

Writing a Compare/Contrast Essay

<http://www.readwritethink.org/files/resources/interactives/compcontrast/map.html>

- A **comparison** essay notes either *similarities*, or *similarities* and *differences*.
- A contrast essay notes only *differences*.
- The comparison or contrast should make a point or serve a purpose. Often such essays do one of the following:
 - **Clarify** something unknown or not well understood.
 - Lead to a fresh **insight** or new way of viewing something.
 - Bring one or both of the subjects into sharper **focus**.
 - Show that one subject is **better** than the other.
- The **thesis** can present the subjects and indicate whether they will be compared, contrasted, or both.
- The **same points** should be discussed for both subject; it is not necessary, however to give both subjects the same degree of development.
- Some common **organizational** structures include:
 - Block method- subject by subject
 - Point by point
 - Comparisons followed by contrasts
- Use detailed topic sentences and the following connecting words to make the relationship between your subjects clear to your reader:

Connectors That Show Comparison (Similarities)

- | | | |
|---------------|-------------------|--------------------|
| • In addition | • Correspondingly | • Compared to |
| • Similarly | • Just as | • As well as |
| • Likewise | • Same as | • At the same time |

Connectors That Show contrast (Differences)

- | | | |
|---------------|-------------------|---------------------|
| • However | • On the contrary | • On the other hand |
| • Even though | • In contrast | • Although |
| • Unlike | • Conversely | • meanwhile |

Purpose: to write a comparing and contrasting characters essay using "The Finish of Patsy Barnes" and "The Drummer Boy of Shiloh."

Task:

1. Read both each story and consider how the characters are affected by their historical and cultural worlds.
2. After reading the stories, compare how the settings and events have led to changes in the characters.
3. As you read: **(40 points) pages 34/36**
 - a. Identify specific lines of dialogue and specific events that reveal character (use the All-in-One Wordbook page 34)
 - b. Compare characters (use the All-in-One Wordbook page 36)
4. Organize your thoughts by using the **Block method: (46 points)**
 - a. Present all the details about one aspect first, and then present all the details about the next aspect.
 - b. Outline you essay
 - c. Introduce the text by including the title, author and genre with background on what the text was about
5. Draft your essay: skip lines on the draft
6. Review and Edit using peer review
7. Self -Assessment-create your own rubric to self- score yourself. Use the rubrics previously given to develop your own with the criteria given for this writing assignment. **(2 points)**
8. Publish using Microsoft Word final essay. **(12 point: 4-Reading Comp, 4-Organization, 4-Conventions)**

Block Method Structure Organization

In the Block Method, each paragraph addresses **ONE TOPIC ONLY** from your pair of topics and includes the **SHARED ASPECTS** you have chosen to *Compare* to topic 2. Use the following chart to organize your ideas for your essay.

Block Method	My Essay
<p>Introduction: (8 points)</p> <ul style="list-style-type: none"> • Hook • Intro topic • Specific topic • Thesis 	<hr/> <hr/> <hr/> <hr/>
<p>Topic 1 (20 points)</p> <ul style="list-style-type: none"> • Aspect 1 <ul style="list-style-type: none"> ○ Detail w/cite ○ Detail w/cite • Aspect 2 <ul style="list-style-type: none"> ○ Detail w/cite ○ Detail w/cite • Aspect 3 <ul style="list-style-type: none"> ○ Detail w/cite ○ Detail w/cite <p>Transition</p>	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Topic 2 (20 points)</p> <ul style="list-style-type: none"> • Aspect 1 <ul style="list-style-type: none"> ○ Detail w/cite ○ Detail w/cite • Aspect 2 <ul style="list-style-type: none"> ○ Detail w/cite ○ Detail w/cite • Aspect 3 <ul style="list-style-type: none"> ○ Detail w/cite ○ Detail w/cite <p>Transition</p>	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Conclusion (8 points)</p> <ul style="list-style-type: none"> • Restate Thesis • Summary of main points • Significance or final thoughts 	

Reading Comprehension Rubric: 4 points

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
CCSS: RI.8.1, RL.8.1	<p>Response provides</p> <ul style="list-style-type: none"> - accurate analysis of what text says * explicitly/inferentially * cites convincing textual evidence to support the analysis, * showing full comprehension of complex ideas expressed in the text(s). 	<p>Response provides</p> <ul style="list-style-type: none"> - accurate analysis of what the text says * explicitly/inferentially * cites textual evidence to support the analysis, * showing extensive comprehension of ideas expressed in the text(s). 	<p>Response provides</p> <ul style="list-style-type: none"> - mostly accurate analysis of what the text says * explicitly/inferentially * cited textual evidence, * shows a basic comprehension of ideas expressed in the text(s). 	<p>Response provides</p> <ul style="list-style-type: none"> - minimally accurate analysis of what the text says * cited textual evidence, * shows limited comprehension of ideas expressed in the text(s). 	<p>Response provides</p> <ul style="list-style-type: none"> - inaccurate analysis or no analysis of the text, * showing little to no comprehension of ideas expressed in the text(s).
Use of the passage and development	<ul style="list-style-type: none"> • includes ample, well-chosen evidence from the passage to support central idea • Evidence and ideas are developed thoroughly. • Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> • includes sufficient and appropriate evidence from the passage to support central idea • Evidence and ideas are developed adequately (may be uneven). • Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> • includes insufficient or no evidence from the passage. OR only summarizes or paraphrases passage information • Evidence and ideas are not developed adequately (list-like). • Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> • includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage • minimal/no development • Information is irrelevant, inaccurate, minimal, confusing. 	

