



WRITE
INSTITUTE

WRITING REFORM and INNOVATION for TEACHING EXCELLENCE

Unit for Compare/Contrast Writing Grades 9-12

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



SAN DIEGO COUNTY
OFFICE OF EDUCATION

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 Instructional Components

Planning Instruction	Understanding Genre Criteria	
Activity Explanations Genre/Standards Correlation Instructional Components Instructional Plan Rubric Curriculum Correlation Teacher Notes	Clipboard Clouds Did I? Inter-Rater Chart Peer-Editing Clock Prompt Results Chart Rubric	Student Scoring Guide Vocabulary Windowpane

Searching for Evidence
Supporting the Main Idea

Acquiring Genre Literacy

<p>About The Genre: Introducing the Writing Style</p> <p>Academic Oral Language: Frames Genre Language Patterns</p> <p>Building on Background: Comparing and Contrasting My Friend and Me I am Just Like... Comparing and Contrasting in Our Lives</p> <p>Grammar & Vocabulary: Adjectives and Adverbs Compar and Contrast Paired Conjunctions Transitions</p> <p>MGR: Grammar & Vocabulary <i>Complex Sentences</i> <i>Conjunctions</i> <i>Transitions</i> <i>Vocabulary Notebook</i></p>	<p>Modeled Writing: Student Sample Teacher Sample</p> <p>Organizers & Outlines: Big Picture Brainstorming Features Compare, Contrast, Connect Identifying Features Identifying Similarities and Differences Outlines Venn Diagrams</p> <p>Summarizing a Topic: <i>See the Response to Text Summary</i> <i>Unit</i></p>	<p>MGR:Text Connections Catchers and Cubes: <i>Bloom's Cube</i> <i>Expository Catcher</i> <i>Response to Text Cube</i> <i>Summary Cube</i></p> <p>Critical Questioning: <i>Name/Reflect/Act</i> <i>Reciprocal Teaching</i> <i>Socratic Seminars</i></p> <p>Main Idea: <i>Annotating Text</i> <i>Cornell Notes</i> <i>Isolating the Main Idea</i> <i>Six W's*</i> <i>Summary Posters</i> <i>Summary Puzzle*</i> <i>Thesis Statement</i> <i>Topic Sentence</i></p> <p>Paraphrasing: <i>In My Own Words</i> <i>Plagiarism</i> <i>Posters</i> <i>Q-P-S</i> <i>Quoting</i></p> <p>Readers Response: <i>Double Entry Journal</i> <i>Golden Lines</i> <i>Making Connections</i> <i>Reader's Response Journal</i></p>
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*Denotes Emerging ELD Proficiency Level

Instructional Plan for Compare/Contrast Writing

Note: All documents are located in the **Compare/Contrast Folder**, except for items in the **Multi-Genre Resources Folder** (marked "MGR")

<p style="text-align: center;">Introducing the Genre (Teacher-Guided)</p> <p> Understanding Genre Criteria</p> <ul style="list-style-type: none"> • Clouds • Windowpane • Genre Vocabulary • Compare/Contrast Rubric • Four Frameworks <p> Acquiring Genre Literacy</p> <ul style="list-style-type: none"> • Building on Background activities (1-3) <p> Multi-Genre Resources</p> <ul style="list-style-type: none"> • Jackdaw • Journaling • Vocabulary Notebook 	<p style="text-align: center;">Unpacking the Genre (Teacher-Guided)</p> <p> Acquiring Genre Literacy</p> <ul style="list-style-type: none"> • 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 <p> Understanding Genre Criteria</p> <ul style="list-style-type: none"> • Inter-rater Chart • Peer-Editing Clock <p> Multi-Genre Resources</p> <ul style="list-style-type: none"> • Text Connections 	<p style="text-align: center;">Collaborating on Writing (Student-Guided)</p> <p> Acquiring Genre Literacy</p> <ul style="list-style-type: none"> • Language Frames <p> Multi-Genre Resources</p> <ul style="list-style-type: none"> • Summary Writing • Pictograph • Catchers, Cubes & Maps • Reciprocal Teaching • Critical Questioning • Journaling <p> <i>Things to consider:</i></p> <ul style="list-style-type: none"> • Time • Technology
<p style="text-align: center;">Organizing the Essay (Student-guided)</p> <p> Understanding Genre Criteria</p> <ul style="list-style-type: none"> • Clipboard • Prompt • Did I? <p> Acquiring Genre Literacy</p> <ul style="list-style-type: none"> • Language Frames • Organizers <p> Multi-Genre Resources</p> <ul style="list-style-type: none"> • Write rough drafts <p> <i>Things to consider:</i></p> <ul style="list-style-type: none"> • Access to Computers 	<p style="text-align: center;">Editing & Revising (Student-guided)</p> <p> Multi-Genre Resources</p> <ul style="list-style-type: none"> • Editing and Revising • Writing Conferences • Grammar Mini-lessons <p> <i>Things to consider:</i></p> <ul style="list-style-type: none"> • Access to Computers • Use of Music 	<p style="text-align: center;">Publishing (Student-guided)</p> <p> Acquiring Genre Literacy</p> <ul style="list-style-type: none"> • Language Frames • Organizers <p> Multi-Genre Resources</p> <ul style="list-style-type: none"> • Publishing/Presentation • Journaling <p> <i>Things to consider:</i></p> <ul style="list-style-type: none"> • Technology • Web 2.0 Tools

- Use of Music

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.

Introducing the Writing Style



Compare/Contrast Essay

Also called...

- Comparative Analysis

A Brief Definition:

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



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 because _____.
alike

[] 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** [] .

Genre Language Patterns

Compare/Contrast Essay Sample Frames

Emerging/Enhancing
The thesis statement clearly identifies the subjects to be compared.
<p>_____ and _____ are [similar, the same, alike].</p> <p>_____ and _____ are [similar, the same, alike] because _____.</p> <p>_____ and _____ are [similar, the same, alike] because they both _____.</p>
The writer clearly communicates how the subjects are alike.
<p>_____ and _____ both have _____.</p> <p>Both _____ and _____ are _____.</p> <p>_____ is [like, similar to] _____ because _____.</p> <p>_____ and _____ have _____ in common.</p> <p>_____ is _____. [Similarly, In the same way, Likewise,] _____ is _____.</p> <p>_____ is as _____ as _____.</p>
The writer clearly communicates how the subjects are different.
<p>_____ and _____ are different because _____.</p> <p>_____ is [unlike, different than] _____ because _____.</p> <p>_____ is not as _____ as _____.</p> <p>_____ is [more, less] _____ than _____.</p> <p>_____ is [bigger, smaller, etc.] than _____.</p> <p>_____ is _____; however, _____ is _____.</p> <p>_____ is _____, but _____ is _____.</p> <p>Although _____ [verb] _____, _____ [verb] _____.</p> <p>In contrast to _____, _____ is _____.</p>



I am just like...



I am _____ just like _____ ;
therefore, I _____ .

I am _____ just like _____ ;
therefore, I _____ .

I am _____ just like _____ ;
therefore, I _____ .

