

Grade 7- Quarter 3 Unit 1 –Comparison Contrast Essay

<p>Learning Target(s): I can analyze and write an effective comparison-contrast essay.</p>
<p>Standards(s):</p>
<p>Materials: <i>Language Network</i> pupil editions,</p>
<p>Connection: <i>In our first LDC module we learned about the three modes of writing. In this writing unit, we will use the informational mode to write and an essay that will help us see subjects clearly and make a decision.</i></p> <p><i>Maybe you need to decide between two brands of athletic shoes. Perhaps you're considering whether to join the marching band or the chorus. One way to make decisions is to study the similarities and differences of two subjects.</i></p>
<p>Modeling (I do): <i>Let's see how it's done.</i></p> <p>First look at and explain "Basics in a Box" on page 446. <i>The "Basics in a Box" provides graphic and verbal guidelines for organizing a comparison-contrast essay.</i> <i>The diagram illustrates the points that a successful comparison-contrast essay.</i></p> <p>Look at and analyze as whole group "Student Model" on page 447-448. <i>What is the purpose for the comparison?</i> <i>What subjects does the writer compare?</i> <i>What would a subject-by-subject organization be like in this essay?</i> <i>What specific example does the writer use to support her claim that Japanese teenagers are superstitious?</i> <i>What signal does the underlined transitional phrase (another difference) give?</i> <i>Why do you think the writer summarizes the similarities last?</i> <i>What new understanding of Japanese teens did the writer gain?</i></p>
<p>Guided Practice (We do): <i>Choose two subjects and write a comparison-contrast essay to show how they are alike and how they are different. To choose a topic you might start by making a list of decisions you've made recently that involved making a choice between two things.</i></p> <p>Students should also reference the planning advice on page 449.</p> <p>Students can use a Venn Diagram to compare and contrast their final topic choice. <i>Venn Diagram Critical Thinking Graphic Organizers page CT7</i></p>
<p>Independent Practice (You do): <i>Start writing in the organizational pattern you choose, which you can always change when you revise. For either pattern, you will need an introduction, body, and conclusion.</i></p> <p>Revision Target Skill: <i>To engage your readers' interest and to show the relationships between ideas, vary the structure of some of your sentences. Use a variety of simple, compound, and complex sentences. For more help with revising, review the rubric on page 446</i></p>

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As a whole group, the class can look at example on page 450.

Editing and Proofreading Target Skill:

*When you use adjectives and adverbs to make comparisons, use only one form of comparison at a time.
Do not use more and –er together or most and –est together.*

As a whole group, the class can look at example on page 450.

Sharing/Closure:

Students can transpose their writing into a multi-media presentation. (see page 451)

Assessment—Check for Understanding

Assess essays based on rubric

Assessment Masters page 139 OR

CC Rubric

Reflection: