to answer the following question: “Are the ideas in this essay clearly organized?”

**Prompt**
See Prompt Guidelines in Multi-Genre Resources.
Activity Explanations

Results Chart
This chart provides an overall snapshot of a class of student writing scores. The purpose of this chart is to record student scores and examine how or if students are progressing in writing. In addition to documenting student scores and providing student feedback, this tool also informs instruction and validates instructional strategies. Often, teachers use the data from this chart to inform their own classroom instruction. If the entire class scores low on a single criterion, for example, that might be an area to reteach in the final editing phase of writing.

Rubric
The goal when scoring with rubrics, the goal is to measure the overall growth in writing over time and across a variety of styles. The frame of reference for scoring each criterion is the English language proficiency level of the student. Score based on the evidence in the writing that addresses the specific genre expectations.

Student Sample
Use the student sample to analyze essay structure and content. You may even consider scoring the essay with your student and provide feedback for improvement. Note that this student was at the ELD III level. See the Nutshells in the MGR.

Teacher Notes
The purpose of these notes is to provide key information regarding the writing genre.

Teacher Sample
Use the teacher-modeled essay as a guide to create your own writing model to share with your students. Remember to keep the model one proficiency level higher than the average proficiency level for the class (i.e., for an Intermediate level class, write an Early Advanced model). Research strongly supports that effective teachers model writing and provide systematic, explicit instruction on genre writing. Use the Introduction and Conclusion pages to reinforce aspects of both.

Transitions
The purpose of the following activities is to reinforce the idea of coherence as a basic structural characteristic of good essay writing. Not only are transitions essential for comparison/contrast writing, they help paragraphs flow smoothly from one to another. Familiarize students with key transition words. In a comparison/contrast essay, writers use specific transition words or phrases to denote similarities and differences. Transition words, typically followed by a comma, are like bridges that provide a structure, convey sequence, connect ideas, or clarify the relationship.

Venn Diagrams
Organize concrete concepts to compare and contrast using the different Venn Diagrams. Remember to show the similarities of the two (or three) concepts in the overlapping areas, and list the differences in the non-overlapping areas.
Activity Explanations

Windowpane
Use teacher-modeled drawing, gestures and repeated phrases to introduce the key vocabulary and concepts of the rubric criteria. Instruct students to say what I say and do what I do” for each blank pane. After drawing each pane, model the script and motions for each pane. Be sure to do this **with** your students!

Writing Standards: Compare/Contrast
Using the Common Core State Standards (CCSS) and the current California English Language Development (ELD) standards to guide instruction, specifically focus on the standards that support compare/contrast writing.
Genre Correlation to the Writing Standards:  
Compare/Contrast Writing  

Common Core State Standards: 6-8 Writing Strands  
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the effective selection, organization, and analysis of content.  (See sub-standards a-f.)  
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a simple sitting or a day or two) for a range of tasks, purposes, and audiences.  

ELA Standards 6-8/Advanced ELD Standards  
1.1 (7) Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.  
1.2 (6) Create multiple-paragraph expository compositions.  
1.2 (8) Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.  
2.3 (6-8) Write research reports…  
1.6/1.7 (6-8) Revise writing...  
1.3-1.7 (6-8) Editing, punctuation and spelling  
1.1- 1.3 (6-8) Vocabulary and grammar
# Compare/Contrast: Secondary

## Instructional Components

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### Searching for Evidence

#### Supporting the Main Idea

### Acquiring Genre Literacy

#### About The Genre:
- Introducing the Writing Style

#### Academic Oral Language:
- Frames
- Genre Language Patterns

#### Building on Background:
- Comparing and Contrasting
  - My Friend and Me
  - I am Just Like...
  - Comparing and Contrasting in Our Lives

#### Grammar & Vocabulary:
- Adjectives and Adverbs
- Compar and Contrast
- Paired Conjunctions
- Transitions

### Modeled Writing:
- Student Sample
- Teacher Sample

### Organizers & Outlines:
- Big Picture
- Brainstorming Features
- Compare, Contrast, Connect
- Identifying Features
- Identifying Similarities and Differences
- Outlines
- Venn Diagrams

### Summarizing a Topic:
- See the Response to Text Summary Unit

### MGR: Text Connections

- Catchers and Cubes:
  - Bloom’s Cube
  - Expository Catcher
  - Response to Text Cube
  - Summary Cube

- Critical Questioning:
  - Name/Reflect/Act
  - Reciprocal Teaching
  - Socratic Seminars

#### Main Idea:
- Annotating Text
- Cornell Notes
- Isolating the Main Idea
- Six W’s*
- Summary Posters
- Summary Puzzle*
- Thesis Statement
- Topic Sentence

#### Paraphrasing:
- In My Own Words
- Plagiarism
- Posters
- Q-P-S
- Quoting

#### Readers Response:
- Double Entry Journal
- Golden Lines
- Making Connections
- Reader’s Response Journal

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*MDenotes Emerging ELD Proficiency Level

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## Instructional Plan for Compare/Contrast Writing

### Introducing the Genre (Teacher-Guided)

- **Understanding Genre Criteria**
  - Clouds
  - Windowpane
  - Genre Vocabulary
  - Compare/Contrast Rubric
  - Four Frameworks

- **Acquiring Genre Literacy**
  - Building on Background activities (1-3)