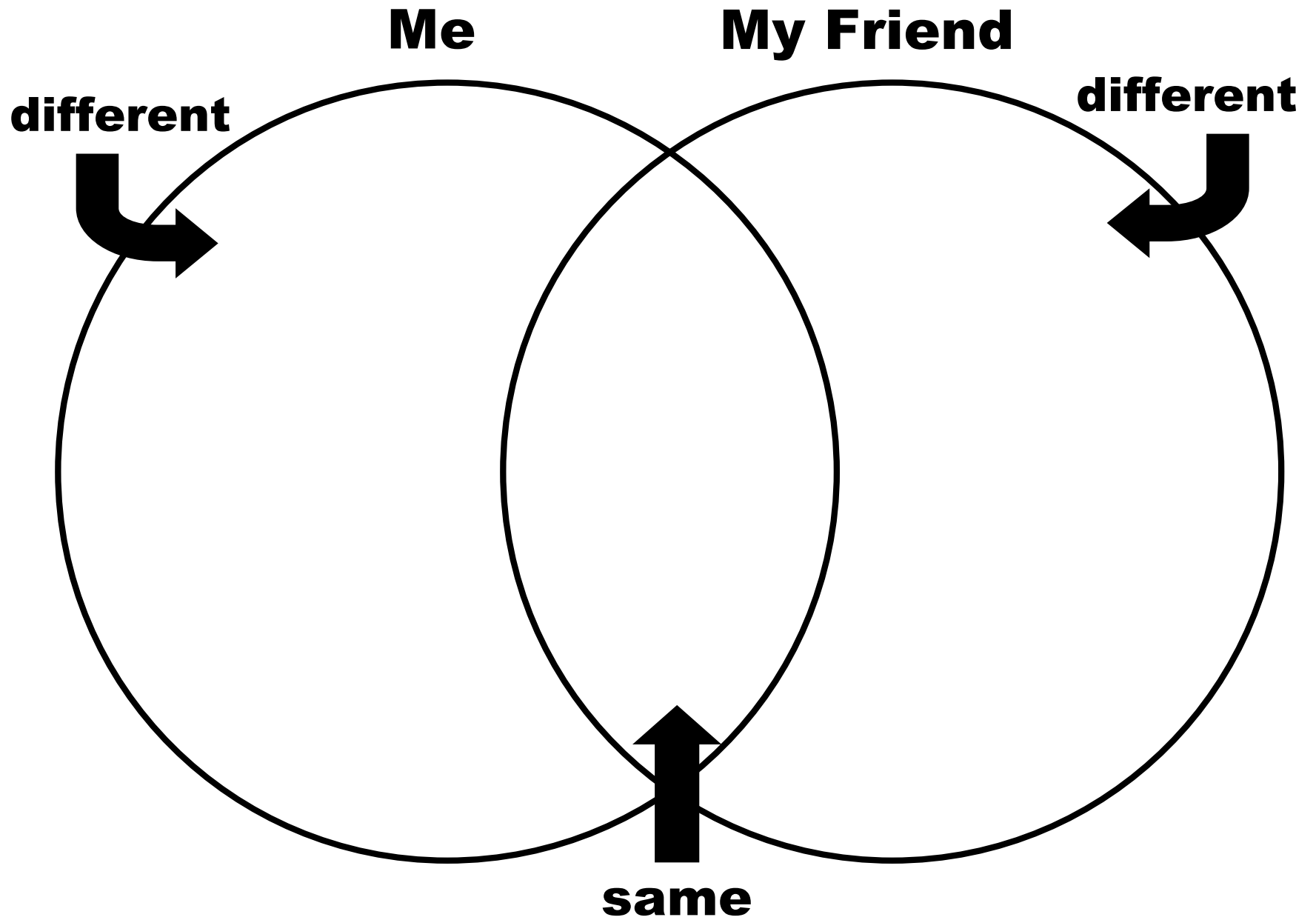
I am _____ unlike _____ ;
therefore, I _____ .

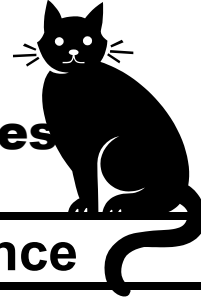
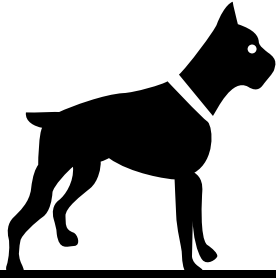
I am _____ unlike _____ ;
therefore, I _____ .

I am _____ unlike _____ ;
therefore, I _____ .



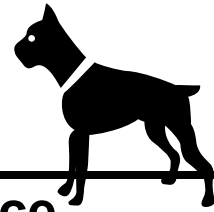
**Comparing
and
Contrasting
in
Our Lives**





Expressing Similarities and Differences

Similarity	Difference
Adjectives	
<p>Those dogs are the same.</p> <p>These cats are alike.</p> <p>The two dogs are similar.</p> <p>Dogs and cats are groomed similarly.</p> <p>This dog is like that dog.</p>	<p>Dogs and cats are different.</p> <p>These dogs are unlike.</p> <p>The two cats are dissimilar.</p> <p>Dogs and cats jump differently.</p> <p>This cat is unlike that cat</p>
Adjective Phrases	
<p>Dogs, like cats, often get fleas.</p> <p>This dog is as large as that dog.</p> <p>This cat is the same breed as that cat.</p> <p>This dog and the other dog are the same.</p> <p>This cat is similar to that cat.</p> <p>Both this dog and that one are aggressive.</p> <p>Neither this cat, nor that one is friendly.</p> <p>Cats and dogs are more similar to each other than hamsters are to fish.</p>	<p>Cats, unlike dogs, can climb trees.</p> <p>This dog is not as gentle as that dog.</p> <p>This cat is more beautiful than that cat.</p> <p>Cats climb trees, unlike dogs.</p> <p>This cat is different from that cat.</p> <p>This dog is more like a wolf than that dog.</p> <p>Her cat, in contrast to this one, is long-haired.</p> <p>His dog is aggressive, in contrast to my dog, which is friendly.</p>



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

Comparative Adjectives	
Adjective + -er	More/Less + Adjective
<p>This dog is smaller than that one.</p> <p>That cat is fatter than all the others.</p>	<p>This cat is more beautiful than that one.</p> <p>That dog is less active than than most.</p>
Comparative Adverbs	
Adverb + -er	More/Less + Adverb
<p>This cat can jump higher than that one.</p> <p>That dog runs slower than this one.</p>	<p>Big dogs tend to bark more loudly than small dogs.</p> <p>Dogs usually groom themselves less often than cats.</p>

Compare/Contrast Vocabulary	
Comparing ○ — ○	Contrasting ○ ≠ △

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

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

Compare	Contrast
also	in contrast (to)
both	but
like	however
same	contrary to
comparable (to)	on the other hand
similar (to)	different (from)
as	unlike
likewise	yet
rather	besides



Pairing Up for Compare/Contrast



either . . . or

neither . . . nor

whether . . . or

both . . . and

not only . . . but also

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

citizens	collect taxes	constitutional rights
declare war	elections	governor
interstate	intrastate	marriage laws
national	president	state

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 intrastate 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

citizens	collect taxes	constitutional rights
declare war	elections	governor
interstate	intrastate	marriage laws
national	president	state

Transitions

Name _____ Class _____ Date _____

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 **inter**state commerce, _____ state law that regulates **intra**state 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

also	in the same way
but	like
however	similar to
in contrast to	unlike

Transitions

Name _____ Class _____ Date _____

Patterns of Transition, Part 3.

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

2. federal government — taxes state government — taxes

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

Student Sample Essay for Compare/Contrast – ELD III

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!

Teacher-Modeled Sample
Compare/Contrast Essay Organized by
“Feature-by-Feature”

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!

