NAME:

DATE:

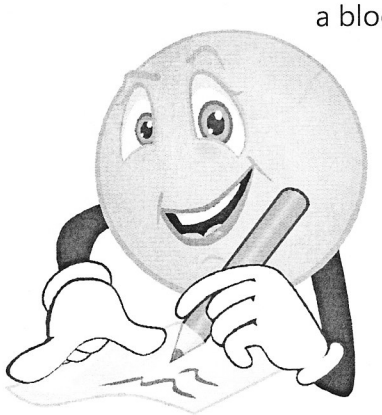
ELA-FLANAGAN – SIXTH GRADE

MY FIRST ESSAY

There are two main ways to **write a compare/contrast essay**. One way is called the block style and the other is the point to point style. We will write a comparison/contrast essay using the point to point style. You will use your notes from your interview with your parents, grandparents, etc. from your "Ta-Na-E-Ka" packet. Your essay will be written in five paragraphs. It must be typed and double spaced. You must use Times New Roman 12 font.

Before you begin your writing we will be working on graphic organizers and outlines. Please use one of the graphic organizers provided as part of the pre-writing process. You will submit this and your completed outline with your essay to demonstrate the pre-writing process. You will write a rough draft, and you will edit that draft. This too will be submitted with your final draft to prove you have completed editing and proofreading parts of the writing process.

Please take advantage of the websites and tools I will be placing on my website to help you with this writing assignment. Be sure you research the examples on line and use the links that describe the type of writing we will be doing. Below is the assignment as well as a description of a block style approach to writing a compare/contrast essay.



WARNING!! IMPORTANT INSTRUCTIONS INSIDE DO NOT LOSE THIS PACKET!! CAUTION

As part of our "Ta- Na-E-Ka" packet you interviewed an older relative about his or her life. You noted how their life was different than yours. Now, think about how at the age of eleven or twelve your lives may be the same even today. If you need to review your notes or go back to the adult you interviewed for your homework assignment, please do so. You will use the notes to create a graphic organizer which shows the similarities and differences of your life and that of your parent, grandparent, etc. From this graphic organizer, you will create an outline and finally a rough draft of a compare/contrast essay.

- Your essay must be five paragraphs in length. It must have a strong opening sentence which makes the reader interested in continuing to read. You must introduce the two people who will be compared in the first paragraph.
- Your second paragraph will concentrate on one point of comparison. You can pick any of the topics from your homework assignment (school, transportation, communication). Follow your outline below and use the examples on line to help create this paragraph.
- Your third paragraph will focus on another point of comparison. Again, go back to your homework assignment to determine what you will write about here. You will choose one more point of comparison for your third paragraph. This, too, will be taken from the homework assignment.
- Your last paragraph will link back to your first so you must restate in some way the ways you and your older relative are alike and different. I must be aware you are finishing your paper. Do not introduce any new points of comparison here; just wrap up the paper with something that indicates "Wow! He/She really made a great point here!"

THE BIGGEST PART OF YOUR PAPER IS PLANNING. TAKE YOUR TIME. FOLLOW THE DIRECTIONS. USE YOUR EDIT PACKET AND WATCH YOUR DUE DATES. DO NOT LOSE ANY OF YOUR OUTLINES, GRAPHIC ORGANIZERS, AND ROUGH DRAFTS. THESE ALL WILL BE PART OF YOUR FINAL PRODUCT- THE ESSAY.

<u>Your essay will be graded on the Standard MCAS SCORING GUIDE</u>. This assesses your writing for development of your essay. It stresses organization, clarity, strong and vivid description and language (specific nouns, vivid verbs, strong adjectives). In this section, details and examples are reviewed and as well as paragraph structure. The rubric also focuses on how well the students understands his or her sudience or assignment's task.. The task in this essay is to write a clear, comparison/contrast essay. The audience is me! Remember to get rid of those words you might use when speaking to a friend. This is a FORMAL writing assignment. Don't write it as though you are speaking to me.

