



Bringing the Pieces Together

Summer Heat

Division of Bilingual Education and World Languages

June 2013



Our Commitment to Strengthening Teacher Practice

**It is not only the amount
of exposure to
English that affects
learning, but the
quality as well**

Echevarria et al., 2004, p. 45



Goals

Assist teachers to develop rigorous lessons that encompass:

- Purposeful listening and speaking activities
- Reading complex text closely
- Evidence-based discussions and writing
- Building academic vocabulary through context
- On-demand and process writing
- A balance of informational and literary texts



Agenda

- Paradigm Shifts
- Standards
- Standards vs. Learning Objectives
- Assessments: Formative, Feedback, Summative
- CPalms Lesson Design
- Creating Comprehensive Assessments



Rationale

SECOND LANGUAGE LEARNING PARADIGM SHIFT



Old Paradigm

Language

*Primarily
Vocabulary
and Grammar*

Content

New Paradigm

Language

Content

Extended Discourse
Discussing Complex Text
Explanation
Argumentation
Purpose of Text
Analyzing Text Structures
Complex Sentences
Targeted Vocabulary in Context



Second Language Learning Paradigm Shifts

From the concept of

- Language development as a linear process aimed at accuracy, fluency, and complexity

- Use of simplified texts

To an understanding of

- Non linear language development aimed at comprehension and communication

- Use of complex texts



Second Language Learning Paradigm Shifts

From the concept of

- Traditional grammar as a starting point to learning a second language
- Use of activities that pre-teach the content or simply “help students get through texts”

To an understanding of

- Language acquisition as a social process
- Carefully planning the “just right” kind of support to develop language and learner autonomy

Let's connect
the pieces!



Standards

The promise of standards

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

Standards: Important but insufficient

To be effective in improving education and getting all students ready for college, workforce training, and life, the Standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the Standards.

Standards and Assessment



- Think of the standards you select as being the foundation for your lesson: your lesson should be built from the standards.
- **CPALMS** has a “tight” approach of aligning standards to a lesson. Students should be provided with instructional delivery or an opportunity to practice the content or skills in the related standard. (This could take any form: modeling, mini-lessons, discovery learning, group work, independent activities, etc.)
- **CPALMS** has a backwards design approach. Once you pick your standards, you will want to design your assessments first. Think about what you want students to understand or be able to do as a result of the lesson.



Learning Standards

Next Generation Sunshine State Standards

- **LA.8.5.2.1** The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
- **LA.8.5.2.2** The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
- **LA.8.5.2.5** The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.



Learning Standards

Common Core State Standards

- **LACC.8.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **LACC.8.SL.1.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.



Learning Standards

Next Generation Sunshine State Standards

- [LA.8.1.6.3](#) The student will use context clues to determine meanings of unfamiliar words.
- [LA.8.1.6.8](#) The student will identify advanced word/phrase relationships and their meanings.
- [LA.8.1.6.9](#) The student will determine the correct meaning of words with multiple meanings in context.
- [LA.8.1.7.2](#) The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.
- [LA.8.1.7.5](#) The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.



Learning Standards

Next Generation Sunshine State Standards

- [LA.8.1.7.7](#) The student will compare and contrast elements in multiple texts.
- [LA.8.2.1.7](#) The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis.
- [LA.8.2.2.1](#) The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).
- [LA.8.6.1.1](#) The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.
- [LA.8.6.2.2](#) The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.



Learning Standards

Next Generation Sunshine State Standards

- **LA.8.3.1.3** The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- **LA.8.3.2.3** The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.



Learning Standards

Next Generation Sunshine State Standards

- **LA.8.3.3.2** The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;
- **LA.8.4.2.3** The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;



Learning Standards

Common Core State Standards

- **LACC.8.RL.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- **LACC.8.RL.1.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **LACC.8.RL.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.



Learning Standards

Common Core State Standards

- **LACC.8.RL.2.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
- **LACC.8.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.



Learning Standards

Common Core State Standards

- **LACC.8.RI.1.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **LACC.8.RI.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **LACC.8.RI.2.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.



Learning Standards

Common Core State Standards

- **LACC.8.RI.3.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **LACC.8.RI.4.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.



Learning Standards

Common Core State Standards

- **LACC.8.W.1.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - a. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - b. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - c. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation presented.



Learning Standards

Common Core State Standards

- **LACC.8.W.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **LACC.8.W.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Standards vs. Learning Objectives

Standards

Predetermined

Tell what students should understand, know, or be able to do

Instructional Objectives

Determined by you

Reflect Common Core rigor

Tell how students will show that they understand, know, or can do



Components of Learning Objectives



- ❑ Specify desired results
- ❑ Can start with “Students will...”
- ❑ **Task Conditions** (e.g. text being studied, research topic being investigated, media being studied, etc.)
- ❑ Observable **Action Verb/Behavior** (e.g. explain, identify, compare, determine, evaluate, analyze etc.)
- ❑ **Criteria** for responses (skills or concepts pulled from the standard)



Writing Learning Objectives

Combining Conditions, Behavior, & Criteria

Standard:

LACC.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

Learning Objective:

conditions

behavior

Utilizing Lincoln's Gettysburg Address, students will

criteria

behavior

determine Lincoln's purpose for this speech and provide

criteria

examples of rhetorical devices he uses to get his points

and message across to the audience.