Teacher-Modeled Sample
Compare/Contrast Essay Organized by
“**Compare/Contrast/Connect**”

Dolphins and Sharks

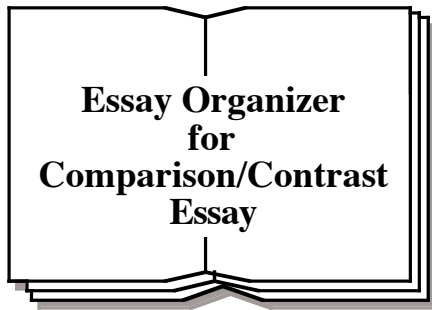
Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over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




The Big Picture

S & D

Introduction

 **Thesis Statement**


 **Introduce Both Subjects**
(1-2 sentences)

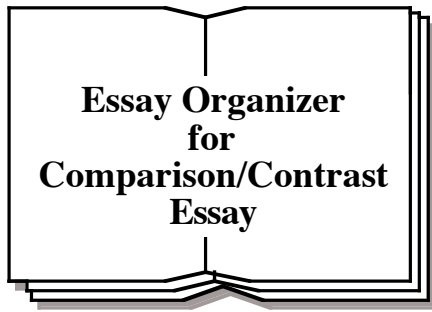
1 **Topic Sentence and Supporting Details** (Compare Subjects)

2 **Topic Sentence and Supporting Details** (Contrast Subjects)

Conclusion

 **Revisit the Thesis**


 **Commentary or Personal Reflection**
(optional)




The Big Picture

S x S

Introduction

 **Thesis Statement**


 **Introduce Both Subjects**
(1-2 sentences)

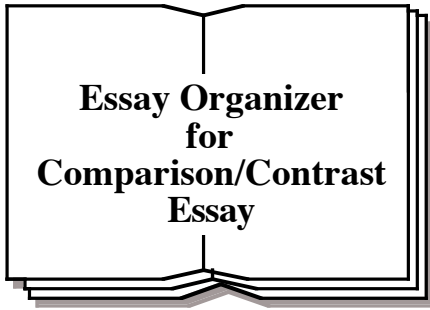
1 **Topic Sentence and Supporting Details**
(Discuss Subject 1)

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

F x F

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)

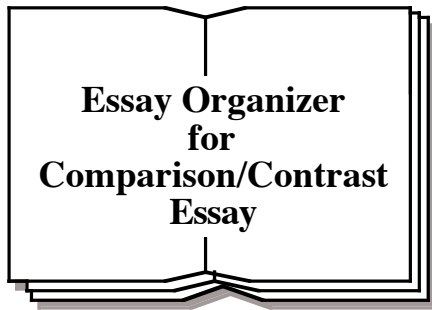
Transitional Sentence

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

Conclusion

 **Revisit the Thesis**


 **Commentary or Personal Reflection**
(optional)




The Big Picture

C3

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**

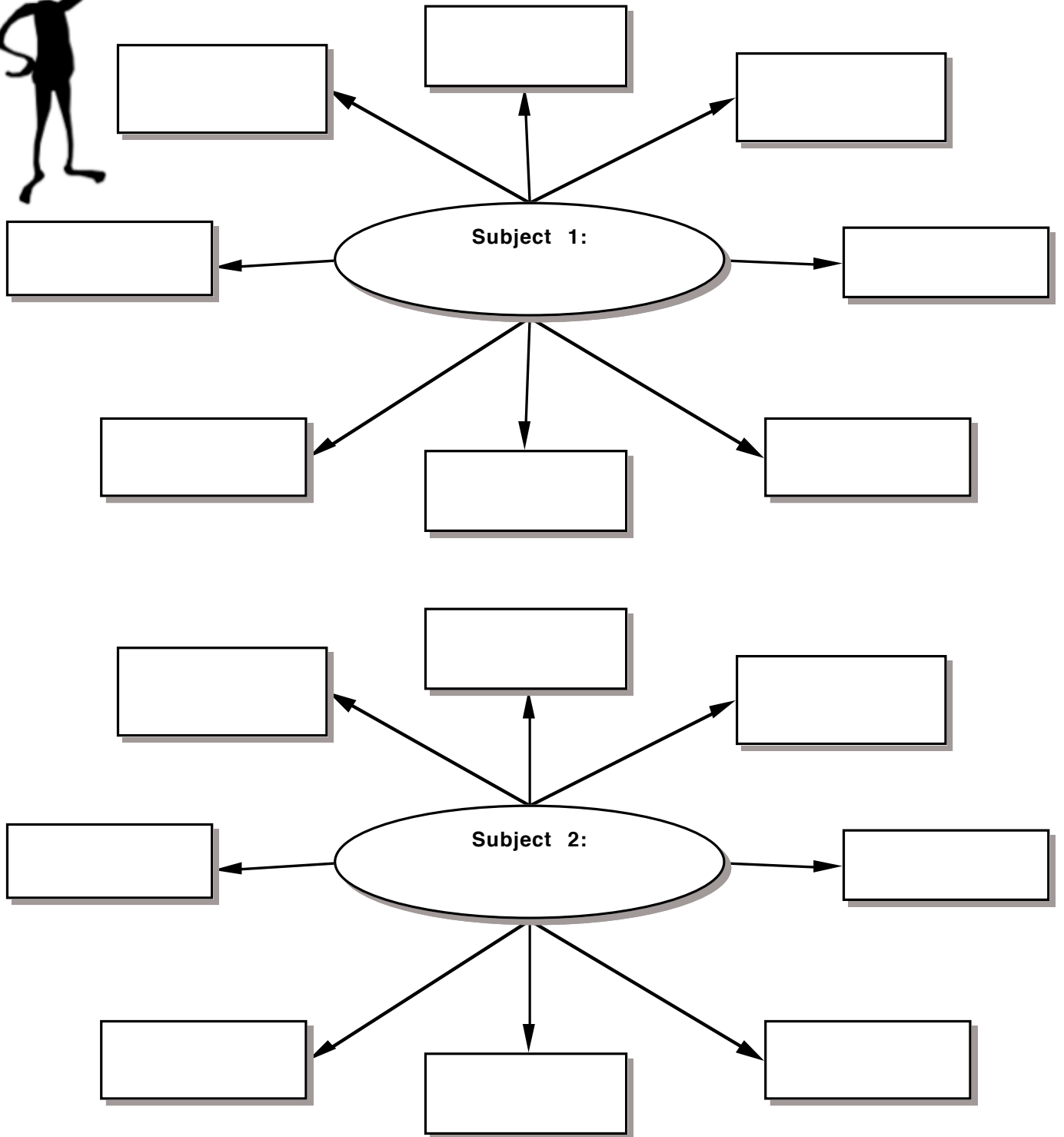
 **Commentary or Personal Reflection**

Brainstorming

Name _____ Class _____ Date _____



Brainstorming Features



Brainstorming

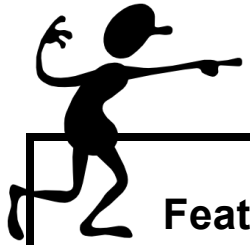
Name _____ Class _____ Date _____

☞ C³ = Compare – Contrast – Connect ☞

Compare (How alike...)	Contrast (How different...)	Connect (This reminds me of...)

