Georgia Performance Standards Framework for ELA Unit 2-8th Grade

Grade: 8
Topic: Venn Diagram for Compare/Contrast
Instructional unit: Texts
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The task:
One of the organizational structures students can select to write their expository essays for the performance task is compare/contrast. To assist students in organizing their ideas and information, students will use the thinking map called the “Double Bubble” which, similar to the Venn Diagram, is a way to organize similarities and differences of characters, literary samples, settings, etc.

Using two stories or text previously read, the teacher will model the process of “Double-Bubble.”

Differentiation Option:
1. Have pairs of students work together to create a compare-contrast paragraph. Provide partners with subjects to compare (characters, settings, text) and contrast. Have one student list details telling how the subjects are similar and the other student list details telling how they differ. After they have read each other’s lists, have them work together to write a compare and contrast paragraph.
2. If subjects lend themselves to visuals, have partners attach their work (list of similarities, list of differences, and compare – contrast paragraph) to a poster and illustrate it.

Focus Standard:
ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
   c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
   b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).

ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student
   a. Plans and drafts independently and resourcefully.
   c. Edits writing to improve word choice, grammar, punctuation, etc.

ELA8W2. The student demonstrates competence in a variety of genres.
The student produces a piece of writing drawn from research that:
   g. Organizes and displays information on charts, maps, and graphs.
Circumstances of the assignment/Notes to the Teachers:
This should be used as a pre-writing activity.

The Double Bubble chart is attached.