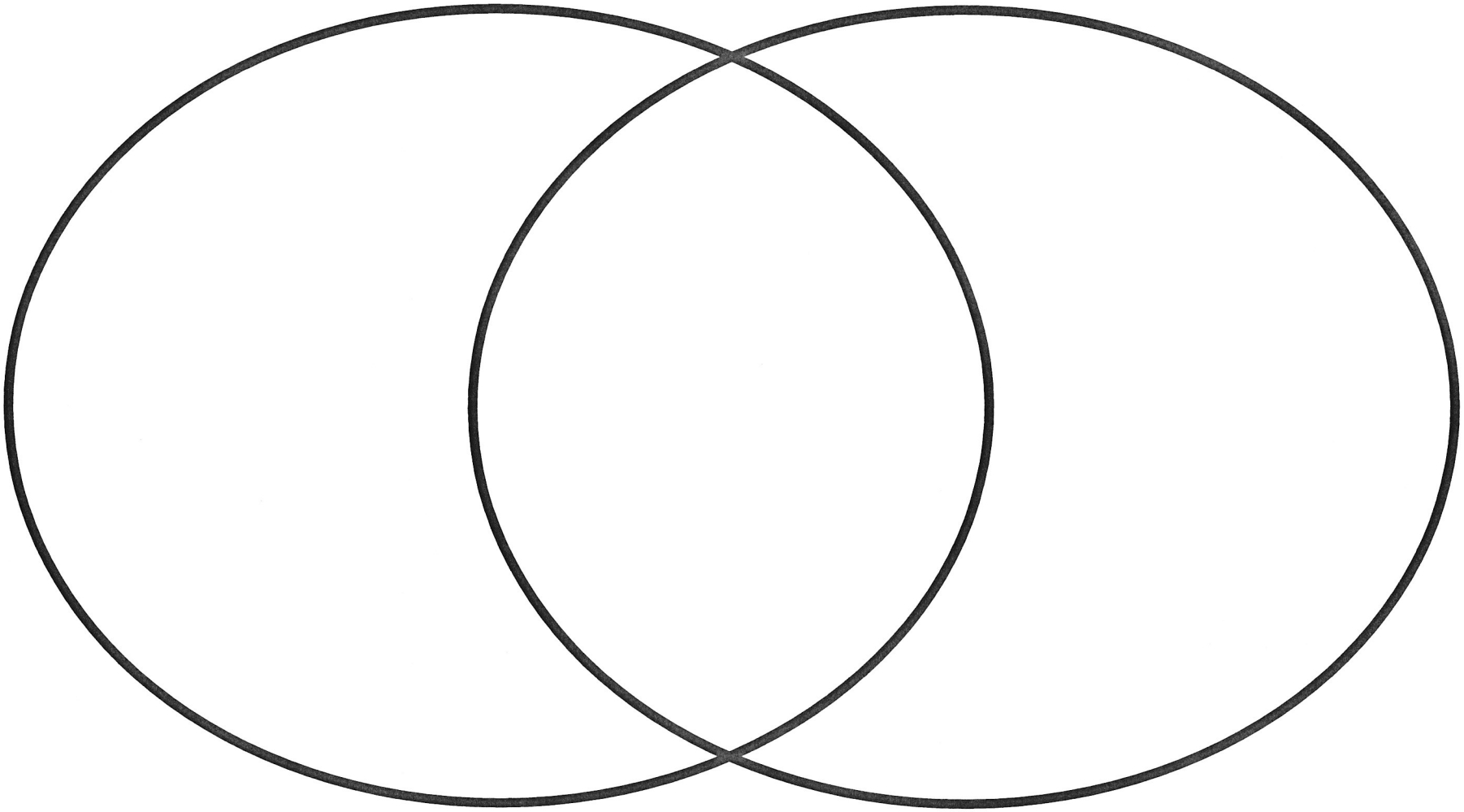
The second section of the essay will be graded on Standard English Conventions. This is spelling, grammar, sentence structure (no run-ons, no fragments) and mechanics. The two grades are added for a final overall essay grade.

SOME HELPFUL TRANSITION WORDS FOR THIS TYPE OF ESSAY

like, similar to, also, unlike, similarly, in the same way, likewise, again, compared to, in contrast, in like manner, contrasted with, on the contrary, however, although, yet, even though, still, but, nevertheless, conversely, at the same time, regardless, despite, while, on the one hand, on the other hand.

Following this page there are several different types of graphic organizers for an essay of this type. **Choose one** to start you're your writing process. This organizer will become part of your essay package.

VENN DIAGRAM



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Compare and Contrast Chart Graphic Organizer

Item #1_____

Item #2_____

How are they alike?

_____

_____

_____

_____

How are they different?

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Name:_____ Date:_____

Compare and Contrast

Choose two different topics to compare and contrast.
Use the graphic organizer below to organize your information.

Topic 1:_____ Topic 2:_____

How Are They Alike?	How Are They Different?

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Compare and Contrast Essay

I. Introduction (Include a hook and a thesis statement)

- The thesis must address the issues or themes specified.
- ***The thesis must address BOTH a similarity and a difference.***