Brainstorming

Name _____ Class _____ Date _____



Identifying Features to Compare/Contrast

Feature	Subject 1:	Subject 2:

Identifying Similarities and Differences

[Empty rounded rectangular box]

[Empty rounded rectangular box]

different

same

different

Outline for a Compare/Contrast Essay Organized
“By Similarities and Differences”

S & D

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): ○ = ○

Feature: _____

Feature: _____

Feature: _____

Feature: _____

Contrast Subject 1 and Subject 2 (Differences): ○ ≠ △

Feature: _____

Feature: _____

Feature: _____

Feature: _____

Outline for a Compare/Contrast Essay
“Subject-by-Subject”



Subject 1:

Feature: _____

Feature: _____

Feature: _____

Feature: _____

Subject 2:

Feature: _____

Feature: _____

Feature: _____

Feature: _____

Outline for a Compare/Contrast Essay Organized
“Feature by Feature”

F x F

- 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”



Feature:

Subject 1: _____

Subject 2: _____

Feature:

Subject 1: _____

Subject 2: _____

Feature:

Subject 1: _____

Subject 2: _____

Feature:

Subject 1: _____

Subject 2: _____

**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)**

Name _____ Date _____ Per _____

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 _____

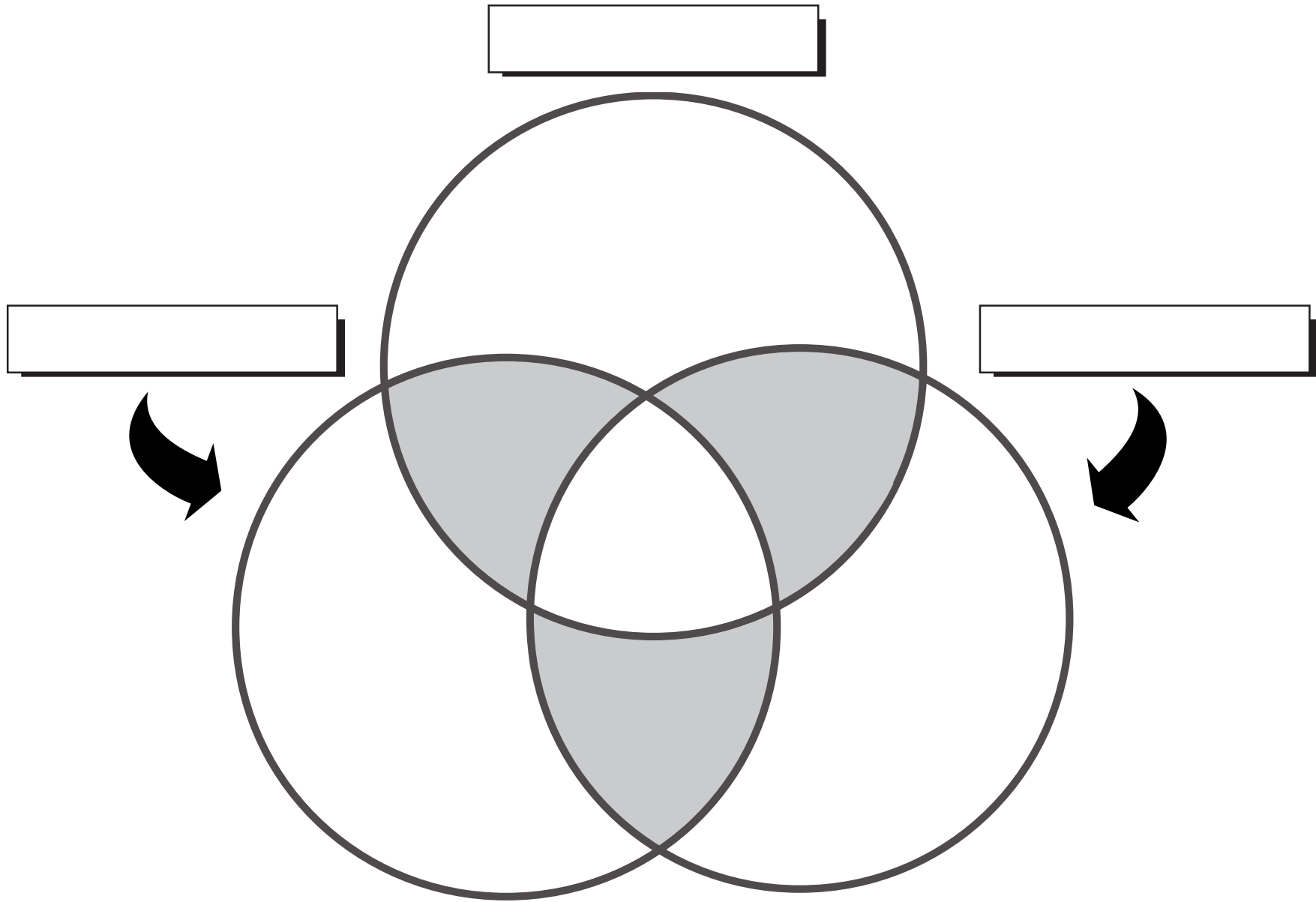
Feature/different _____

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

Subject #1 and #2:

Significance/Argument _____

Support/Evidence _____



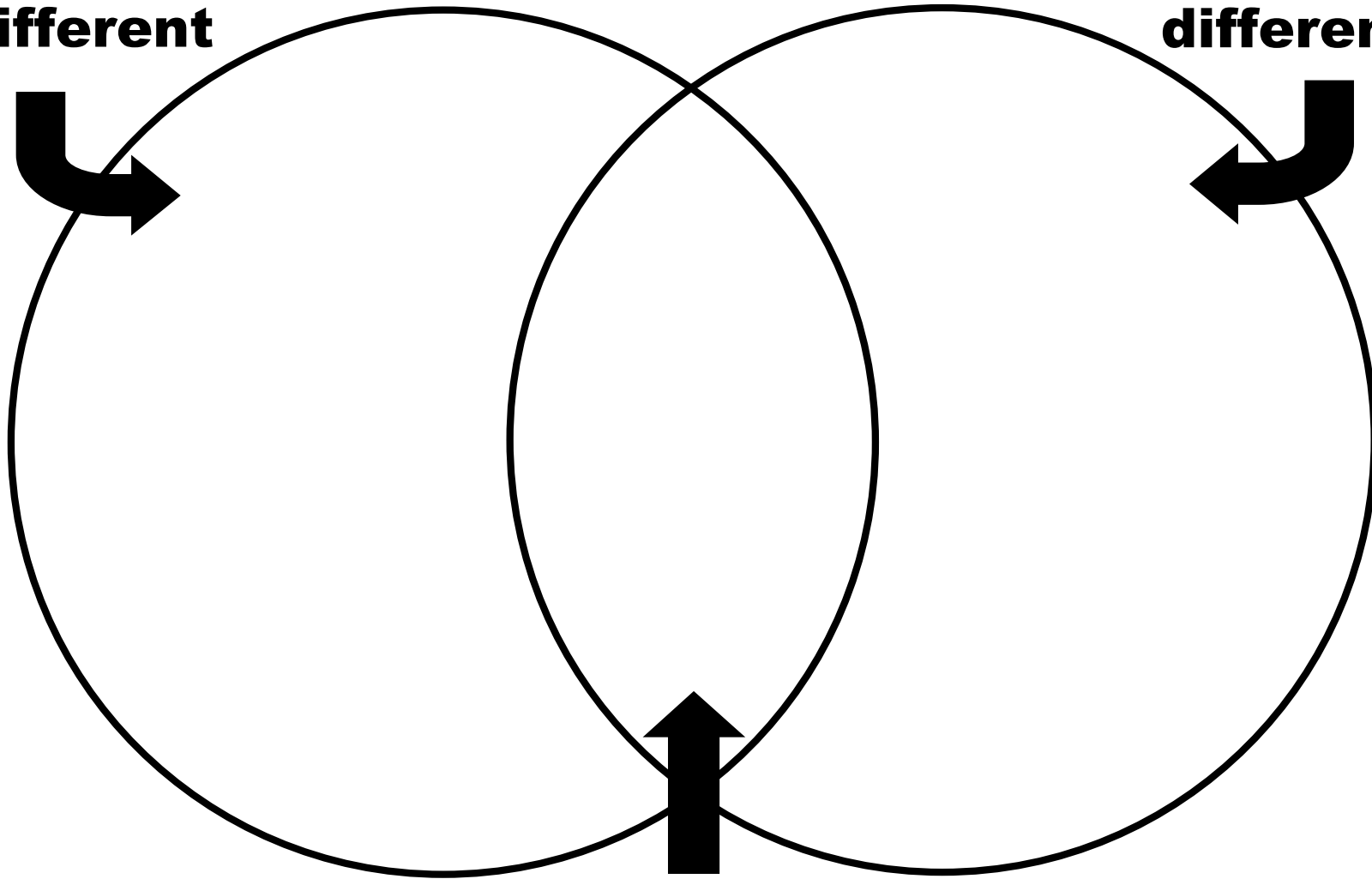
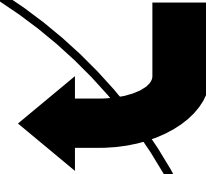
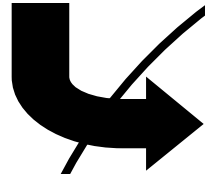
Name _____