- **Multi-Genre Resources**
  - Jackdaw
  - Journaling
  - Vocabulary Notebook

### Unpacking the Genre (Teacher-Guided)

- **Understanding Genre Criteria**
  - Inter-rater Chart
  - Peer-Editing Clock

- **Acquiring Genre Literacy**
  - Teacher-modeled Essay (Annotate)
  - Student Sample (score)
  - Language Frames
  - Venn Diagrams
  - Organizers
  - Genre Vocabulary
  - Thesis Statements
  - Brainstorming
  - Grammar (Adj, Adv. & Paired Conjunctions)
  - Compare/Contrast Vocabulary
  - Transitions

- **Multi-Genre Resources**
  - Text Connections

### Collaborating on Writing (Student-Guided)

- **Understanding Genre Criteria**
  - Things to consider:
    - Time
    - Technology

- **Acquiring Genre Literacy**
  - Language Frames

- **Multi-Genre Resources**
  - Summary Writing
  - Pictograph
  - Catchers, Cubes & Maps
  - Reciprocal Teaching
  - Critical Questioning
  - Journaling

### Organizing the Essay (Student-guided)

- **Understanding Genre Criteria**
  - Clipboard
  - Prompt
  - Did I?

- **Acquiring Genre Literacy**
  - Language Frames
  - Organizers

- **Multi-Genre Resources**
  - Write rough drafts

- **Things to consider:**
  - Access to Computers

### Editing & Revising (Student-guided)

- **Multi-Genre Resources**
  - Editing and Revising
  - Writing Conferences
  - Grammar Mini-lessons

- **Things to consider:**
  - Access to Computers
  - Use of Music

### Publishing (Student-guided)

- **Understanding Genre Criteria**

- **Multi-Genre Resources**
  - Publishing/Presentation
  - Journaling

- **Things to consider:**
  - Technology
  - Web 2.0 Tools
<table>
<thead>
<tr>
<th>• Use of Music</th>
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</table>
Teacher Notes on Genre: Comparison/Contrast Writing

A comparison/contrast essay explains how the features of two subjects are alike and different. The writer of the essay supports a clear thesis statement and topic sentences with details and examples. Typically, writers organize the essay using one of four organizational frameworks for comparison/contrast:

- **By Similarities and Differences** (S&D): Explain how the two subjects are alike and then how they are different.
- **Subject-by-Subject** (SxS): Discuss the features of the first subject. Then compare and contrast them with the features of the second subject.
- **Feature-by-Feature** (FxF): Compare and contrast one feature at a time both subjects.
- **Compare/Contrast/Connect** (C³): First compare the features of the two subjects, then contrast them, and finally connect them to broader topics.

Comparing and contrasting involves the complex task of analyzing and explaining how two subjects are alike and different. The process involves critical reading of a text (or listening to a lecture, video, etc.) A critical thinking and reading skill, comparison/contrast writing is essential to writing in all genres, particularly informative/explanatory, argumentative and research genres. Not only is this type of writing used in academic situations, but it is also used extensively in business and scientific settings.

**A Framework for Comparison/Contrast Writing:**
- Includes a thesis statement that identifies the subjects
- Supports the thesis statement with topic sentences
- Supports the topic sentences with details and examples
- Shows how the subjects are alike
- Shows how the subjects are different
- Uses compare/contrast words and phrases appropriately
- Uses transitions to establish coherence between paragraphs
- Concludes by revisiting the thesis
- May include a commentary and/or personal reflection in the conclusion
Teacher Notes on Genre: Comparison/Contrast Writing

Why Comparison/Contrast Writing?

Comparison/contrast writing strengthens test-taking skills.
CSTs, CAHSEE, ACT/SAT, AP Exams, and college entrance exams

Comparison/contrast writing cultivates genre writing.
Comparison/contrast writing, a foundational genre, is a component of most other writing genres. Comparison/contrast writing is a critical element in each domain of the Common Core State Standards (Argumentation, Informative/Expository, Research, and Narrative).

Comparison/contrast writing improves comprehension and thinking skills.
Graham & Perin’s Meta-analysis on Adolescent Writers
(Recommendation # 8 of 11)
Inquiry means engaging students in activities that, help them develop ideas and content for a particular writing task by analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence). Involving adolescents in writing activities designed to sharpen their inquiry skills improves the quality of their writing” (Graham & Perin, 2006).

Marzano’s Nine
(Recommendation #1 of 9)
“Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representation.
Compare/Contrast Essay

Also called...
- Comparative Analysis

A Brief Definition:
A compare/contrast essay explains how two subjects are alike and different.

The Process
1. **Choose Subjects:** Identify two subjects to compare and contrast.
2. **Brainstorm Features:** Identify features of each subject to compare and contrast.
3. **Compare & Contrast:** Determine how the features of the two subjects are alike and different.
4. **Organize:** Identify the most appropriate framework and use it to organize the essay.
5. **Connect (optional):** Connect the thesis to broader topics and provide commentary/reflection.

The Context: Where/When/Why
- Common requirement in all content areas
- Frequently used as a writing prompt for standards assessment
- Promotes critical thinking and authentic need to respond to text

The Motivation of the Writer: "So what?"
- Why should the reader care about this work?
- What can we learn from reading the work?
- Is some aspect of the text particularly compelling?
Sentence Frames for Comparing

Subject  [information that is similar]  C/C Vocabulary

and  are similar. the same. alike.

and  are similar the same alike because ________.

and  are the similar the same because they both ________ alike

and  both have _____________.

Both  and  are _____________.

is like similar to  because _____________.

and  have ____________ in common.

is ___________. Similarly, In the same way, ____________ is ________.