Writing Learning Objectives

Combining Conditions, Behavior, & Criteria

Standard:

LACC.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text... analyze the cumulative impact of specific word choices on meaning and tone.

Learning Objective

conditions

behavior

Utilizing the Gettysburg Address, students will demonstrate

criteria

their understanding of the overall tone and meaning of the

behavior

speech by providing examples of specific words and phrases

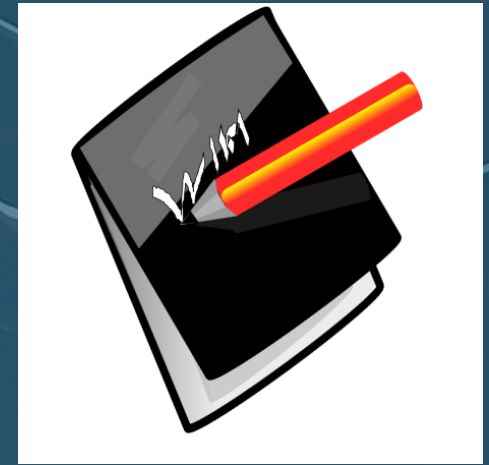
criteria

that Lincoln uses to emotionally impact his audience.



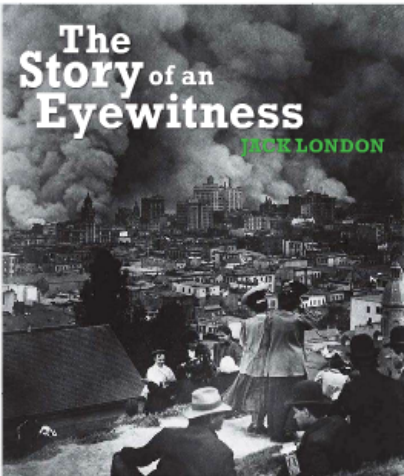
Learning Objectives Tips

- ❑ One standard =
often involves multiple learning objectives
- ❑ One lesson =
should demonstrate multiple learning objectives
- ❑ Emphasize rigor
(e.g. explain, compare, evaluate, create)
- ❑ Realistic
- ❑ Accessible
- ❑ **Cpalms LINK**



Targeted Lesson

The Story of an Eyewitness by Jack London



ANALYZE VISUALS
How much of San Francisco is captured in this image? Based on the scope of this photograph, make a prediction about the scope of this article.

People on Russian Hill look toward San Francisco's downtown.

Upon receipt of the first news of the earthquake, Collier's telegraphed to Mr. Jack London—who lives only forty miles from San Francisco—requesting him to go to the scene of the disaster and write the story of what he saw. Mr. London started at once, and he sent the following dramatic description of the tragic events he witnessed in the burning city.

The earthquake shook down in San Francisco hundreds of thousands of dollars worth of walls and chimneys. But the conflagration¹ that followed burned up hundreds of millions of dollars' worth of property. There is no estimating within hundreds of millions the actual damage wrought. Not in history has a modern imperial city been so completely destroyed.

1. **conflagration** (kən-fɪˈɡrəʃən) a large destructive fire.

Poem of the Earthquake by Eliza A. Pittsinger

Poem of the Earthquake
by
Eliza A. Pittsinger
(Copyrighted [1907])

Our Recent Earthquake was the Chief
Despoiler and Ungainly Thief
That ever wrecked a city—
It was the Great Iconoclast
Whose deadly grip and fiery blast
Awoke the World to pity.

San Francisco, drained the cup—
But she is bravely waking up;
In riding past the ruin
I hear the Builder's Hammer ring,
And rosy hope is on the wing,
And even the sidewalks seem to sing
With many plans a brewing.

San Francisco, stand thou up!
As thou hast drained the fiery cup
So shalt thou taste the glory!
Thou rollst up thy rugged sleeves,
And with a heart that seldom grieves
Thy people tell the story!

They tell us of the raging fire,
The Earthquake and the funeral pyre,
With no hope for the morrow—
Of countless numbers that did fall
Beneath the black and gruesome pall,
With none to cheer their sorrow.

But God is good; He made them Homes
Amid the Temples and the Domes
Around His Heavenly Mansion,
O, He is good, He took them in,
He lifted them above the din,
By His Divine Compassion.