Class _____

Date _____

different

different



same

**Clipboard for
Compare/Contrast/Connect**

Name _____
Class _____ Date _____

Essay Title:

C³

Thesis Statement

Introduction

Subjects

Subject #1:

Subject #2:

**Supporting Details
(Evidence)**

1. How criteria are alike

2. How criteria are different

**Connection between thesis and
broader concepts:**

Conclusion revisits thesis:

Compare/Contrast Writer's Clipboard

Name _____

Class _____ Date _____

Compare/Contrast
Words & Phrases

Transitions

Author

Subjects for
Compare/Contrast
Subject 1:

Subject 2:

How subjects are alike

How subjects are different

Organizational Framework:

_____ subject-by-subject

_____ feature-by-feature

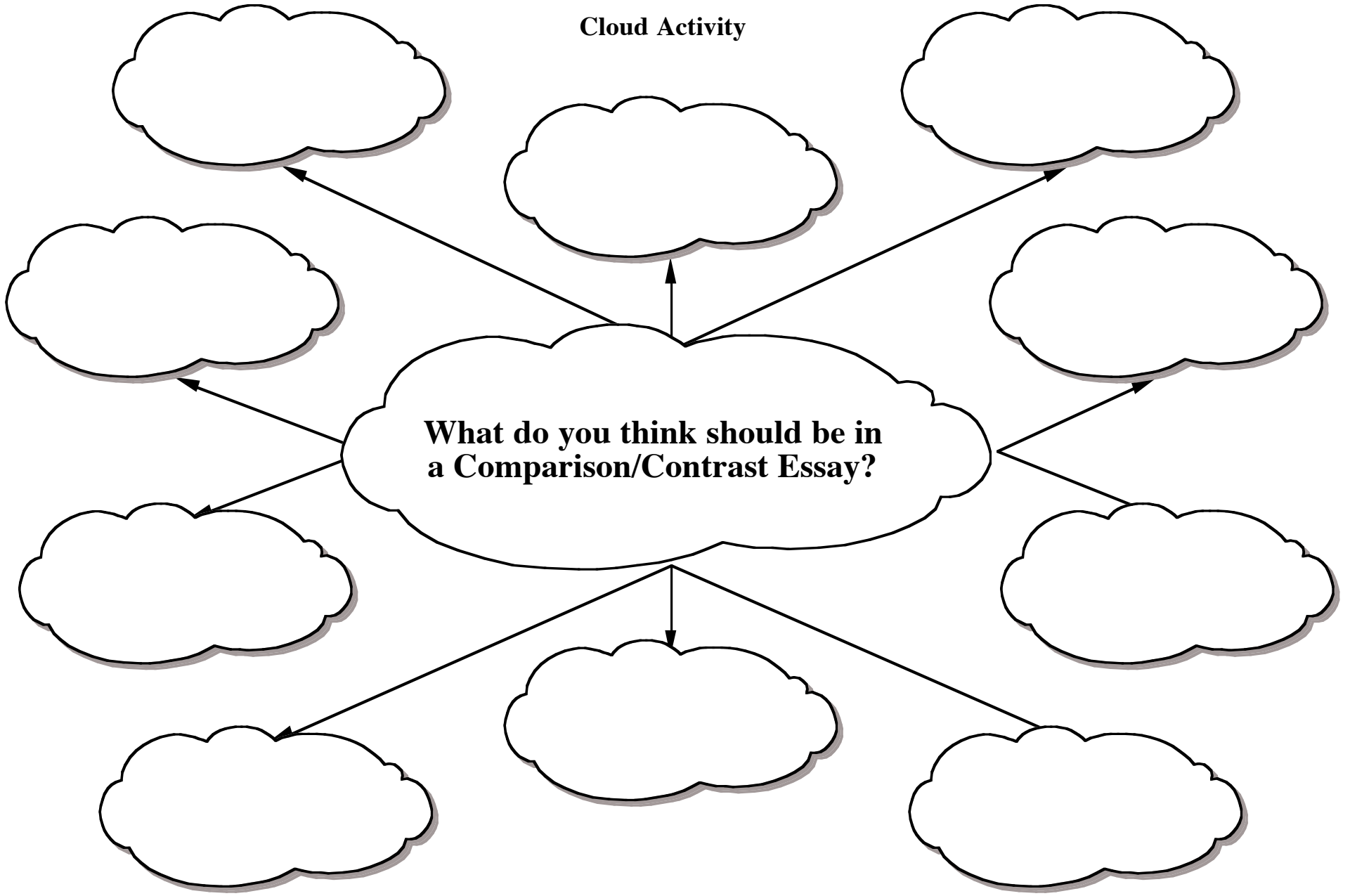
_____ by similarities and
differences

S & D
S × S
F × F

Conclusion revisits thesis:

Optional Commentary
and/or Reflection:

Cloud Activity



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

The writer clearly communicates how the subjects are alike.

The essay is organized logically.

The thesis statement is supported by topic sentences.

The writer proposes logical steps to carry out the solution.

The plot is well-structured.

The essay concludes with a resolution of the conflict.

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.