Likewise,

is as __________ as ________.
<table>
<thead>
<tr>
<th>Subject</th>
<th>[information that is different]</th>
<th>C/C Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>and</td>
<td>are <strong>different</strong> because __________________.</td>
</tr>
<tr>
<td></td>
<td><strong>is</strong> unlike <strong>different than</strong></td>
<td>because __________________.</td>
</tr>
<tr>
<td></td>
<td><strong>is not</strong> as ___________________ as</td>
<td>______.</td>
</tr>
<tr>
<td></td>
<td><strong>is</strong> more ____________________ than</td>
<td>______.</td>
</tr>
<tr>
<td></td>
<td><strong>is</strong> <em>[bigger, smaller, etc.]</em> than</td>
<td>______.</td>
</tr>
<tr>
<td></td>
<td><strong>is</strong> ___________; however</td>
<td>______.</td>
</tr>
<tr>
<td></td>
<td><strong>is</strong> ___________, but</td>
<td>______.</td>
</tr>
<tr>
<td><strong>Although</strong></td>
<td><strong>is</strong> has ___________,</td>
<td><strong>is</strong> has ___________.</td>
</tr>
</tbody>
</table>

*Compare/Contrast: Secondary © WRITE Institute, October 2013*
# Emerging/Enhancing

**The thesis statement clearly identifies the subjects to be compared.**

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Similarity Statement</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[similar, the same, alike]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>because</td>
<td></td>
</tr>
</tbody>
</table>

**The writer clearly communicates how the subjects are alike.**

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Similarity Statement</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>both have</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>are</td>
<td></td>
</tr>
</tbody>
</table>

Both are because |

is [like, similar to] because |

and have in common.

is . [Similarly, In the same way, Likewise,] is .

is as as .

**The writer clearly communicates how the subjects are different.**

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Difference Statement</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>are different because</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>is [unlike, different than] because</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>is not as as</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>is [more, less] than</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>is [bigger, smaller, etc.] than</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>is ; however, is</td>
<td></td>
</tr>
</tbody>
</table>

is , but is .

Although [verb] , [verb] .

In contrast to , is .
I am just like…

I am ________________ just like __________________; therefore, I ________________________________.

I am ________________ just like __________________; therefore, I ________________________________.

I am ________________ just like __________________; therefore, I ________________________________.

I am ________________ unlike __________________; therefore, I ________________________________.

I am ________________ unlike __________________; therefore, I ________________________________.

I am ________________ unlike __________________; therefore, I ________________________________.
Comparing and Contrasting in Our Lives
Compare/Contrast: Secondary

Me

different

My Friend

different

same
# Expressing Similarities and Differences

<table>
<thead>
<tr>
<th>Similarity</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
<td></td>
</tr>
<tr>
<td>Those dogs are the <strong>same</strong>.</td>
<td>Dogs and cats are <strong>different</strong>.</td>
</tr>
<tr>
<td>These cats are <strong>alike</strong>.</td>
<td>These dogs are <strong>unalike</strong>.</td>
</tr>
<tr>
<td>The two dogs are <strong>similar</strong>.</td>
<td>The two cats are <strong>dissimilar</strong>.</td>
</tr>
<tr>
<td>Dogs and cats are groomed <strong>similarly</strong>.</td>
<td>Dogs and cats jump <strong>differently</strong>.</td>
</tr>
<tr>
<td>This dog is <strong>like</strong> that dog.</td>
<td>This cat is <strong>unlike</strong> that cat.</td>
</tr>
</tbody>
</table>

| **Adjective Phrases** | |
|----------------------||
| Dogs, **like** cats, often get fleas. | Cats, **unlike** dogs, can climb trees. |
| This dog is **as** large **as** that dog. | This dog is **not as** gentle **as** that dog. |
| This cat is the **same** breed **as** that cat. | This cat is **more** beautiful **than** that cat. |
| This dog and the other dog are the **same**. | Cats climb trees, **unlike** dogs. |
| This cat is **similar to** that cat. | This cat is **different from** that cat. |
| **Both** this dog and **that one are aggressive.** | This dog is **more like** a wolf **than** that dog. |
| **Neither** this cat, **nor** that one is friendly. | Her cat, **in contrast to** this one, is long-haired. |
| Cats and dogs are **more similar** to each other than hamsters are to fish. | His dog is aggressive, **in contrast to** my dog, which is friendly. |
### Similarity vs Difference

<table>
<thead>
<tr>
<th>Similarity</th>
<th>Difference</th>
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</thead>
<tbody>
<tr>
<td>This dog is friendly.</td>
<td>Similarly, that one is gentle.</td>
</tr>
<tr>
<td>This dog is friendly.</td>
<td>In the same way, that one is gentle.</td>
</tr>
<tr>
<td>That dog is friendly.</td>
<td>Likewise, this dog is very gentle.</td>
</tr>
<tr>
<td>This cat is gray.</td>
<td>In contrast, that cat is brown.</td>
</tr>
<tr>
<td>Some people think that dogs are independent.</td>
<td>On the contrary, as pack animals, dogs are very social.</td>
</tr>
<tr>
<td>While dogs enjoy being in water, cats do not.</td>
<td>Whereas dogs enjoy taking walks, most cats do not.</td>
</tr>
<tr>
<td>On the one hand cats can be social, on the other hand they are quite independent.</td>
<td></td>
</tr>
</tbody>
</table>

### Comparative Adjectives

<table>
<thead>
<tr>
<th>Adjective + -er</th>
<th>More/Less + Adjective</th>
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</thead>
<tbody>
<tr>
<td>This dog is <strong>smaller than</strong> that one.</td>
<td>This cat is <strong>more beautiful than</strong> that one.</td>
</tr>
<tr>
<td>That cat is <strong>fatter than</strong> all the others.</td>
<td>That dog is <strong>less active than</strong> than most.</td>
</tr>
</tbody>
</table>

### Comparative Adverbs

<table>
<thead>
<tr>
<th>Adverb + -er</th>
<th>More/Less + Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>This cat can jump <strong>higher</strong> than that one.</td>
<td>Big dogs tend to bark <strong>more loudly</strong> than small dogs.</td>
</tr>
<tr>
<td>That dog runs <strong>slower</strong> than this one.</td>
<td>Dogs usually groom themselves <strong>less often</strong> than cats.</td>
</tr>
<tr>
<td>Compare/Contrast Vocabulary</td>
<td>Comparing</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Comparing</strong></td>
<td>○ − ○</td>
</tr>
<tr>
<td><strong>Contrasting</strong></td>
<td>○ ≠ △</td>
</tr>
</tbody>
</table>

- also
- although
- as
- at the same time
- besides
- both
- but
- comparable (to)
- contrary to
- different (ly)
- (from)
- equally
- however
- in contrast (to)
- in comparison
- instead of
- in the same manner
- like
- likewise
- nevertheless
- on the other hand
- opposite of
- rather
- in the same way
- same
- (as)similar (ly)
- unlike
- while
- yet

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## Compare/Contrast Vocabulary

**Hands-on activity for Compare/Contrast Vocabulary**

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>in contrast (to)</td>
</tr>
<tr>
<td>both</td>
<td>but</td>
</tr>
<tr>
<td>like</td>
<td>however</td>
</tr>
<tr>
<td>same</td>
<td>contrary to</td>
</tr>
<tr>
<td>comparable (to)</td>
<td>on the other hand</td>
</tr>
<tr>
<td>similar (to)</td>
<td>different (from)</td>
</tr>
<tr>
<td>as</td>
<td>unlike</td>
</tr>
<tr>
<td>likewise</td>
<td>yet</td>
</tr>
<tr>
<td>rather</td>
<td>besides</td>
</tr>
</tbody>
</table>
Paired Conjunctions

Pairing Up for Compare/Contrast

Either . . . or  
whether . . . or  
not only . . . but also

neither . . . nor  
both . . . and

Either Cristina or Emilia could perform the solo because they both sing well.  
Neither Julie nor Martin knows how to cook.  
Not only is my mom a good cook, but she also sings beautifully.  
Her brother embarrasses her, whether singing or cooking.

1. Elena will make _________ pizza _________ tacos for the party tomorrow.

2. _________ singing in our band _________ in the choir, I always do my best.

3. I feel sorry for Terry because she _________ cooks _________ sings well.

4. His mom is proud because, _________ is he taking singing lessons, _________ he is _________ learning how to cook.

5. She respects Mario because he _________ cooks _________ sings like a professional.

6. _________ he’s cooking Italian specialties _________ Mexican cuisine, Jon’s food is always delicious.
Patterns of Transition, Part 1.

1. A ____________ administers the federal government, but a ____________ administers the state government.

2. The federal government, like the state government, must protect the _________________ of American ______________.

3. The federal government protects wildlife in _______________ parks; however, the _______________ government protects wildlife in state parks.

4. The federal government is similar to the state government because both can ________________.

5. Both the federal government and the state government can conduct _________________.

6. The federal government regulates ____________ commerce, in contrast to the state government that regulates ____________ commerce.

7. The federal government, unlike state governments, can _________________.

8. Contrary to the federal government, the state government can establish _________________.

WORD BANK

<table>
<thead>
<tr>
<th>citizens</th>
<th>collect taxes</th>
<th>constitutional rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>declare war</td>
<td>elections</td>
<td>governor</td>
</tr>
<tr>
<td>interstate</td>
<td>intrastate</td>
<td>marriage laws</td>
</tr>
<tr>
<td>national</td>
<td>president</td>
<td>state</td>
</tr>
</tbody>
</table>
Patterns of Transition, Part 1.

Example

1. A president administers the federal government, **but** a governor administers the state government.

2. The federal government, **like** the state government, must protect the constitutional rights of American citizens.

3. The federal government protects wildlife in national parks; **however**, the state government protects wildlife in state parks.

4. The federal government is **similar** to the state government because both can **collect taxes**.

5. **Both** the federal government and the state government can conduct elections.

6. The federal government regulates **interstate** commerce, **in contrast to** the state government that regulates **intra state** commerce.

7. The federal government, **unlike** state governments, can **declare war**.

8. **Contrary to** the federal government, the state government can establish **marriage laws**.

**WORD BANK**

<table>
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<th>citizens</th>
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<tr>
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<td>president</td>
<td>state</td>
</tr>
</tbody>
</table>
Patterns of Transition, Part 2.

1. Presidents are __________ governors because they administer governments.

2. __________ the federal government, California cannot declare war.

3. The federal government ________________ state government because they both can collect taxes.

4. The federal government, ______________, has sole authority to print money.

5. The federal Supreme Court upholds national constitutional law __________ ________________ that the California Supreme Court upholds state constitutional law.

6. Federal law regulates interstate commerce, ______________ state law that regulates intrastate commerce.

7. Like the federal government, the state government must _______ uphold our constitutional liberties.

8. State government establishes the method of voting for president, ________ the federal government establishes the date for presidential elections.

WORD BANK

also in the same way
but like
however similar to
in contrast to unlike
Patterns of Transition, Part 2.

Example

1. Presidents are **similar to** governors because they administer governments.

2. **Unlike** the federal government, California cannot declare war.

3. The federal government is **like** the state government because they both can collect taxes.

4. The federal government, **however**, has sole authority to print money.

5. The federal Supreme Court upholds national constitutional law **in the same way** that the California Supreme Court upholds state constitutional law.

