

Standard 2.2

Evidence Outcomes

a. Use Key Ideas and Details to:

iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)

b. Use Craft and Structure to:

i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)

ii. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)

Standard 3.2

Evidence Outcomes

a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)

i. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)

ii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)

iii. Link ideas within and across categories of information using words,

➡ **Lesson 6 Objective:** Students will write a compare and contrast answer / short paragraph

There are many organization tools available to reinforce the concept of compare and contrast. During the next lessons, our focus will be on how to write a short response to a compare and contrast question. You may use the tool we included with this lesson or choose one that fits your curriculum.

➡ **Activities:**

- Put the following prompt on the board.

Explain ways that a puppy and a merry-go-round are both similar and different. Compare and contrast the two items.

- What is the prompt asking us to do? What words do we need to underline to help us focus our answer?

Explain ways that a puppy and a merry-go-round are both similar and different. Compare and contrast the two items.

- Before we can write, we need to think of ways these very unique items are both similar and different to each other. On chart paper make a two column chart. Title one side “**Similarities**” and the other side “**Differences**.” Under the word “**Similarities**” write “**Compare**” and under the word “**Differences**” write the term “**Contrast**.” What do these terms mean? When I am comparing two brands of peanut butter, I am looking for what they have in common. That is a similarity. **For example:** They both contain peanuts, both come in a plastic jar, both are chunky. I also will look at what is different between the two brands. I will contrast the jars of peanut butter. **For example:** One brand is made with organic peanuts, one is not, the level of sugar is different in both jars, etc.
- Today we are going to compare a puppy and a merry-go-round. As a class, brainstorm ways that a puppy and a merry-go-round are the same. List these similarities on the chart. **See sample on next page.**

phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)

iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

v. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Standard 3.3

Evidence Outcomes

a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)

i. Use punctuation to separate items in a series. (CCSS: L.5.2a)

ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)

iii. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (CCSS: L.5.2c)

underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)

v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)

ii. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)

T = Puppies and Merry-go-rounds

Similarities/Compare	Differences/Contrast
Both attract children Both go around in circles Both bring joy Both require energy	

- Now, brainstorm ways that a puppy and a merry-go-round are different. Encourage students to think deeply about this contrast, not to merely say one is alive and one is not. To contrast items, both must listed on the chart. **See example below.**

Similarities/Compare	Differences/Contrast
Both attract children Both go around in circles Both bring joy Both require energy	Puppy moves under own power, merry-go-round requires a push Puppy is soft, merry-go-round is hard Puppy is portable, merry-go-round is stationary

- Refer back to the prompt.

Explain ways that a puppy and a merry-go-round are both similar and different. Compare and contrast the two items.

verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)

iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

v. Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)

c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

- As a shared writing activity write a complete *Shining Star* answer to the prompt. Because of the many comparisons and contrasts we have found, our answer will need to be in the format of a paragraph. When we write compare and contrast answers, we want our thinking to be evident to our reader. In order for our answers to be clear and concise, we will focus first on the similarities. The comparisons (similarities) are all written using complete sentences. The contrasting information (differences) will be written as complete sentences as well. The trick here is to not inter-mingle the two opposing types of information.
- We will start our writing with a topic sentence because we need to inform our reader about the two objects we are comparing and contrasting. Look at the prompt. We have already determined which underlined words need to be in our topic sentences. **Example:**

Puppies and merry-go-rounds have both similarities and differences.

- Since we listed similarities first in our topic sentence, we will focus first on how these two items are similar. **Example:**

Puppies and merry-go-rounds have both similarities and differences. They can be compared in many ways.

- Using our plan to remind us of the comparisons, we will add the details to our comparison. **Example:**

Puppies and merry-go-rounds have both similarities and differences. They can be compared in many ways. Puppies and merry-go-rounds are both attractive to children. Both puppies and merry-go-rounds travel in a circle, as merry-go-rounds move on its axis and a puppy runs in a circle chasing its tail. Both of these items bring joy to those around them. (The number of complete sentences within the paragraph is dependent on the number of similarities and differences you found as a group.)

- Now it is time to write the differences we found. You need to tell your reader you are changing focus from similarities to differences. **Example:**

Puppies and merry-go-rounds have both similarities and differences. They can be compared in many ways. Puppies and merry-go-rounds are both attractive to children. Both puppies and merry-go-rounds travel in a circle, as a merry-go-round moves on its axis and a puppy runs in a circle chasing its tail. Both of these items bring joy to those around them. Differences also exist between puppies and merry-go-rounds.

- Returning to the plan as a reminder of contrasts, add the details on how puppies and merry-go-rounds are different. **Example:**

Puppies and merry-go-rounds have both similarities and differences. They can be compared in many ways. Puppies and merry-go-rounds are both attractive to children. Both puppies and merry-go-rounds travel in a circle, as merry-go-rounds move on its axis and a puppy runs in a circle chasing its tail. Both of these items bring joy to those around them. Differences also exist between puppies and merry-go-rounds. A puppy can move under its own power, while a merry-go-round requires a push from a person. A puppy is soft and easy to cuddle, while a merry-go-round is made of cold metal. Finally, you can carry a puppy, making it portable; while a merry-go-round is stationary. These two objects have both similarities and differences.

- It is important that the reader always be clear on which item is being compared and contrasted. Underline the word puppy and merry-go-round, or the pronoun that replaces these words, in the comparison sentences. Point out to students that when you provide information on how objects are both similar and different, you need to include both objects in every sentence. Have students look at the sentences and decide if we included a word that lets our reader know what we are comparing.
- Provide students an opportunity to practice writing compare and contrast answers/paragraphs, both as a shared writing activity and independently.

Other Ideas for Compare and Contrast:

Compare/contrast book characters

Compare/contrast points of view on historical events

Compare/contrasts methods of answering math questions

Compare/contrast methods of completing science experiments

The following two objectives will not only help your students find big ideas from a piece of text but will also help with note taking skills. We have really broken these skills down into their basic components to give students the opportunity to practice these skills which will follow them through their educational journey. Students need to be taught how to find important information in a text because it does not come naturally to most children. This process will come easier as students improve finding important information in a text. Both note-taking and summary writing will become easier as students become better at finding important information within text.