

Non-Fiction Form: COMPARE

Purpose:

- To describe similarities and differences between two or more ideas;
- To give general descriptions and then focus on those characteristics that are the same and different; and
- Comparative writing is powerful in that it causes us to look at categories of information so that we can order and compare specific characteristics. Comparisons deepen our understanding of the ideas we are analyzing.

Text Structure:

- Introduce both things you are comparing
- Same: How these things are the same with specific characteristics provided.
- Different: Two characteristics that are different within the same category.
- Different: Two characteristics that are different within the same category.
- ... continue the different analysis until they are done.
- End: Concluding statement that summarizes the categories that are the same and different between these two things.

Language features:

- Uses factual information and descriptions.
- Relies on all senses.
- Language of comparison including but, in contrast, however, on the other hand, whereas, unlike, similarly, different, share, difference, compared to, while, although, as well as, not only, but also.
- A graphic organizer, table or VENN Diagram might be included to show comparison.

Form: Comparative writing often:

- Begins with a clear introduction of the two ideas being compared.
- The next paragraph outlines the characteristics of the two ideas that are similar.
- The next paragraph outlines the categories of characteristics that are different.
- A conclusion summarizes the ways in which these two ideas are the same and different, restating categories of characteristics.

Assessment:

How do we know if descriptive writing is good?

- We need to consider subject area criteria – what are we expecting them to show of their science, social studies, etc. knowledge? You can learn more about assessing curricular outcomes at <https://johansonconsulting.ca/2019/09/22/planning-for-outcomes-based-assessment/>
- We can also assess their understanding of writing, either formatively for our purposes or share this evidence with their ELA teacher.



Assessment of Comparative Writing:

Criteria	Description				
Form:	<ul style="list-style-type: none"> • Clear introduction of the two ideas being compared. • Shows an introduction – same – different – conclusion structure. 				
Organization	<ul style="list-style-type: none"> • Transitions clearly from one characteristic to the next. 				
Research	<ul style="list-style-type: none"> • Student identifies most important characteristics to compare. • Characteristics are accurate. 				
Writing	<ul style="list-style-type: none"> • Compares and contrasts characteristics within the same categories. 				
Style	<ul style="list-style-type: none"> • Appropriate writing techniques: <ul style="list-style-type: none"> ○ Voice ○ Evidence of comparative language 				
Mechanics	<ul style="list-style-type: none"> • Effective use of spelling, punctuation and grammar. 				

Assessment of Subject Knowledge:

Criteria	Description				
	<ul style="list-style-type: none"> • 				
	<ul style="list-style-type: none"> • 				
	<ul style="list-style-type: none"> • 				

Gear, A. (2014). *Nonfiction Writing Power*. Markham: Pembroke Publishers.