6. Federal law regulates interstate commerce, **in contrast to** state law that regulates intrastate commerce.

7. Like the federal government, the state government must **also** uphold our constitutional liberties.

8. State government establishes the method of voting for president, **but** the federal government establishes the date for presidential elections.

**WORD BANK**

<table>
<thead>
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<tr>
<td>however</td>
<td>similar to</td>
</tr>
<tr>
<td>in contrast to</td>
<td>unlike</td>
</tr>
</tbody>
</table>
Patterns of Transition, Part 3.

1. federal government — declare war
   state government — declare war

2. federal government — taxes
   state government — taxes

3. federal government — \textit{inter}state commerce
   state government — \textit{intra}state commerce

4. state government — print money
   federal government — print money

5. state government — marriage laws
   federal government — marriage laws

6. governor — administer government
   president — administer government

7. state government — constitutional rights
   federal government — constitutional rights

8. federal gov’t. — draft citizens into military
   state gov’t. — draft citizens into military
### Patterns of Transition, Part 3.  Example

1. **federal government** — declare war  
**state government** — declare war

**Contrary to** the federal government, the state government cannot declare war.

2. **federal government** — taxes  
**state government** — taxes

The state government, **similar to** the federal government, can collect taxes.

3. **federal government** — *inter*state commerce  
**state government** — *intra*state commerce

The federal government regulates *inter*state commerce; **however**, state governments regulate *intra*state commerce.

4. **state government** — print money  
**federal government** — print money

The federal government has authority to print money; **on the other hand**, the state governments do not.

5. **state government** — marriage laws  
**federal government** — marriage laws

State governments have authority to regulate marriage laws, **in contrast to** the federal government’s lack of authority.

6. **governor** — administer government  
**president** — administer government

A governor administers the state government **in the same way** that a president administers the federal government.

7. **state government** — constitutional rights  
**federal government** — constitutional rights

The state government protects constitutional rights **like** the federal government protects constitutional rights.

8. **federal gov’t.** — draft citizens into military  
**state gov’t.** — draft citizens into military

**Unlike** the federal government, state government cannot draft citizens into the military.
Tennis and Volleyball

Tennis and Volleyball are both fall sports that we play at our school. Volleyball and tennis are similar in many ways. Both volleyball and tennis use balls. Both sports also require that the players 'serve' the ball, and both sports are played on courts with nets.

Although volleyball and tennis have many similarities, there are also many differences. Instead of playing on a volleyball court, tennis is played on a tennis court. The tennis nets are also much shorter than volleyball nets. Unlike volleyball, the tennis ball is allowed to bounce one time on the ground before a player can touch it. Tennis is only played with two players on a team, whereas volleyball is played with six players.

Volleyball and tennis are fun, fast-paced, and exciting sports. Although both sports are easy to learn, they require a lot of practice to play at a competitive level.
Teacher-Modeled Sample
Compare/Contrast Essay Organized by
“Subject–by–Subject”

Dolphins and Sharks

Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

Dolphins live in warm and cold oceans all over the world. Like chimpanzees or dogs, dolphins are very intelligent mammals. Because they are mammals, they are warm-blooded, have bones, nurse their young, sleep and breathe air. They have fins and come in many shapes and sizes. Dolphins mostly eat fish and squid, but they don’t chew them. They gulp them whole! Large dolphins, called Killer Whales, sometimes eat sharks and other dolphins.

Similar to dolphins, sharks live in the world’s oceans, have fins, and come in different shapes and sizes. Sharks also gulp their food, mostly fish, squid and other marine animals. Contrary to what many people think, sharks don’t attack humans often—only when they mistake people for seals and sea lions. Unlike dolphins, sharks are cold-blooded, boneless fish. In contrast to very clever dolphins, sharks are only about as smart as birds or rats. Although sharks don’t sleep, they do have active and inactive periods.

Dolphins are smart, playful mammals. On the other hand, sharks are exciting fish with a lot of frightening teeth. Although both animals are amazing, I’d rather meet a dolphin in the ocean than a shark!
Teacher-Modeled Sample
Compare/Contrast Essay Organized by
“Similarities and Differences”

Dolphins and Sharks

Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

Dolphins and sharks are similar in many ways. Both live in warm and cold oceans all over the world. They have fins, come in many sizes and colors, and both eat fish and squid. Neither animal chews its food—they gulp it whole! In fact, large dolphins (called killer whales) even eat other dolphins and sharks.

Dolphins and sharks are also very different. Dolphins are as clever as chimpanzees or dogs; however, sharks are only about as smart as birds or rats. Like most mammals, dolphins are warm-blooded, have bones, nurse their young, sleep, and breathe air. Unlike dolphins, sharks are cold-blooded, boneless fish. Although sharks don’t sleep like dolphins do, they have active and inactive periods. Contrary to what many people think, sharks don’t often attack humans. When they do, it’s because they mistake us for their favorite food—seals, rays and sea lions.

Dolphins are smart, playful mammals. On the other hand, sharks are exciting fish with a lot of frightening teeth. Although both animals are amazing, I’d rather meet a dolphin in the ocean than a shark!
Dolphins and Sharks

Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

[Feature 1: habitat & appearance]
Dolphins and sharks both live in warm and cold oceans all over the world. Both animals have fins and come in many shapes and sizes. Similar to humans, dolphins are warm-blooded mammals with bones. They also nurse their young, sleep and breathe air. In contrast, sharks are cold-blooded fish that have no bones.

[Feature 2: intelligence & behavior]
Dolphins are just as clever as chimpanzees or dogs. Sharks, on the other hand, are only about as intelligent as birds or rats. Unlike sharks, dolphins sleep. Sharks do, however, have active and inactive periods during the day.

[Feature 3: food]
Although both savor the taste of fish and squid, neither dolphins nor sharks chew them. They both gulp their food whole! Large dolphins, called killer whales, will sometimes eat other dolphins and sharks. Dolphins are usually friendly to humans. Contrary to what many people think, sharks don’t attack humans often. When they do, it’s because they mistake us for their favorite food—seals, rays and sea lions.

Dolphins are smart, playful mammals. On the other hand, sharks are exciting fish with a lot of frightening teeth. Although both animals are amazing, I’d rather meet a dolphin in the ocean than a shark!
Dolphins and Sharks

Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

Dolphins live in warm and cold oceans all over the world. Like chimpanzees or dogs, dolphins are very intelligent mammals. Because they are mammals, they are warm-blooded, have bones, nurse their young, sleep and breathe air. They have fins and come in many shapes and sizes. Dolphins mostly eat fish and squid, but they don’t chew them. They gulp them whole! Large dolphins, called Killer Whales, sometimes eat sharks and other dolphins.

Similar to dolphins, sharks live in the world’s oceans, have fins, and come in different shapes and sizes. Sharks also gulp their food, mostly fish, squid and other marine animals. Contrary to what many people think, sharks don’t attack humans often—only when they mistake people for seals and sea lions. Unlike dolphins, sharks are cold-blooded, boneless fish. In contrast to very clever dolphins, sharks are only about as smart as birds or rats. Although sharks don’t sleep, they do have active and inactive periods.

Both of these extraordinary animals are also under threat due to overfishing for food and sport fishing. In both cases, this has a direct result on the marine ecosystem. For example, the domino effect of a decreased number of sharks in the ocean means that the scallop population is nearly extinct. Fewer sharks means more rays in the ocean; the increased number of rays results in too few scallops, the preferred food source for rays.

Dolphins are smart, playful mammals. On the other hand, sharks are exciting fish with a lot of frightening teeth. Although both animals are amazing, I’d rather meet a dolphin in the ocean than a shark!
Essay Organizer for Comparison/Contrast Essay

The Big Picture

Introduction

Thesis Statement

Introduce Both Subjects (1-2 sentences)

1. Topic Sentence and Supporting Details (Compare Subjects)

2. Topic Sentence and Supporting Details (Contrast Subjects)

Conclusion

Revisit the Thesis

Commentary or Personal Reflection (optional)

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Essay Organizer for Comparison/Contrast Essay

Introduction

Thesis Statement

Introduce Both Subjects
(1-2 sentences)

1. Topic Sentence and Supporting Details
   (Discuss Subject 1)

2. Topic Sentence and Supporting Details
   (Discuss Subject 2 and Compare/Contrast with Subject 1)

Conclusion

Revisit the Thesis

Commentary or Personal Reflection
(optional)

The Big Picture

S x S

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Essay Organizer
for
Comparison/Contrast
Essay

The Big Picture

Introduction

Thesis Statement

Introduce Both Subjects
(1-2 sentences)

1

Topic Sentence and Supporting Details
(Compare/Contrast Feature 1 for Both Subjects)

Transitional Sentence

2

Topic Sentence and Supporting Details
(Compare/Contrast Feature 2 for Both Subjects)

Transitional Sentence

3

Topic Sentence and Supporting Details
(Compare/Contrast Feature 3 for Both Subjects)

Conclusion

Revisit the Thesis

Commentary or Personal Reflection
(optional)

Compare/Contrast: Secondary

© WRITE Institute, October 2013
Transitional Sentence

Essay Organizer for Comparison/Contrast Essay

Introduction

Thesis Statement

Introduce both subjects (1-2 sentences)

1 Topic Sentence and Supporting Details (Compare)

Transitional Sentence

2 Topic Sentence and Supporting Details (Contrast)

Transitional Sentence

3 Topic Sentence and Supporting Details (Connect)

Conclusion

Revisit the Thesis and Connect to Broader Topics

Commentary or Personal Reflection

Compare/Contrast: Secondary

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Brainstorming Features

Subject 1:

Subject 2:
Brainstorming
Name ________________________________________ Class ____________________ Date ___________________

♫ C³ = Compare – Contrast – Connect ♫

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
<th>Connect</th>
</tr>
</thead>
<tbody>
<tr>
<td>(How alike…)</td>
<td>(How different…)</td>
<td>(This reminds me of…)</td>
</tr>
</tbody>
</table>
## Identifying Features to Compare/Contrast

<table>
<thead>
<tr>
<th>Feature</th>
<th>Subject 1:</th>
<th>Subject 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Identifying Similarities and Differences

different

same

different

Compare/Contrast: Secondary © WRITE Institute, October 2013
Outline for a Compare/Contrast Essay Organized
“By Similarities and Differences”

I. Introduction: State thesis and introduce the subjects.

II. Body Paragraph #1: Compare both subjects.

III. Body Paragraph #2: Contrast both subjects.

(Add more body paragraphs if needed to further compare/contrast the subjects.)

IV. Conclusion: Revisit thesis. (Optional Commentary/Reflection)
Outline for a Compare/Contrast Essay
“By Similarities and Differences”

Compare Subject 1 and Subject 2 (Similarities):

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Contrast Subject 1 and Subject 2 (Differences):

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Outline for a Compare/Contrast Essay Organized
“Subject by Subject”

I. Introduction: State thesis and introduce the subjects.

II. Body Paragraph #1: Discuss the features of the subject 1.

III. Body Paragraph #2: Compare and Contrast the features subject 2 with the features of the subject 1.

(Add more body paragraphs if needed to further compare/contrast the subjects.)