II. Topic Sentence: Point of Comparison 1

A. How are they alike?

B. Why? Give one reason

C. How are they different?

D. Why? Give one reason

E. Clincher Sentence: Ties the paragraph together and links it to the thesis.

III. Topic Sentence: Point of Comparison 2

A. How are they alike?

B. Why? Give one reason

C. How are they different?

D. Why? Give one reason

E. Clincher Sentence: Ties the paragraph together and links it to the thesis.

IV. Topic Sentence: Point of Comparison 3

A. How are they alike?

B. Why? Give one reason

C. How are they different?

D. Why? Give one reason

E. Clincher Sentence: Ties the paragraph together and links it to the thesis.

V. Concluding Paragraph (Reinforces thesis, synthesizes clincher sentences, addresses "So What"?)

FOREVER WRITING FOCUS CORRECTION AREAS (FCAS)
FOR THREE- FIVE PARAGRAPH ESSAYS
ALL DRAFTS

	S	T
1.) VOCAB WORDS ADDED AND MARKED OFF (3)	☐	☐
2.) TRANSITIONAL WORDS ADDED AND MARKED OFF (5)	☐	☐
3.) NO YOU	☐	☐
4.) NO CONTRACTIONS	☐	☐
5.) GENERAL TOPIC SENTENCES FOR EACH PARAGRAPH	☐	☐
6.) GENERAL CLINCHER SENTENCES FOR EACH PARAGRAPH	☐	☐
7.) GENERAL INTRODUCTION PARAGRAPH	☐	☐
8.) GENERAL CONCLUDING PARAGRAPH	☐	☐
9.) THREE-FIVE PARAGRAPHS	☐	☐
10.) 12 FONT, TIMES NEW ROMAN	☐	☐
11.) NO "I" STATEMENTS IN OPENING AND CLOSING SENTENCES	☐	☐
12.) DOUBLE SPACED	☐	☐

For Rough Draft

FOREVER WRITING FOCUS CORRECTION AREAS (FCAS)
FOR THREE- FIVE PARAGRAPH ESSAYS
ALL DRAFTS

	S	T
1.) VOCAB WORDS ADDED AND MARKED OFF 3	☐	☐
2.) TRANSITIONAL WORDS ADDED AND MARKED OFF 5	☐	☐
3.) NO YOU	☐	☐
4.) NO CONTRACTIONS	☐	☐
5.) GENERAL TOPIC SENTENCES FOR EACH PARAGRAPH	☐	☐
6.) GENERAL CLINCHER SENTENCES FOR EACH PARAGRAPH	☐	☐
7.) GENERAL INTRODUCTION PARAGRAPH	☐	☐
8.) GENERAL CONCLUDING PARAGRAPH	☐	☐
9.) THREE-FIVE PARAGRAPHS	☐	☐
10.) 12 FONT, TIMES NEW ROMAN	☐	☐
11.) NO "I" STATEMENTS IN OPENING AND CLOSING SENTENCES	☐	☐
12.) DOUBLE SPACED	☐	☐

For Final Draft

MCAS Scoring Guide for Topic/Idea Development

YOUR SCORE

Score	Description	
6	• Rich topic/idea development • Careful and/or subtle organization • Effective/rich use of language	
5	• Full topic/idea development • Logical organization • Strong details • Appropriate use of language	
4	• Moderate topic/idea development and organization • Adequate, relevant details • Some variety in language	
3	• Rudimentary topic/idea development and/or organization • Basic supporting details • Simplistic language	
2	• Limited or weak topic/idea development, organization, and/or details • Limited awareness of audience and/or task	
1	• Little topic/idea development, organization, and/or details • Little or no awareness of audience and/or task	

MCAS Scoring Guide for Standard English Conventions

Score	Description	YOUR SCORE
4	• Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions)	
3	• Errors do not interfere with communication and/or • Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics	
2	• Errors interfere somewhat with communication and/or • Too many errors relative to the length of the essay or complexity of sentence structure, grammar and usage, and mechanics	
1	• Errors seriously interfere with communication AND • Little control of sentence structure, grammar and usage, and mechanics	

SCORE FOR TOPIC IDEA AND DEVELOPMENT _____

SCORE FOR STANDARD ENGLISH CONVENTIONS _____

FINAL ESSAY SCORE _____

KEP THIS PAPER! YOU WILL PASS IT IN WITH ALL YOUR ESSAY MATERIALS.

YOUR ESSAY DUE DATES

	DUE DATE
1. Homework "Ta-Na-E-Ka"- Interview with Older relative	_____
2. Graphic Organizer homework	_____
3. Outline of Essay due by	_____
4. Rough Draft to class for Peer Edit	_____
5. Self – Edit	_____
6. Final in Class	_____

REMEMBER WITH YOUR FINAL PLEASE HAVE THE FOLLOWING. YOU WILL BE GIVEN A QUIZ GRADE FOR HAVING ALL OF THESE ATTACHED TO YOUR FINAL ESSAY.

1. "Ta-Na-E-Ka" Interview	10 points	_____
2. Graphic Organizer	10 points	_____
3. Outline of Essay	10 points	_____
4. Rough Draft of Essay	25 points	_____
5. Self-Edit Sheet	10 points	_____
6. Forever FCA's sheet	10 points	_____
6. Final Essay	25 points	_____

TOTAL WRITING PROCESS QUIZ POINTS _____