Thus passed that hopeless April day,
That most intensely thrilling day,
That day of Death and Horror—
Thus passed the Earthquake and the Fire,
The pageant of the funeral pyre,
As they sped into the morrow.

1



Sample Learning Objectives

- Utilizing “The Story of an Eyewitness”, students will demonstrate an understanding of the overall meaning of the article by providing examples of specific words and phrases that Jack London uses to emotionally impact his audience. **conditions** **behavior** **criteria** LA.8.2.1.7
- At the culmination of this lesson, students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. **conditions** **behavior** **criteria** LA.8.6.2.2

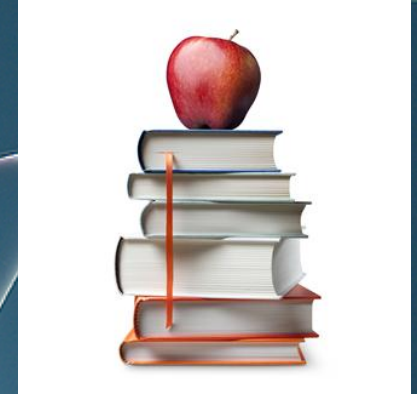


Learning Objectives Activity

- Assign a specific learning standard to each group
- Participants will write a learning objective matching the learning standard
- Objective must include conditions, behavior and criteria
- Share

Assessments

- ❑ Evidence gathering activities
- ❑ Describe activity
- ❑ How information can/will be used



Formative Assessment

- Purpose:** Allow teacher to make adjustments
- Beginning of lesson**
 - Readiness/Prior Knowledge
- During lesson**
 - Grasping current concepts/skills?

Feedback to Students

- Purpose:** Helps students improve & adjust to be ready for Summative Assessment
- During lesson**
- Linked to Formative Assessment**
- Teacher's job**

Summative Assessment

- Purpose:** Did students meet objectives?
- Rigorous**
- End of the Lesson/Unit**



Formative Assessment

- Describe **how** the teacher will gather information about student understanding and prior knowledge at the **beginning** of the lesson. This will help the teacher to know what skills or concepts need to be addressed prior to the lesson beginning. This assessment can take many shapes- pretests, short answer responses, KWL, entrance tickets, etc.
- **During the lesson:** Assess students' ability to grasp current concepts/skills. **When** will the teacher assess students' understanding and **how** will the teacher use that information?




Formative Assessment: Two Examples

Example One:

Formative Assessment:

During the lesson, students who omitted some of the main ideas, did not properly cite the sources and/or did not organize correctly by topic during the initial activity, will be given corrective feedback and asked to correct their note cards and organization before proceeding to the independent research phase of the lesson.



Formative Assessment: Two Examples

Example Two:

Formative Assessment:

- The teacher will have students respond to a “Bell Ringer” when they enter the classroom, answering the following questions as best they can:
 1. What is a fable?
 2. If you can remember a fable that you have read or that has been read to you, describe it.
 3. What do you think the requirements of a fable are?
 4. How could *Animal Farm* by George Orwell be considered a fable?



Feedback to Students Example



- **During the lesson:** Describe **how and when** the students will get feedback about their performance or understanding during the lesson. This feedback will help them get ready for the summative assessment.

From Ripples of the Great Depression:

Feedback to Students:

Once students move on to the independent research phase of the project, the teacher will circulate and continue to give feedback on whether students are finding reputable sources, correctly citing sources, identifying central ideas and organizing similar information together during their research. The teacher will have to skim students' sources to determine whether they are reputable and whether students are identifying main ideas, as well as if they are focusing on irrelevant or important details.

If students are not using reputable sources, the teacher will work with the student to refine his/her keyword search and determine if subsequent resources are reputable. The teacher can also use his/her own knowledge about the topic to ensure that the students are finding the main ideas about their topics and not getting bogged down in unimportant details. The teacher will also collect note cards at the end of each class and review them prior to the next day's lesson. Students can use this feedback to improve their note taking, citations, and organization of ideas.



Feedback to Students Example



From Animal Farm to Fables:

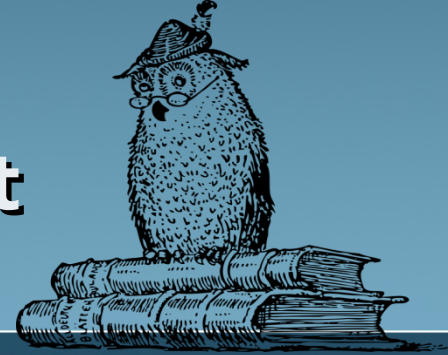
Feedback to Students:

Throughout the lesson, informal assessment will occur based on whether students understand the material taught. The teacher will encourage questioning, especially when explaining the requirements and characteristics of a fable.

At the end of the first phase of the lesson, the teacher will give a short quiz to assess immediately whether students are able to identify what a fable is and the characteristics; this will then help the teacher identify whether students are able to write a fable of their own. Students will receive their quiz scores before the formal assessment of this lesson is due to ensure students are aware and comprehend what a fable is. This will both allow them to see which questions they were able to answer correctly and which they need to review again.