IV. Conclusion: Revisit thesis. (Optional Commentary/Reflection)
Outline for a Compare/Contrast Essay
“Subject–by–Subject”

Subject 1:

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Subject 2:

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

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Feature: _____________________________________________________

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Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________

Feature: _____________________________________________________

_____________________________________________________________________
Outline for a Compare/Contrast Essay Organized

“Feature by Feature”

I. Introduction: State thesis and introduce the subjects.

II. Body Paragraph #1: Compare & Contrast one feature of each subject.

III. Body Paragraph #2: Compare & Contrast one feature of each subject.

IV. Body Paragraph #3: Compare & Contrast one feature of each subject.

(Add more body paragraphs if needed to compare/contrast additional features.)

V. Conclusion: Revisit thesis. (Optional Commentary/Reflection)
Outline for a Compare/Contrast Essay

“Feature—by—Feature”

<table>
<thead>
<tr>
<th>Feature:</th>
</tr>
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<tbody>
<tr>
<td>Subject 1:</td>
</tr>
<tr>
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<tr>
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<tr>
<td>---</td>
</tr>
<tr>
<td>Subject 2:</td>
</tr>
</tbody>
</table>

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Outline for a Compare/Contrast Essay
“Compare-Contrast-Connect - C³”

I. Introduction: State thesis and introduce both subjects

II. Body Paragraph #1: Summarize important features-Subject #1 (for basis of comparison in paragraph #2)

III. Body Paragraph #2: Summarize features of Subject #2 by contrasting against subject #1

IV. Body Paragraph #3: Connect the two subjects showing significance or offering an argument

V. Conclusion: Revisit thesis. (Optional Commentary/Reflection)
Outline for a Compare/Contrast Essay
“Compare-Contrast-Connect - C³”

COMPARE: Present important features of Subject #1

Subject #1:
Feature ____________________________________________________________
Feature ____________________________________________________________
Feature ____________________________________________________________
Feature ____________________________________________________________

CONTRAST: Present features of Subject #2 by comparing and contrasting against Subject #1

Subject #2:
Feature/alike _______________________________________________________
Feature/alike _______________________________________________________
Feature/different ___________________________________________________
Feature/different ___________________________________________________

CONNECT: Show significance between or offer an argument about the subjects presented

Subject #1 and #2:
Significance/Argument _____________________________________________

Support/Evidence _________________________________________________
Compare/Contrast: Secondary

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**Introduction**

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Introduction</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Subject #1:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject #2:</td>
</tr>
</tbody>
</table>

**Supporting Details (Evidence)**

1. How criteria are alike

2. How criteria are different

**Connection between thesis and broader concepts:**


**Conclusion revisits thesis:**
Comparative/Contrastive Writing: Secondary

© WRITE Institute, October 2013

Name ______________________
Class _________ Date ___________

Compare/Contrast Words & Phrases

Transitions

Organizational Framework:

_____ subject-by-subject
_____ feature-by-feature
_____ by similarities and differences

S & D
S × S
F × F

How subjects are alike

______________________________
______________________________
______________________________
______________________________

How subjects are different

Conclusion revisits thesis:

Optional Commentary and/or Reflection:
The writer clearly communicates how the subjects are alike.

The essay concludes with a resolution of the conflict.

The thesis statement is supported by topic sentences.

The plot is well-structured.

The conclusion revisits the thesis and may also provide a commentary and/or a personal reflection.

The writer proposes logical steps to carry out the solution.

The essay is organized logically.

The writer clearly communicates how the subjects are different.
The writer identifies a counterargument for the proposed solution.

The writer uses counterarguments.

The author uses an appropriate level of conventions, such as sentence structure, grammar and mechanics.

The topic sentences are supported by details and examples.

The writer uses compare/contrast words and phrases appropriately.

The writer uses reason and/or emotion to persuade.

The writer uses transitions to establish coherence between paragraphs.

The thesis statement clearly identifies the two subjects to be compared and contrasted.
### Understanding the Scoring Criteria for Comparison/Contrast Essay

<table>
<thead>
<tr>
<th>The Criteria</th>
<th>What I think it means...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thesis statement clearly identifies the subjects to be compared and contrasted.</td>
<td></td>
</tr>
<tr>
<td>The thesis statement is supported by topic sentences.</td>
<td></td>
</tr>
<tr>
<td>The topic sentences are supported by details and examples.</td>
<td></td>
</tr>
<tr>
<td>The writer clearly communicates how the subjects are alike.</td>
<td></td>
</tr>
<tr>
<td>The writer clearly communicates how the subjects are different.</td>
<td></td>
</tr>
<tr>
<td>The writer uses compare/contrast words and phrases appropriately.</td>
<td></td>
</tr>
<tr>
<td>The writer uses transitions to establish coherence between paragraphs.</td>
<td></td>
</tr>
<tr>
<td>The conclusion revisits the thesis and may also provide a commentary and/or personal reflection.</td>
<td></td>
</tr>
<tr>
<td>The essay is organized logically.</td>
<td></td>
</tr>
<tr>
<td>The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.</td>
<td></td>
</tr>
</tbody>
</table>
Did I ...