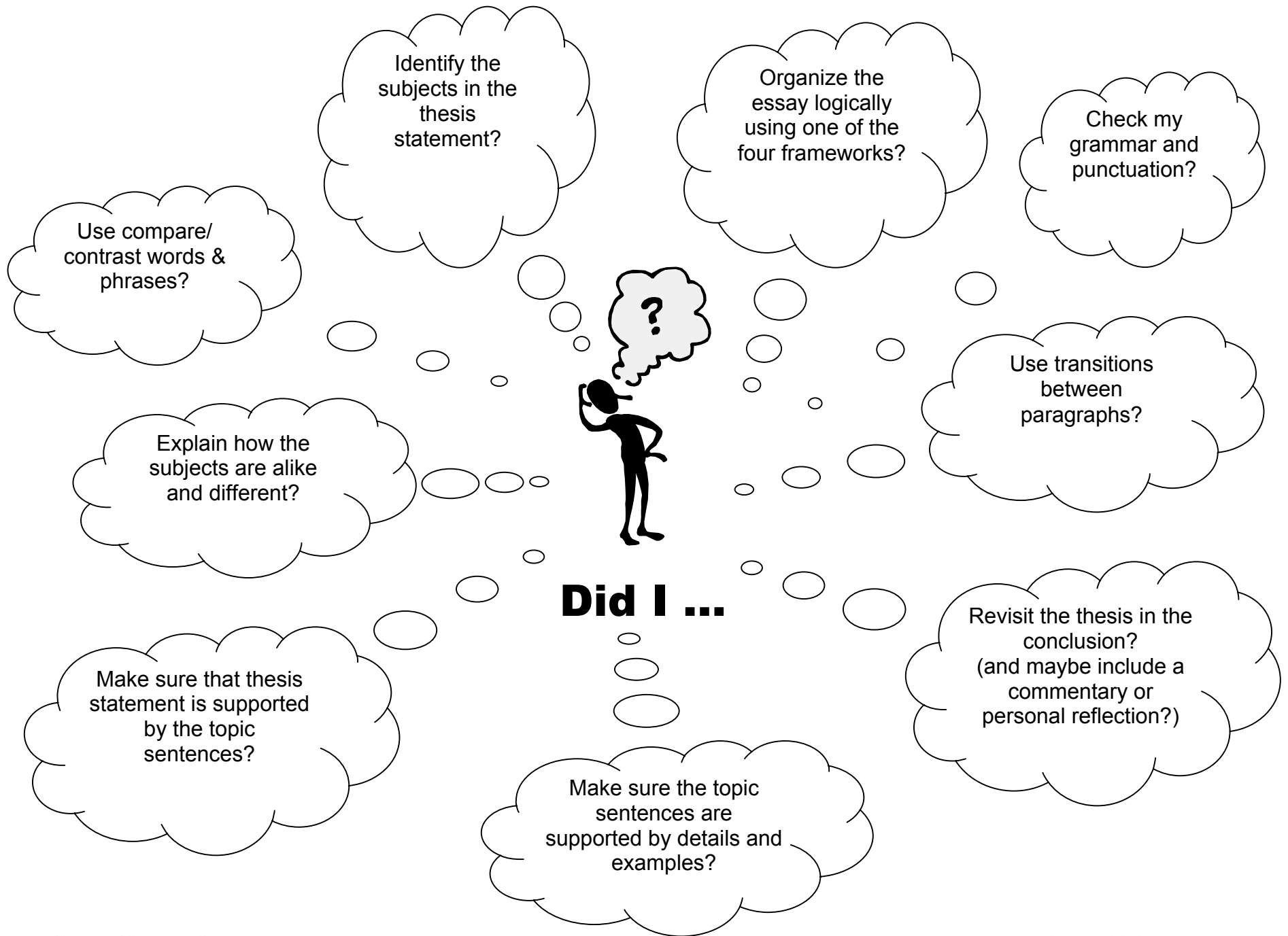
The writer uses transitions to establish coherence between paragraphs.

The thesis statement clearly identifies the two subjects to be compared and contrasted.



Understanding the Scoring Criteria for Comparison/Contrast Essay

		The Criteria	What I think it means...
Content and 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 personal reflection.	
		The essay is organized logically.	
		The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.	



Inter-Rater Reliability Matrix for Compare/Contrast

Class _____

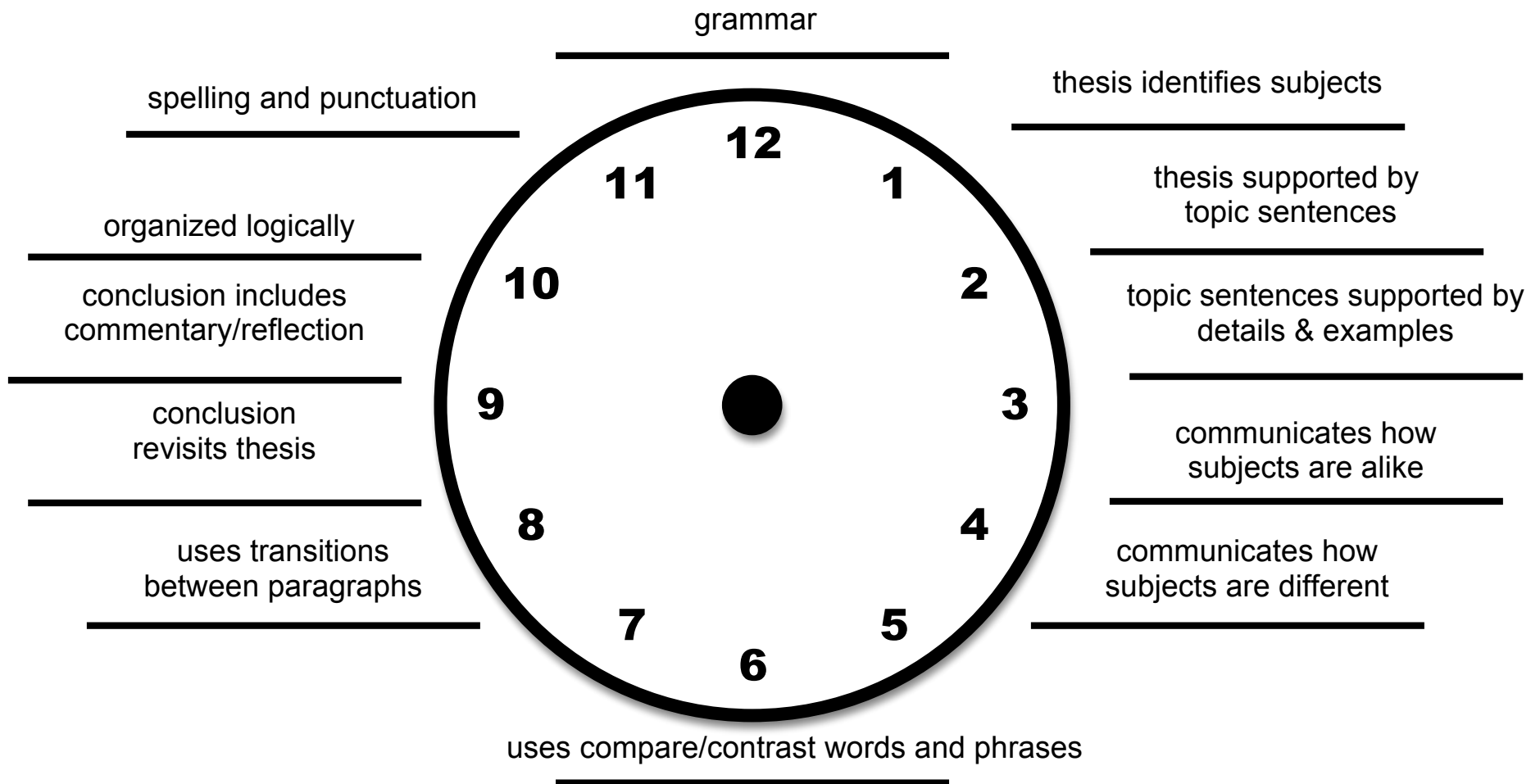
Performance Standard	Rubric Score						
	0	1	2	3	4	5	6
The thesis statement clearly identifies the subjects to be compared and contrasted.							
The thesis statement is supported by topic sentences.							
The topic sentences are supported by details and examples.							
The writer clearly communicates 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 personal reflection.							
The essay is organized logically.							
The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.							