Additionally, students will be required to turn in a rough draft of the fable prior to the final draft so the teacher can give them feedback and the ability to revise their work.

Summative Assessment



- Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?
- Purpose: Did students meet the objectives?
- Rigorous
- Measurable
- When: End of the Lesson



Summative Assessment Examples

From Ripples of the Great Depression:



Summative Assessment:

Students will deliver their presentations to the class and be assessed by both the teacher and their peers using the attached rubrics:

[Project Rubric.docx](#)

[Peer Evaluation Presentation.docx](#)



Summative Assessment Examples

From Animal Farm to Fables:

Summative Assessment:

To ensure students have met the learning targets, the teacher will explain the final assessment for the lesson and unit – students are to write a fable of their own, utilizing what was taught and modeling after famous fables they have heard in their childhood as well as the novel *Animal Farm*.

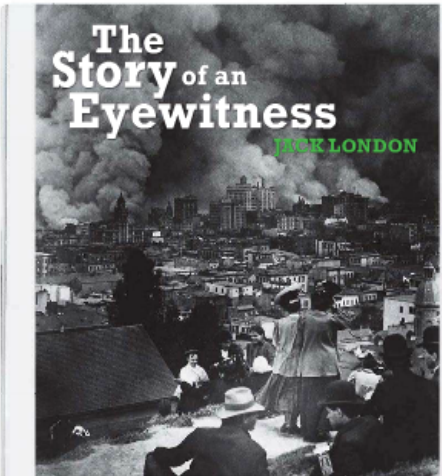
Through this formal writing assessment, the teacher will be able to see his/her impact on learning; students are not only able to identify fables characteristics and apply them to the novel, but they will be able to apply these characteristics to a writing of their own. Students may also refer to fables that the teacher read in class throughout the various steps in the lesson.

They will also be given a rubric during the explanation of the assignment so students will know exactly how their written work will be assessed. With this writing, the teacher will be able to measure the impact of the lesson based on students' own written fables.

Summative Assessment

Comparison-Contrast Essay

The Story of an Eyewitness by Jack London



ANALYZE VISUALS
How much of San Francisco is captured in this image? Based on the scope of this photograph, make a prediction about the scope of this article.

People on Russian Hill look toward San Francisco's downtown.

Upon receipt of the first news of the earthquake, Collier's telegraphed to Mr. Jack London—who lives only forty miles from San Francisco—requesting him to go to the scene of the disaster and write the story of what he saw. Mr. London started at once, and he sent the following dramatic description of the tragic events he witnessed in the burning city.

The earthquake shook down in San Francisco hundreds of thousands of dollars worth of walls and chimneys. But the conflagration¹ that followed burned up hundreds of millions of dollars' worth of property. There is no estimating within hundreds of millions the actual damage wrought. Not in history has a modern imperial city been so completely destroyed.

1. conflagration (kən-fə-g'ey-shən) a large destructive fire.

Poem of the Earthquake by Eliza A. Pittsinger

Poem of the Earthquake
by
Eliza A. Pittsinger
(Copyrighted [1907])

Our Recent Earthquake was the Chief
Despoiler and Ungainly Thief
That ever wrecked a city—
It was the Great Iconoclast
Whose deadly grip and fiery blast
Awoke the World to pity.

San Francisco, drained the cup—
But she is bravely waking up;
In riding past the ruin
I hear the Builder's Hammer ring,
And rosy hope is on the wing,
And even the sidewalks seem to sing
With many plans a brewing.

San Francisco, stand thou up!
As thou hast drained the fiery cup
So shalt thou taste the glory!
Thou rollst up thy rugged sleeves,
And with a heart that seldom grieves
Thy people tell the story!

They tell us of the raging fire,
The Earthquake and the funeral pyre,
With no hope for the morrow—
Of countless numbers that did fall
Beneath the black and gruesome pall,
With none to cheer their sorrow.

But God is good; He made them Homes
Amid the Temples and the Domes
Around His Heavenly Mansion,
O, He is good, He took them in,
He lifted them above the din,
By His Divine Compassion.

Thus passed that hopeless April day,
That most intensely thrilling day,
That day of Death and Horror—
Thus passed the Earthquake and the Fire,
The pageant of the funeral pyre,
As they sped into the morrow.

1



Summative Assessment

- After reading “The Story of an Eyewitness” and “Poem of the Earthquake”, students will write a comparative essay comparing the authors’ respective styles in writing.
- Students will use a graphic organizer to compare and contrast Jack London’s and Eliza A. Pittsinger’s use of figurative language, tone, word choice and text structure to assist in writing the essay.
- Students will cite text evidence to support the comparisons.



Compare and Contrast Graphic Organizer on Authors' Style

Compare and Contrast Graphic Organizer

Author's Style Elements	Jack London "The Story of An Eyewitness"	Eliza A. <u>Pittsinger</u> "Poem of the Earthquake"
Figurative language		
Tone		
Word choice		
Text structure		

Directions: An author's style is his distinct literary manner that makes his expression of content unique from other authors. Style gives form to substance. An author's style determines the techniques that he will employ to compose his content (i.e., his ideas, opinions, facts, etc.).

An author's style is characterized by numerous factors including but not limited to:

- spelling,
- word choices,
- sentence structures,
- punctuation,
- use of literary devices (irony, metaphors, rhyme, etc.)
- organization of ideas, and
- (sometimes) overall tone

Compare and Contrast Graphic Organizer

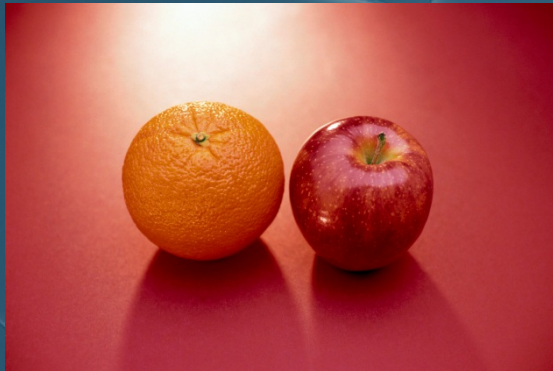
Answer Key

Author's Style Elements	Jack London "The Story of An Eyewitness"	Eliza A. <u>Pittsinger</u> "Poem of the Earthquake"
Figurative language	<p>Personification: Lines 32, 33 "Thus did the fire itself build its own colossal chimney through the atmosphere."</p> <p>Imagery: Lines 161, 162 "Once only the sun broke through the smoke-pall, blood-red...."</p> <p>Repetition: Lines 2, 3 "But the conflagration that followed burned up....." Line 28 "At that time I watched the vast conflagration....."</p>	<p>Personification: Lines 1,2 "Our Recent Earthquake was the Chief Despoiler and Ungainly Thief"</p> <p>Imagery: Line 11, "And rosy hope is on the wing,"</p> <p>Repetition: Lines 20, 21 "They tell us of the raging fire, The Earthquake and the funeral pyre," Line 35, 36 "Thus passed the Earthquake and the Fire, The pageant of the funeral pyre,"</p>
Tone	<p>Irony: Line 141 "I saw the truck-load of trunks burning merrily...." Lines 108, 109 "And against this wall of flame, silhouetted sharply, were two United States cavalrymen sitting on their horses, calmly watching." Lines 36, 37 "Dynamite was lavishly used, and many of San Francisco's proudest structures were crumbled by man himself into ruins...."</p>	<p>Hopeful: Lines 7,8 "San Francisco, drained the cup, But she is bravely waking up; Lines 11,12 "And rosy hope is on the wing, And even the sidewalks seem to sing" Lines 15, 16 "As thou hast drained the fiery cup So shall thou taste the glory!"</p>
Word choice	<p>Conflagration (lines 2, 28, 99, 114, 135) destructive fire; used to emphasize the destruction of the fire</p> <p>Lavishly (line 36) extravagant; used in an ironic tone</p> <p>Pall (162) a dark covering; used to describe the smoke and the gloom covering the city</p>	<p>Pageant (line 36) colorful showy display; used to describe the funeral pyre is a hopeful way</p> <p>Thrilling (line 33, 133) to cause to quiver, tremble, or vibrate/ exciting; used to describe the day of the earthquake and the end of the fires in a hopeful manner</p> <p>Agonizing (line 44) to make great effort, struggle; used to describe the aftermath of the earthquake</p>

Comparison and Contrast Essay Guide

Explain

- Compare and Contrast characteristics (apples vs. oranges)



