Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Paragraph # 5-Compare/Contrast

## Requirements:

* MLA Heading
* Seven–ten sentences
* Typed, Times New Roman
* Compare point to point; do not describe one subject and then the next.
* **Do not use first person pronouns: I, me, my**
* **Must bring in a printed version on due date!**
* **Due Monday, March 4**

**Prompt:** Compare/Contrast

**Choices:** (Choose 1-if you have a better idea for a topic come talk to me.)

* Book vs. movie
* Cats vs. Dogs
* Compare/Contrast the difference between sixth grade and seventh grade. Areas to consider, subjects, grading, rigor,

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** |
| **Attention Grabber**  **Organization** | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience. | The author has an interesting introductory paragraph but the connection to the topic is not clear. | The introductory paragraph  is not interesting AND  is not relevant to the topic. |
| **Evidence and Examples**  **Support** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  Go point to point | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  Describe one topic and then the next | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.  Concentrate mostly on one topic | Evidence and examples are NOT relevant  AND/OR are not explained. |
| **Grammar & Spelling**  **Conventions** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content.  **Used I, me,my** |