Peer Editing Clock for Compare/Contrast Essay

Name of Author _____

Name of Editor _____

Class _____ Date _____



Writing Prompt: Compare/Contrast

Student Name

Class name and level

School

Teacher

Writing Prompt

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																
Teacher:		Class:										Genre:				
Line Number	Student Name	Student Number	Rubric Code	[Criterion 1]	[Criterion 2]	[Criterion 3]	[Criterion 4]	[Criterion 5]	[Criterion 6]	[Criterion 7]	[Criterion 8]	[Criterion 9]	[Criterion 10]	Total Score	Final Score	Input Score
Average:				2.0	3.0	2.0	4.0	3.0	2.0	1.0	4.0	3.0	1.0	25.0	2.5	
1	Doe, John	123456	III	2	3	2	4	3	2	1	4	3	1	25.0	2.5	III, 2.5
2																
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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.

0 = off topic/no evidence	4 = proficient
1 = minimal evidence of proficiency	5 = exceeding expectations
2 = some evidence of proficiency, but weak	6 = outstanding
3 = developing proficiency	

Directions: Total points and divide by 10 to yield a score of 0-6.

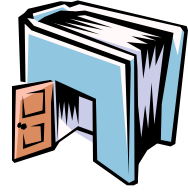
CONTENT & ORGANIZATION

- _____ 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**



Genre Vocabulary

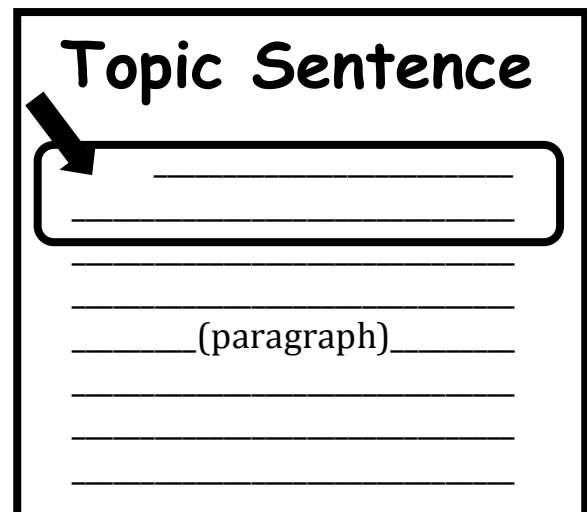
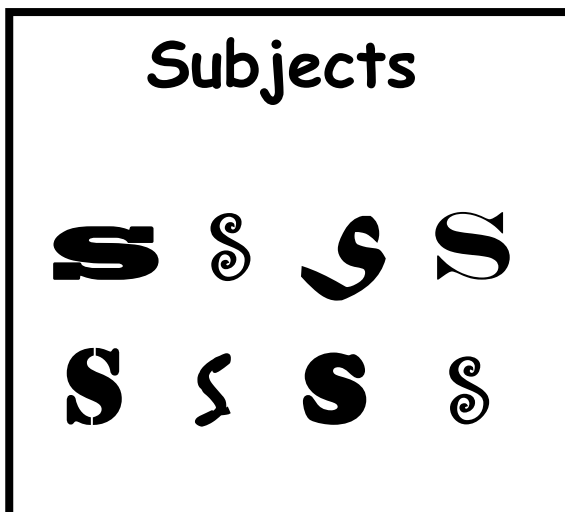
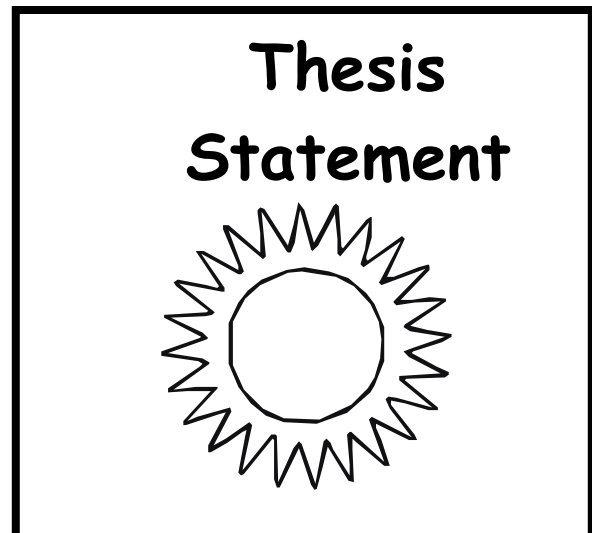
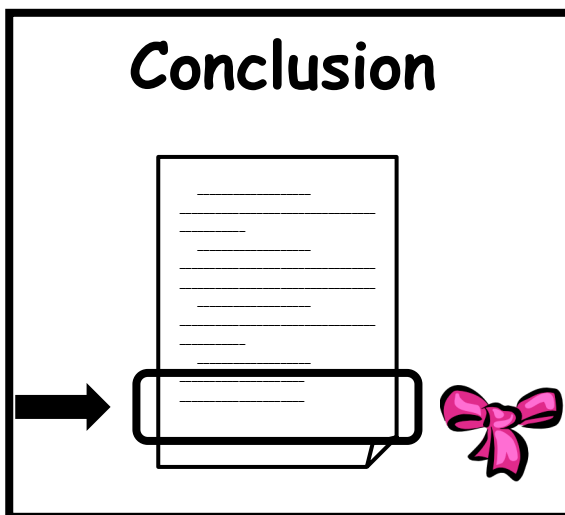
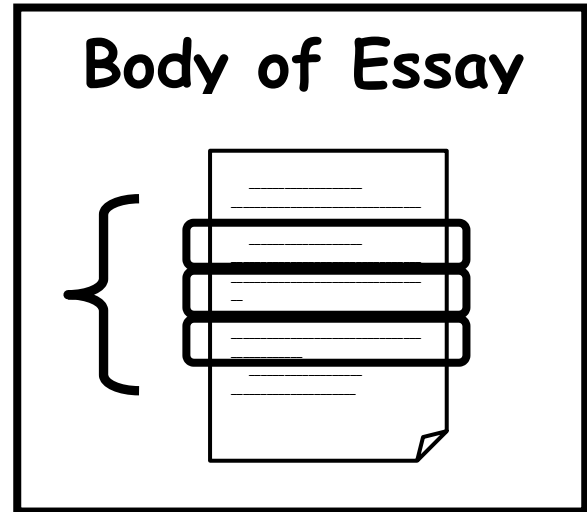
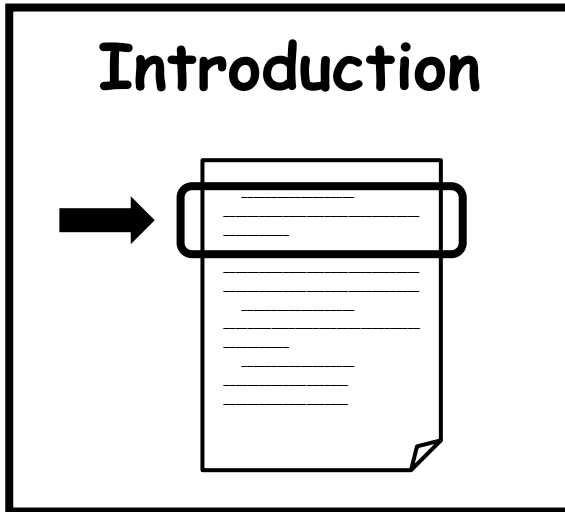


Term	Definition/Explanation	Example
Thesis	The central idea in a piece of writing; a proposition maintained by argument	
Main Idea	Important information that tells the overall idea of a text	
Topic Sentence	Provides the main idea of the paragraph	
Details	Individual parts or items	
Alike	Similar	