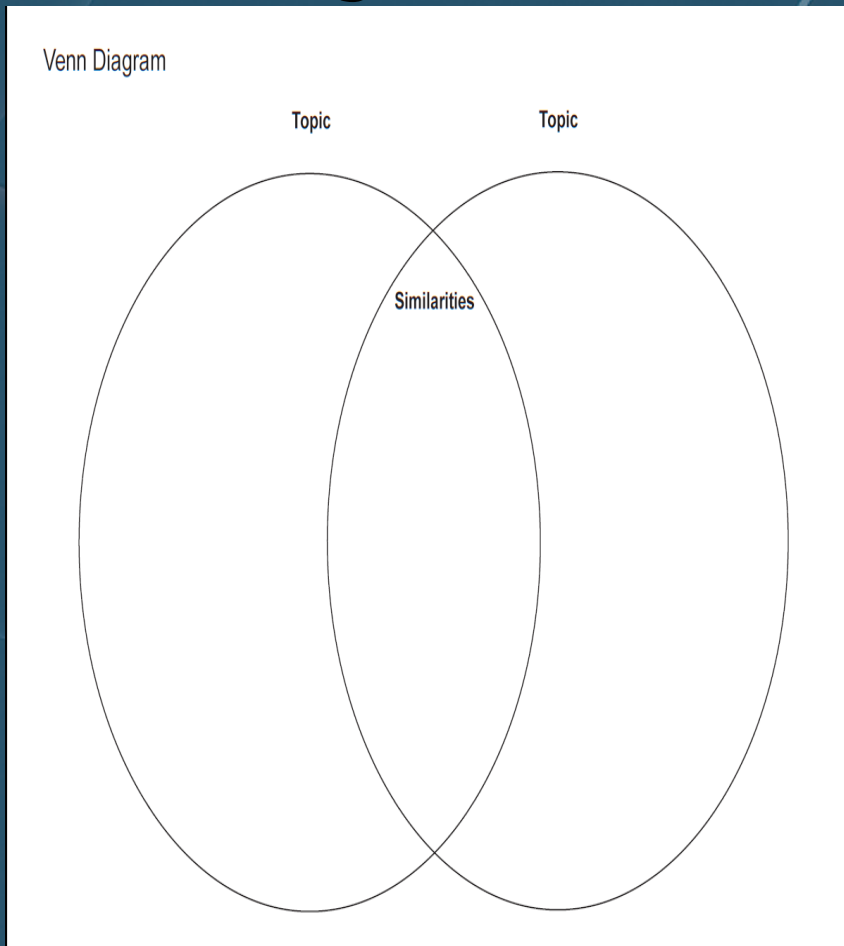
Evaluate

- Compare and Contrast qualities of preference (McIntosh apples vs. Granny Smith apples)



Comparison Graphic Organizers

- Venn Diagram



- Compare and Contrast Chart

Compare and Contrast Chart Graphic Organizer

Item #1 _____ Item #2 _____

How are they alike?

How are they different?

read·write·think
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Comparison and Contrast Activity

- Divide participants into 5 groups
- Assign each group a pair of items to compare
- Have participants decide on a comparison activity (explain vs. evaluate)
- Participants will complete a comparison graphic organizer
- Participant groups will share comparisons

Organizing the Essay

- **Balanced Ideas**
- **Give equal time to what you write**
- **Book vs. Movie**
- **Cover the same elements**





Organizing the Essay

3 organizing strategies

- a. Whole-to-Whole, or Block
- b. Similarities-to-Differences
- c. Point-by-Point Transitions





Whole to Whole Strategy

Discuss everything about each item being compared in a separate paragraph.

- Introduction

- Item #1



- Item #2



- Conclusion



Sample Whole to Whole Format

Block Arrangement (four paragraphs)

I.	Introduction in which you state your purpose which is to discuss the differences between vacationing in the mountains or at the beach
II.	Mountain A. Climate B. Types of Activities C. Location
III.	Beach A. Climate B. Types of Activities C. Location
IV.	Conclusion



Sample Whole to Whole Essay

Vacationing at the Beach or in the Mountains

People are always looking forward to their vacation period. There are many options where to choose. I think that the two most common places people choose for taking a vacation are the beaches and the mountains. Both places offer a variety of fun activities. The beach offers activities that the mountain cannot offer and vice versa. The mountain and the beach are totally different. The purpose of this essay is to contrast the climate, types of activities and locations of beaches and mountains.

I'm going to discuss mountains first. The three aspects I'm going to discuss are climate, types of activities and location. Climate is always important in order to enjoy vacations. If a person dislikes cold weather, he or she might have a hard time in the mountains. The cold climate in the mountains is the first barrier to enjoying them, but the climate and the temperature of these zones also determine the types of activities they offer. Snow boarding, mountain climbing, mountain biking, hiking, and skiing are some activities people can enjoy when going to the mountains. There are many regions that have mountains where people can go and have a great vacation. Canada is a country located in North America and contains many mountain vacation sites where people can go and have fun.

I'm going to discuss the beach second. The three aspects I'm going to discuss are climate, types of activities and location. Warm climate is one of the most important features that the beach has. Sun and fun are two words that describe the beach. The temperature in those places is always hot. The sea and the warm climate determine the activities that are available at the beach. People can swim, play volleyball, play soccer, and ride water bikes. In most coastal sites, there are discos and restaurants where people can dance or party throughout the night. Mexico offers many amazing coastal sites to visit. Acapulco and Cancun are two of the most beautiful and famous beaches in the world.

