

COMPARISON ESSAY

NAME: _____

DATE: _____

1. CHOOSING A TOPIC

A. Choose two characters in your novel and compare them. These people may be quite different from each other, but they must have at least a little similarity. On the other hand, they may be quite similar to each other but they must have at least one difference.

CHARACTER 1

/

CHARACTER 2

Names: _____ / _____

Will this topic work? Try this topic out by brainstorming a list of differences and similarities below:

PERSONALITY OF CHARACTER 1

/

PERSONALITY OF CHARACTER 2

Now circle the similarities between the two characters. You will need at least 1 difference and 2 similarities, or you will need 2 differences and 1 similarity. Do you have enough similarities? enough differences?

Teacher signature: _____ (if you change your topic, be sure to talk to your teacher)

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2. BRAINSTORMING THE TOPIC

Now read through your list of characteristics. Are there more similarities? more differences? or about the same number of each? Will you conclude that your characters are more similar than different? Or will you conclude that they are more different than similar?

You will be writing a point-by-point comparison essay. So choose the three characteristics that you will use to compare your characters and list them here. (For instance, you could choose to use “loyalty” as a characteristic, and you could describe how one character is very loyal to his friends but how the other character lies to his friends and betrays them.)

a. _____

b. _____

c. _____

Teacher Signature: _____

3.

OUTLINE AND ROUGH DRAFT

NAME: _____

DATE: _____

Create an outline for your **Comparison Essay** on this page. You may need to add more points or paragraphs. Add more pages to this one.

TOPIC: _____

I. Introduction (paragraph 1)

A. Interesting Hook:

B. Connecting Information:

C. Thesis Statement (decide whether you will say the two topics are more similar, more different, or equally similar or different): _____

II. Body (Use the **point by point method** of comparison)

A. Paragraph 2 (first point of comparison) topic sentence: _____

1. (Details about Character 1 with regard to this point. Be sure to use direct or indirect speech; when quoting from the book, include page numbers)

2. (Details about Character 2 with regard to this point)

3. Transition sentence:

B. Paragraph 3 (second point of comparison) topic sentence: _____

1. (Details about Character 1 with regard to this point)

2. (Details about Character 2 with regard to this point)

3. Transition sentence:

C. Paragraph 4 (third point of comparison) topic sentence: _____

1. (Details about Character 1 with regard to this point)

2. (Details about Character 2 with regard to this point)

3. Transition sentence:

III. Conclusion (paragraph 5)

Restated Thesis: _____

Suggestion, opinion, or prediction:

Teacher Signature: _____

4a. GATHERING VOCABULARY FOR YOUR ESSAY

Name: _____

Once you've chosen your topic, gather the major words you will need to write about your topic. Using a dictionary and a thesaurus can help. Also be sure you know the different forms of your major words. Ask your teacher and classmates for help too! For example:

Topic (part of speech?)	Synonyms	Other forms of the word (part of speech?)
take a trip (verb)	journey, travel, _____, _____, _____	nouns: traveller, _____, _____, _____
basketball athletes (noun)	competitors, _____, _____, _____	verbs: they play, they shoot, they _____, they _____

Now take a few moments to gather words for your own essay. Use a thesaurus:

Topic/Major Ideas (part of speech?)	Synonyms	Other forms of the word (part of speech?)

Teacher Signature: _____

4.b. ROUGH DRAFT/FIRST DRAFT

NAME: _____

DATE: _____

Now write your first draft on another piece of paper. Use your outline to guide you. Write in complete sentences. Don't worry; you will have many chances to change this!

Teacher Signature: _____

CLEANING UP YOUR ROUGH DRAFT

NAME: _____

Look over your first draft. Place a check mark by each task below once you have completed it:

1. **DOUBLE Underline** your **thesis sentence**. Does it refer to similarities and differences and the topics of your 3 body paragraphs? ____ Does it mention the two characters you are comparing? ____ Do you mention the book title in your introductory paragraph? ____
2. **Underline** all paragraph **topic sentences**.
3. Do you have **4 pieces of evidence in each body paragraph** (2 about one character and 2 about the other)? _____
4. Are there too many short sentences? Combine some into longer ones. Make at least **3 compound sentences** (SV, + FANBOYS +SV). Make at **least 3 complex sentences** (Independent clause + Dependent clause).
5. Are there too many long sentences? Shorten a few to make **simple sentences** (SV).
6. Look at your adjectives and adverbs, can they be more interesting and specific? Are you repeating a word many times? Use its synonyms. Add at least **3 AWL** words. They are: _____, _____, and _____
7. **Underline** each **transition (concluding** each paragraph) sentence -- do you have one for each paragraph? ____ Do they summarize the paragraph or provide a bridge to the next paragraph? _____
8. Have you used and underlined at least **6 linking or introductory transitions** (in addition, also, furthermore, moreover, then, therefore, thus, as a result, consequently, for example, for instance, in other words...)? Circle the words on this page that you are using.
9. Have you used and underlined at least **2 transitions showing contrast** (however, on the other hand, nevertheless, nonetheless, on the contrary, in contrast)? Circle the words on this page that you are using.
10. Have you used and underlined at least **1 subordinating conjunction showing contrast** (although, even though, though, whereas, while)? Circle the words on this page that you are using.
11. Have you used and underlined a **subordinate conjunction of time** (after, as, as soon as, before, since, until, when, whenever, while)? Circle the word on this page that you are using.
12. Check your **verb tenses**. You should be using all past or all present tense verbs, with a very few exceptions. Which verb tense are you mainly using? _____
13. In your concluding paragraph, **DOUBLE underline** the sentence that **restates your thesis**.
14. In your concluding paragraph, underline the **concluding sentence**. Does it predict, suggest, or state an opinion? If not, change it.
15. Think about your title: is it interesting? or does it build curiosity? If not, change it.
16. Check your essay. **Remove the following words: good, bad, a little, a lot, interesting, it, thing, etc., and so on.** Write more exciting, descriptive words in their place. Remove all **contractions** from your essay. For example, "can't" should become "cannot".
17. Put a star by **direct speech** (" "). Put two stars by **indirect speech** (she said that...). In both cases, check to make sure that you have put the page number in parentheses each time you refer to the book. (p.21) Do you have direct speech and indirect speech in each body paragraph? _____
18. Write a **full cite** to the book at the end of your paper in the form: Author's Last Name, First Name, Title, Publisher, City: Date.

Make all these corrections on your first draft, then rewrite it very neatly. _____

TITLE: _____

Teacher Signature: _____ (Use more pages as necessary)

MY NAME IS: _____

THE PERSON I AM **PEER EDITING** IS NAMED: _____

Directions: Read the comparison essay.

1. Put a ***** by the part that is most interesting to you.
2. Put a **?** by anything you do not understand.
3. Summarize the **thesis** in one sentence: _____
_____.
4. One thing that the writer did very well was: _____
_____.
5. **Talk with the writer:** explain what is most interesting to you, what you liked about their essay, and what you do not understand. Read them your thesis summary, and ask them if that is what they meant.

MY NAME IS: _____

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6.

NAME: _____

DATE: _____

React to the comments on the peer editing sheet. Reread the essay and make changes. Rewrite the essay one more time:

[illegible]

Teacher Signature: _____ (Use more pages as necessary)

7.

Now proofread your essay for grammar, punctuation, and spelling. See if the sentences flow smoothly. Make any last corrections based on the grammar read-around by your peers.

Teacher Signature: _____