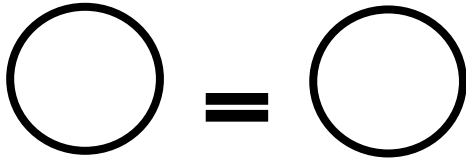
Different	Dissimilar	
Paraphrase	A restatement of a text or passage, giving meaning in another form; to re-word	
Transition	Words or phrases that connect ideas	
Conclusion	The end or final part	
Compare	To show similarities	
Contrast	To show differences	

Genre Vocabulary

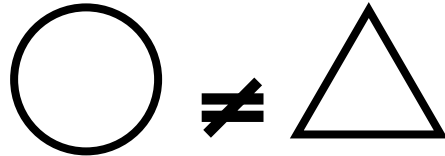
Comparison/Contrast Essay



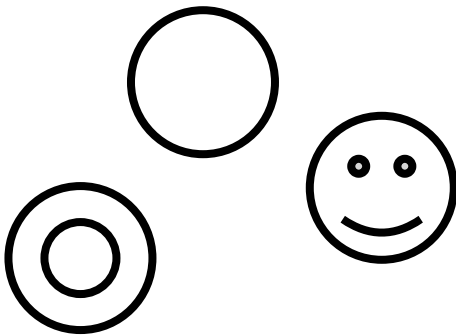
Compare



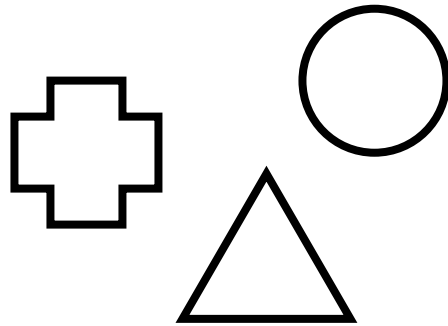
Contrast



Similar



Different

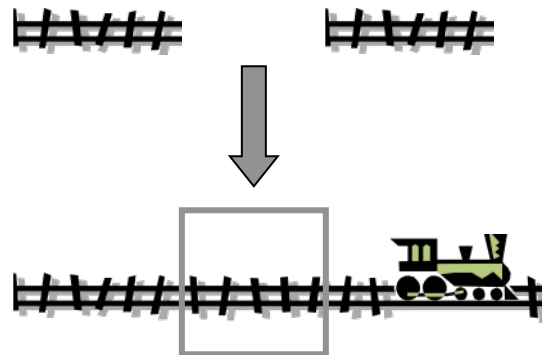


Conjunction



and, or, but

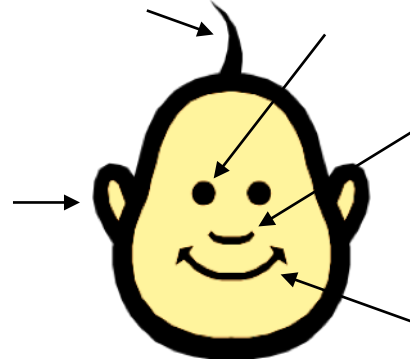
Transition



Identify



Features



Brainstorm



Categorize

fruits	vegetables

Explain



Organize



By Similarities
And Differences

S & D

Subject
By Subject

S x S

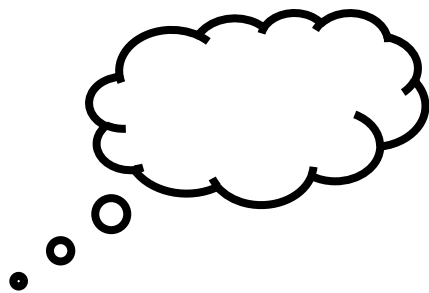
Feature
By Feature

F x F

Compare,
Contrast,
Connect

C³

Reflection

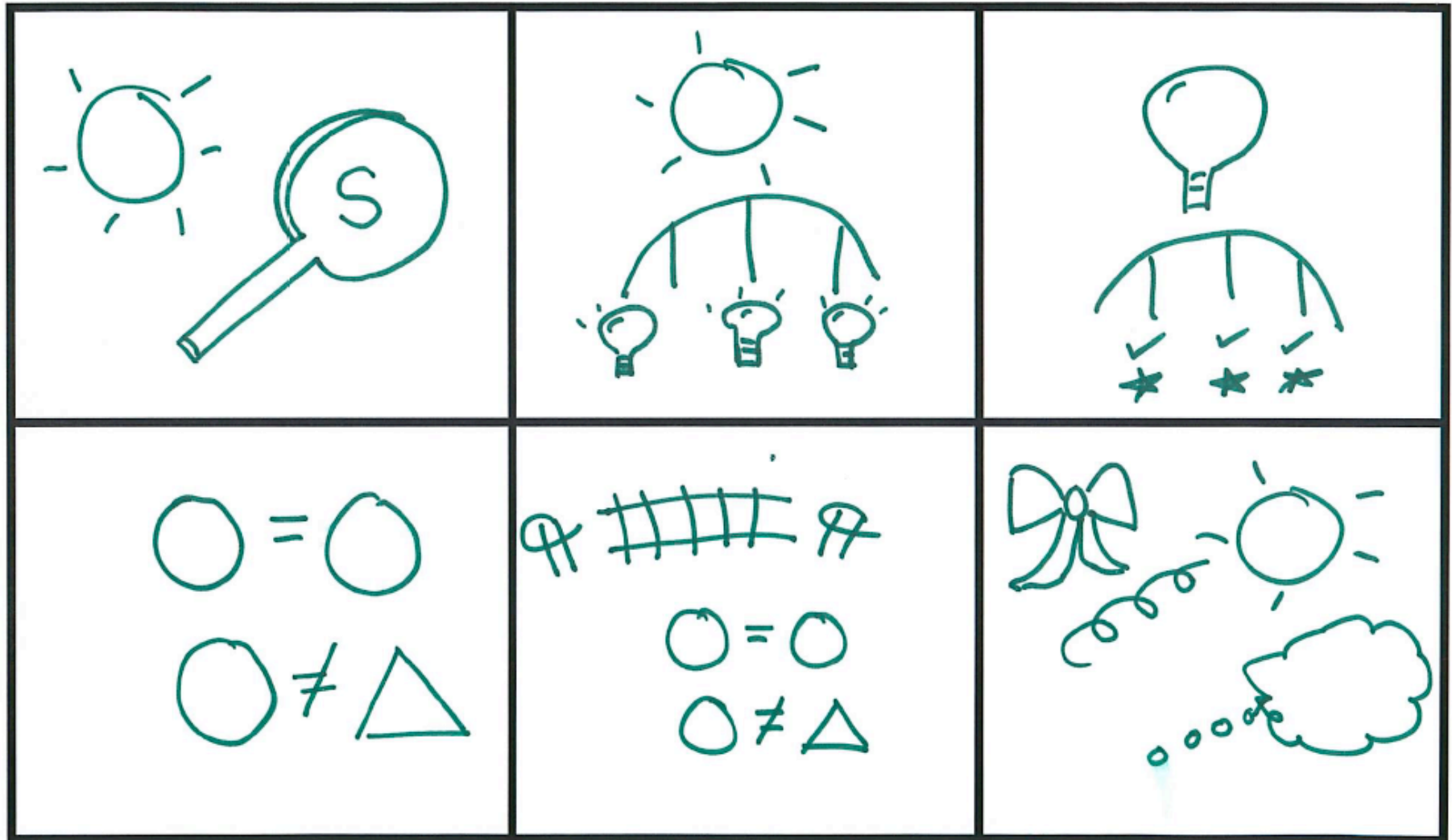


Commentary



Windowpane for _____

Windowpane for Compare/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.**