**Compare and Contrast Paragraph Basics**

There are several ways to create compare and contrast paragraphs. When you compare and contrast, it’s important that you are able to point out the key similarities and differences. One of the hardest things about this type of writing is how to structure the sentences. There are two basic ways to do this. One is the block type, and one is point-by-point. In block type, one topic is completely described in one paragraph, and then the other topic is completely described in the other.

**Block Style**

Topic: Hulk

Quote/Detail - Strength

Analysis – How strength is shown

Transitional sentence

Quote/Detail – Followed Hero’s Journey

Analysis – how it is hero’s journey

Summary Sentence:

Topic: Hercules

Quote/Detail - Strength

Analysis – How strength is shown

Transitional sentence

Quote/Detail – Followed Hero’s Journey

Analysis – how it is hero’s journey

Summary Sentence:

This style is good if you need to describe your examples in great detail, but it isn’t good for pointing out clearly the similarities and differences for the reader. **If your subjects are very different, this may be a good style, but if they are very similar, it won’t be.**

Another way to structure the paragraphs is to use the point-by-point style. The point-by-point style would look like this:

**Point-By-Point Style**

Topic: Hercules & Hulk Differences

Quote/Detail - Why Hercules fights

Analysis –Different from Hulk

Transitional sentence

Quote/Detail – Hercules’ Journey Different

Analysis – how it is unlike Hulk’s journey

Summary Sentence:

Topic: Hercules & Hulk Similarities

Quote/Detail - Strength in Hercules

Analysis –Strength is also shown in Hulk

Transitional sentence

Quote/Detail – Hercules’ Journey

Analysis – how it is like Hulk’s journey

Summary Sentence:

**Here is a paragraph frame in point-by-point style:**

In *Mythology: Timeless Tales of Gods and Heroes*, by Edith Hamilton and Marvel Comics there are many striking similarities between Hercules and between Hercules and the Incredible Hulk. **To start**, both heroes fight monsters and villians for similar reasons. The text states that “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ”(1). This is impies that that  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is like

The Incredible Hulk because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **Another similarity** is the main traits of both of these characters. **In Greek mythology**,

Hercules is said to be ,“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”(1). **In other words**, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Likewise**, Hercules \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **In conclusion**, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Transitions**

Did you notice the **boldface** words in the paragraph? These are transitions, and they are especially helpful for helping the reader understand any kind of writing – especially compare and contrast. You must use several transitions. Here is a website that is a great resource:

<http://www.studygs.net/wrtstr6.htm>

**Scoring**

This is how your writing will be scored:

5+ = 40pts 5=37pts 4+=35 4=32 3+=31 3= 29 2= 26

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| --- | --- | --- | --- | --- |
| **Organization** | The introduction con- tains a clearly stated topic sentence (in a paragraph) or clearly stated thesis sentence (in an essay); the body not only fully explores similarities and differ- ences but reveals unex- pected relationships through specific exam- ples and details; the conclusion effectively ends the writing, with- out repetition, and con- tains a clincher state- ment; effective and varied transition words and phrases are used throughout. | The introduction con- tains a topic sentence (in a paragraph) or the- sis sentence (in an essay); the body ex- plores similarities and differences through the use of examples and details; the conclusion brings the writing to a close; transition words and phrases are used. | The introduction con- tains a topic sentence (in a paragraph) or the- sis sentence (in an  essay), but the sentence may be unclear, impre- cise, or inadequate; the body explores at least one similarity or differ- ence but does not use examples and details; a conclusion is present but it may be weak or repetitive; more transi- tion words and phrases are needed throughout. | The introduction lacks a topic sentence (in a paragraph) or thesis sentence (in an essay); the body does not de- velop comparisons or contrasts; the conclu- sion is missing, contra- dictory, or repetitive; the writing lacks transitions. |
| **Elements of Comparison/ Contrast Writing** | The overall purpose of informing, persuading, evaluating, or enter- taining is clear and consistent throughout; transition words and phrases that help to or- ganize comparisons and contrasts have  been used effectively throughout; the writing is tailored to the audi- ence. Word choice is consistently careful  and often particularly precise, powerful, or apt. | The overall purpose of informing, persuading, evaluating, or enter- taining is fairly clear and consistent; transi- tion words and phrases that help to organize comparisons and con- trasts have been used  in most places; most of the writing is tailored to the audience. Word choice is generally precise. | The overall purpose of informing, persuading, evaluating, or enter- taining is not clear or consistent; the writing has few transition words and phrases that organize comparisons and contrasts; the writ- ing often misses its in- tended audience. Word choice is confusing, repetitive, or imprecise. | The purpose is not clear; the writing lacks any discussion of simi- larities and differences; the writing is not tai- lored for the intended audience. Word choice is consistently confus- ing or unclear. |
| **Grammar, Usage, Mechanics, and Spelling** | There are few or no errors in mechanics, usage, grammar, or spelling. | There are some errors in mechanics, usage, grammar, or spelling. | There are several errors in mechanics, usage, grammar, or spelling. | Expression is blocked by numerous errors in mechanics, usage, grammar, or spelling. |

**5 4 3 2**