It doesn't matter what place a person decides to choose. The fun is 100% guaranteed. People often choose one of these two options to spend their vacations. Depending on what the person likes is what he or she will choose. I like



Similarities and Differences Strategy

Discuss all the similarities in one paragraph and all the differences in another

- Introduction
- Similarities
- Differences
- Conclusion





Sample Similarities and Differences Format

I. First compare, then contrast (or vice versa).

Writers using a comparison/contrast structure might begin by discussing the ways in which corsets are similar to footbinding, then they move to a description of the ways in which the two ideas are different. This method is probably the one used most commonly.

I.	introduction
II.	Corsets and footbinding are similar.
III.	Corsets and footbinding are different.
IV.	conclusion

A quick outline [comparing and then contrasting](#) corsets and footbinding shows one way that such a paper might be structured.

This structure focuses on the comparison and contrast instead of on the two ideas (e.g., corsetry and footbinding) being compared and contrasted.

Clearly, the sequence is important. If you begin with the comparison, then the contrast will get emphasis - the logical movement is from thinking about similarities to thinking about differences. If you begin by contrasting the ideas (and then move toward a comparison), the similarities get emphasis.



Sample Similarities and Differences Essay

There are several similarities that cats and dogs share, but at the same time they are very different. These two animals are two of the most popular pets today. Some people prefer the company of a cat, while others are considered dog lovers. Through the various aspects of each animal, we will look at the similarities and differences each one holds, and we can get a good insight as to why these animals are so loved.

First, we shall discuss the similarities that these two creatures share. One of the most obvious similarities between these two animals is that they both have hair. They are also domesticated animals kept as pets. They require love and affection from their owner, and can show love and affection if you show it towards them. Another thing is that when you pet them, not only does it relieve stress, it gets dog or cat hair everywhere. They both give birth to multiple offspring at one time, which must be very hard on the mother. Both animals are easy

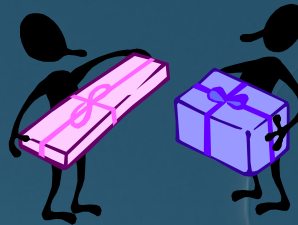


Point-by-Point Strategy

Discuss Each point in a separate paragraph

- Introduction

- Point #1 (characters)



- Point #2 (setting)



- Conclusion



Sample Point-by-Point Format

Point-by-Point or Alternating Arrangement (five paragraphs)

I.	Introduction in which you state your purpose which is to discuss differences between vacationing in the mountains or at the beach
II.	First difference between mountains and beaches is climate A. Mountains B. Beach
III.	Second difference between mountains and beaches are types of activities A. Mountains B. Beach
IV.	Third difference between mountains and beaches is the location A. Mountains B. Beach
V.	Conclusion



Sample Point to Point Essay

Consuming Fresh Foods Instead of Canned Foods

Eating is an activity that we as humans do at least two times a day. We live in a world where the variety of food is immense, and we are responsible for what we eat. We decide what we are about to eat and how it will affect our bodies. The purpose of this essay is to compare and contrast the differences between eating fresh foods instead of canned foods. The three main differences are flavor, health benefits, and cost.

The most notable difference between these two kinds of foods is their flavor. Fresh foods have great flavor and taste because they keep all their natural conditions. Canned foods however, lack a lot of its flavor characteristics because there are some other chemical products added to the natural foods. It is logical that the fresh foods will have a greater taste and flavor when consumed just because of the time in which they have been prepared.

Comparing both types of foods we notice another difference. There is a health factor that affects both of them. Canned foods lose some of the original fresh food nutrients when stored, and also it has to be tinned with many conservatives and chemical factors that prolong the shelf life and apparent freshness of the food but could also become toxic if consumed too often.

Yet another difference between these two types of foods is the cost. Canned foods are much more expensive than fresh foods. Here the benefit of buying tinned foods is that they are easier to find, for example, in a supermarket instead of the market like the fresh foods, and they require less work to prepare than fresh foods, just open and serve.

Here are the main three differences between buying fresh foods and buying canned foods. As we can see it comes down to a personal choice, based on the time each person has, the money and the importance he/she gives to his/her nutrition and health. Therefore it is important that you consider your possibilities and choose the best type of



Transitions

Transition words signal a change from one item to another

- Smoothness
- Coherence
- Connections





Transitions to Compare

- also
- as
- as well as
- both
- in the same manner
- in the same way
- like
- likewise
- most important
- same similar
- similarly
- the same as
- too



Comparison Sample

- The characters in the movie were very **similar** to the characters in the book. **Both** the characters in the movie and in the book were interested in detective work.





Transitions to Contrast

- Although
- But
- Differ
- Even though
- However
- In contrast
- Instead
- Nevertheless
- On the contrary
- On the other hand
- Unless
- Unlike
- While
- yet



Contrast Sample

- The setting in the book was summer **while** the setting in the movie was winter. The events in the book took place during several afternoons, **but** the events in the movie took place during the evening.