Writing Written Expression Organization Rubric: 4 points

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
CCSS: W.8.1C, E, W.8.2 C, W.8.3, C	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates purposeful coherence, clarity, and cohesion - includes a strong introduction/conclusion, logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. 	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates a great deal of coherence, clarity, and cohesion -includes introduction/conclusion, logical progression of ideas, making it fairly easy to follow the writer's progression of ideas. 	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates some coherence, clarity, and/or cohesion -includes introduction/conclusion, logically grouped ideas, making the writer's progression of ideas usually discernible but not obvious. 	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates limited coherence, clarity, and/or cohesion -making the writer's progression of ideas somewhat unclear. 	<p>Response provides</p> <ul style="list-style-type: none"> -a lack of coherence, clarity and cohesion.
Organization	<ul style="list-style-type: none"> • Evidence of planning and logical order allows reader to easily move through the composition. • Clear beginning, middle, and ending contribute sense of wholeness. • effective transitions 	<ul style="list-style-type: none"> • Logical order allows reader to move through the composition. • has a beginning and an ending • transitions 	<ul style="list-style-type: none"> • attempt at organization • digressions, repetition • weak beginning and ending • may lack transitions 	<ul style="list-style-type: none"> • random order • no beginning or ending • difficult for the reader to move through the response 	<p>Organization</p>

Writing Knowledge of Language and Conventions Rubric: 4 points

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
CCSS: L.8.2	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates command of the conventions of standard English consistent with effectively edited writing. - few minor errors in grammar and usage, meaning is clear throughout the response. 	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates command of the conventions of standard English consistent with edited writing. - few distracting errors in grammar and usage, but meaning is clear. 	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates inconsistent command of the conventions of standard English. - few patterns of errors in grammar and usage that may occasionally impede understanding. 	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates limited command of the conventions of standard English. - multiple errors in grammar and usage demonstrating minimal control over language. - multiple distracting errors in grammar and usage that sometimes impede understanding. 	<p>Response provides</p> <ul style="list-style-type: none"> -demonstrates little to no command of the conventions of standard English. - frequent and varied errors in grammar and usage, demonstrating little or no control over language. - frequent distracting errors in grammar and usage that often impede understanding.
SENTENCE FLUENCY	<ul style="list-style-type: none"> • fluid, very easy to follow, because of variety in length, structure, and beginnings 	<ul style="list-style-type: none"> • generally varied in length and structure • Most sentences have varied beginnings. 	<ul style="list-style-type: none"> • little or no variety in length and structure • Awkward sentences may affect the fluidity of the reading. • same beginnings 	<ul style="list-style-type: none"> • simple sentences • no variety • Construction makes the response difficult to read. 	
Spelling	<ul style="list-style-type: none"> - No spelling errors. - Has used a wide vocabulary throughout. 	<ul style="list-style-type: none"> - spelling (1-2) errors, but not of the type to make meaning obscure, and not of basic or common words. - error may be the result of the writer taking risks and trying new vocabulary. OR - it may be a common error that is not always recognized as such (for example "thru" for "through"). 	<ul style="list-style-type: none"> - Few minor (3-5) spelling errors but not enough to harm the writer's ethos seriously or impede the reader's comprehension. 	<ul style="list-style-type: none"> - Major misspelling of important or common words, Or - a number of minor errors which interfere with easy reading or comprehension. - has used a limited vocabulary 	
Grammar	<ul style="list-style-type: none"> - Punctuation and grammar are appropriate to the audience and genre and in fact enhance the style. - conform to the conventions for edited American English. Or - if they do not, the reason is rhetorical and stylistic. - Errors may occur but are few (1-2) and do not markedly distract the reader. 	<ul style="list-style-type: none"> - Punctuation and grammar are appropriate to the audience and genre. - conforms to the conventions for edited American English. - Errors may occur but are few (3-4) and do not markedly distract the reader. 	<ul style="list-style-type: none"> - Punctuation and grammar errors may occur but are few (5-6) occasionally distract the reader and cause less fluency, they do not detract from comprehension. 	<ul style="list-style-type: none"> - Errors occur frequently (7+) and mar the writer's ethos and the reader's comprehension. - Reading is frequently interrupted by error. The writer has not proofread. 	
Usage	<ul style="list-style-type: none"> - Usage is in accordance with edited American English and sounds right for the audience. - No inappropriate use of slang or jargon. - Words and expressions seem carefully selected for the genre and audience. 	<ul style="list-style-type: none"> - Usage is in accordance with edited American English and sounds right for the audience and genre. - few clichés included, but they are used correctly. 	<ul style="list-style-type: none"> - Usage is sometimes wrong, or too formal or informal for the audience and genre, but this does not impede comprehension. 	<ul style="list-style-type: none"> - Improper usage and errors in usage are frequent and mar the writer's ethos and the reader's comprehension. 	