- Organize the essay logically using one of the four frameworks?
- Check my grammar and punctuation?
- Use transitions between paragraphs?
- Identify the subjects in the thesis statement?
- Use compare/contrast words & phrases?
- Explain how the subjects are alike and different?
- Make sure the topic sentences are supported by details and examples?
- Make sure that thesis statement is supported by the topic sentences?
- Revisit the thesis in the conclusion? (and maybe include a commentary or personal reflection?)
## Inter-Rater Reliability Matrix for Compare/Contrast

Class ____________________

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thesis statement clearly identifies the subjects to be compared and contrasted.</td>
<td></td>
</tr>
<tr>
<td>The thesis statement is supported by topic sentences.</td>
<td></td>
</tr>
<tr>
<td>The topic sentences are supported by details and examples.</td>
<td></td>
</tr>
<tr>
<td>The writer clearly communicates how the subjects are alike.</td>
<td></td>
</tr>
<tr>
<td>The writer clearly communicates how the subjects are different.</td>
<td></td>
</tr>
<tr>
<td>The writer uses compare/contrast words and phrases appropriately.</td>
<td></td>
</tr>
<tr>
<td>The writer uses transitions to establish coherence between paragraphs.</td>
<td></td>
</tr>
<tr>
<td>The conclusion revisits the thesis and may also provide a commentary and/or personal reflection.</td>
<td></td>
</tr>
<tr>
<td>The essay is organized logically.</td>
<td></td>
</tr>
<tr>
<td>The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.</td>
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Compare/Contrast: Secondary © WRITE Institute, October 2013
Writing Prompt:
Compare/Contrast

A comparison/contrast essay explains how the features of two subjects are alike and different. The writer of the essay supports a clear thesis statement and topic sentences with details and examples. Typically, writers organize the essay using one of four organizational frameworks for comparison/contrast: by similarities and difference, subject-by-subject, feature-by-feature, or compare/contrast/connect.

Remember that an effective comparison/contrast essay:
• Includes a thesis statement that identifies the subjects
• Supports the thesis statement with topic sentences
• Supports the topic sentences with details and examples
• Shows how the subjects are alike
• Shows how the subjects are different
• Uses compare/contrast words and phrases appropriately
• Uses transitions to establish coherence between paragraphs
• Concludes by revisiting the thesis
• May include a commentary and/or personal reflection in the conclusion

Prompt:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
## Data Spreadsheet for Recording Essay Scores

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</table>

Compare/Contrast: Secondary

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WRITE Institute
Rubric for Compare/Contrast

A compare/contrast essay explains how the features of two subjects are alike and different. The writer of the essay supports a clear thesis statement and topic sentences with details and examples. Typically, writers organize the essay using one of four organizational frameworks for comparison/contrast: by similarities and difference, subject-by-subject, feature-by-feature, or compare/contrast/connect.

Scoring Range
Each category is worth 0-6 points.

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<tr>
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<td>minimal evidence of proficiency</td>
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<tr>
<td>2</td>
<td>some evidence of proficiency, but weak</td>
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<td>exceeding expectations</td>
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Directions: Total points and divide by 10 to yield a score of 0-6.

CONTENT & ORGANIZATION

____ The thesis statement clearly identifies the subjects to be compared and contrasted.
____ The thesis statement is supported by topic sentences.
____ The topic sentences are supported by details and examples.
____ The writer clearly communicates how the subjects are alike.
____ The writer clearly communicates how the subjects are different.
____ The writer uses compare/contrast words and phrases appropriately.
____ The writer uses transitions to establish coherence between paragraphs.
____ The conclusion revisits the thesis and may also provide a commentary and/or a personal reflection.
____ The essay is organized logically.
____ The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.

____ Total (divided by 10) = ________ Score
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition/Explanation</th>
<th>Example</th>
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<td>Thesis</td>
<td>The central idea in a piece of writing; a proposition maintained by argument</td>
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</tr>
<tr>
<td>Main Idea</td>
<td>Important information that tells the overall idea of a text</td>
<td></td>
</tr>
<tr>
<td>Topic Sentence</td>
<td>Provides the main idea of the paragraph</td>
<td></td>
</tr>
<tr>
<td>Details</td>
<td>Individual parts or items</td>
<td></td>
</tr>
<tr>
<td>Alike</td>
<td>Similar</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Different</td>
<td>Dissimilar</td>
<td></td>
</tr>
<tr>
<td>Paraphrase</td>
<td>A restatement of a text or passage, giving meaning in another form; to re-word</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>Words or phrases that connect ideas</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>The end or final part</td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td>To show similarities</td>
<td></td>
</tr>
<tr>
<td>Contrast</td>
<td>To show differences</td>
<td></td>
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</tbody>
</table>
Genre Vocabulary
Comparison/Contrast Essay

Introduction

Body of Essay

Conclusion

Thesis Statement

Subjects

Topic Sentence

(paragraph)
Compare

Contrast

Similar

Different

Conjunction

and, or, but

Transition
Compare/Contrast: Secondary

Identify

Features

Brainstorm

Categorize

<table>
<thead>
<tr>
<th>fruits</th>
<th>vegetables</th>
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</thead>
<tbody>
<tr>
<td>apple</td>
<td>carrot</td>
</tr>
<tr>
<td>lemon</td>
<td>red pepper</td>
</tr>
</tbody>
</table>

Explain

Organize
Windowpane for ______________________________
Windowpane for Compare/Contrast

[Diagram showing various symbols and illustrations for comparison and contrast]
Windowpane Script for Compare/Contrast Essay

1. The thesis identifies the subjects.
2. The thesis is supported by topic sentences.
3. The topic sentences are supported by facts and details.
4. The writer communicates how the subjects are alike and different.
5. The writer uses compare/contrast transitions between paragraphs.
6. The conclusion revisits the thesis and may include commentary or reflection.