Checklist

3 main points

1. Purpose and Supporting Details
2. Organization and Structure
3. Transitions and Coherence



Comparison and Contrast Checklist

Purpose

- a. The paper compares and contrasts items clearly
- b. points to specific examples to illustrate the comparison
- c. includes only the information relevant to the comparison



Comparison and Contrast Checklist

Organization and Structure

- a. The paper breaks the information into whole to whole, similarities to differences or point by point structure
- b. follows a consistent order
- c. breaks the information into appropriate sections or paragraphs



Comparison and Contrast Checklist

Transitions and Coherence

- a. The paper moves smoothly from one idea to the next
- b. Uses comparison & coherent transition words to show relationships between ideas
- c. Uses a variety of sentence structures and transitions

Comparison/Contrast Essay Introduction Sample

When bodies feature in literature, they often show relationships between gender and power.

In *Frankenstein* (1818), Mary Shelley shows how Victor Frankenstein's quest for Perfection drives him to create life synthetically in his workshop rather than biologically. When his creation desires a mate, however, Frankenstein refuses to create one, so the creature takes revenge, destroying both himself and Frankenstein.

In contrast, in Fay Weldon's *The Life and Loves of a She-Devil* (1983) a woman physically transforms herself, through years of surgery, into the image of her husband's mistress to take revenge on him. As a result, she regains control in her marriage by dominating her husband using her new beauty and power.

While over a hundred and fifty years separate these two novels, **both explore** how the body serves as an important site for revenge.

However, whereas Shelley illustrates the destructive effects when one is deprived of companionship, **Weldon demonstrates** how marital companionships are often about one party dominating another.

Broad intro statement.

Brief explanation of the points that the first work conveys.

Brief explanation of the points that the next work conveys.

*Use key transitional words such as "in contrast," "while," and "however" to show any shifts in thought.

A comparison of the two works and a thesis explaining the significance of the similarities and differences.

A statement acknowledging the similarities between the works without actually saying "the novels are similar."

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Rubrics

Essay Grading Scale:

Read the category boxes below looking at the differences between the grading scales.

Mark the boxes that apply and average the scores to grade the essay.

Compare and Contrast Essay Rubric

Categories	4	3	2	1
Focus	Thesis statement is clear and concise and focus is maintained throughout essay	Thesis statement is stated but incomplete and focus is not maintained throughout essay	Thesis statement is ambivalent and vague and focus veers back and forth off topic.	Thesis statement is missing and focus is repeatedly off topic.
Organization	Well-developed essay with clear and logical format.	Generally well organized with clear and logical format.	Some evidence of planning and organization.	Lacks planning and not organized.
Support	Includes 3 or more text supported examples of similarities and differences.	Includes 2 examples of text supported examples of similarities and differences.	Includes 1 example of text supported examples of similarities and differences.	Little or no text supported examples of similarities and differences.
Voice	Precise and vivid word choice. Sophisticated	2 or 3 basic word choices and 2 or more repeated	Lack of sophisticated word choice in	Very basic and vague word choice and very



Participant Activity

- In assigned groups, participants will write a compare and contrast essay using a pair of items to compare
- Participants can choose whole to whole, point to point or similarities and differences comparison organization
- Essays must include an Introduction and Conclusion
- Participants will share essays

Compare/Contrast Paragraph Frame

Start by identifying the items you are comparing and state that they have similarities and differences. (Don't forget to indent your paragraph.)

_____ and _____ have some similarities and some differences.

Add to your paragraph by stating **how** both items are similar. You may use the transition word *first*.

First, _____ and _____ are the same because they both _____.

Add more similarities in as many sentences as are needed. Use transitional words like *second*,

Additionally, they both _____.

Add to your paragraph by stating how both items are different. You may use the transitional word first. First, _____ (is/has/does) _____, but _____ (is not/has not/does not) _____.

Add more differences in as many sentences as are needed. Use transitional words like second, additionally, in addition, another, moreover, also, next, furthermore, last, or finally. After the comma, you use a contrasting word like but, although, or yet.

Second, _____ (is/has/does) _____, although _____ (is not/has not/does not) _____.

Conclude your paragraph by reminding your reader that the items you are writing about have some similarities and some differences. Signal your conclusion by using one of the following words or phrases clearly, obviously, assuredly, without doubt, or certainly. Clearly, _____ and _____ have similarities and differences.

Note: Be sure your paragraph looks like the one to the right. Do not leave extra white spaces or line spaces.

Apples and oranges have some similarities and some differences. First, apples and oranges are the same because they are both fruits. Additionally, they both can be made into juice. On the other hand, apples and oranges have some differences. First, apples grow in cold climates, but oranges grow in tropical climates. Second, apples have smooth skins although oranges have rough skin texture. Clearly, apples and oranges have similarities and differences.



Motivational Quotes

“If you aren't in over your head, how do you know how tall you are?”

— T.S. Eliot

“A challenge only becomes an obstacle when you bow to it.”

— Ray Davis



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