

compare/contrast essay

Directions: Now that you have had an opportunity to look over and evaluate some new vehicles that manufacturers are producing, I would like to find out which vehicle was your favorite by having to compare and contrast the two vehicles you liked best. In a 4 paragraph essay, you are going to guide me through your decision making process. Below, please find some suggestions as to how you can order each paragraph in your essay. Additionally, use the graphic organizer attached to this sheet to make notes before you start to write your essay.

You may hand write this essay, but it should be neat and easy for me to read. Also, I will be looking to see that each paragraph is at least 5 sentences long and that you and a peer editor has proofread your paper carefully for mechanical issues like grammar and spelling.

Introduction – Talk a bit about *your* experience at the show in general. What was your perception of all the cars on display? Why did you focus on the two cars you chose out of all the cars there?

Paragraph 1 -- How are the vehicles alike? (power, work or recreational, price/value for the money, options, pimped out)

Paragraph 2 -- What are the major differences in the vehicles? How is each used? Affordability? Efficiency? Maintenance? Versatility?

Conclusion -- Which vehicle would you choose if you could only afford one? Explain why and give specific reasons.

CONSUMER MATH
CAL #1 a) b)

car 3

GOOD / BAD QUALITIES

SELLING POINTS / DETRACTIONS

Compare and Contrast Chart

readwrite think
RWT

Item #1

CORVADO (TRUCK)

Item #2

MARDA 3

How are they alike?

How are they alike?

LIST
PRIORITIES

• WHY DO THESE VEHICLES APPEAL TO YOU? (THEY ARE ALIKE IN THAT YOU'D LIKE TO OWN BOTH)

• Design Body (looks) (color options)

• Value for the dollar

• low mileage

• performance

• comfort

• handling

• Size

•

How are they different?

How are they different?

MARDA

- gas mileage

- work / recreation (function)

- cost of purchase

- cost of upkeep (warranty?)

- resale value

- practicality (will it suit my needs)

- lots of highway miles

COLONADO

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Comparison/Contrast Essay

On Feb 6, 2015 I had an opportunity to visit the Car Auto Show at the Convention Center downtown. The event showcased both ~~other~~ vintage and new vehicles. While I enjoyed looking at the craftsmanship of the restored cars, I ~~found~~ ~~decided~~ explored the latest models with the eye of a consumer. Two ~~cars~~ ~~vehicles~~ that topped out as my favorite are the Chevrolet Colorado and Mazda 3. Ultimately, after considering the features of both vehicles / doing a side by side comparison of both vehicles, I found the Mazda 3 ~~exceeded my expectations~~ best suited my needs ~~for~~ or met all my expectations for a new vehicle car purchase.

Comparison/Contrast Essay

The Eric Auto Show this year was amazing. There was a variety of cars, from custom Rat Rods to affordable family friendly vehicles. Show goers could find cheap, domestic vehicles and expensive imports. Two vehicles in particular that caught my eye were the ^{ATV} Chevelless and the Ford F250, King Ranch edition.

→ Both v-8s

→ Both Domestic

→ Both expensive

→ Both desirable

→ Both ~~have~~ manufactured for specific purpose + a particular consumer.

1. Evaluate your partner's introduction. Does he/she give you an interesting "glimpse" of the auto show? What phrases, specifically, help you see the show? What is the thesis of the paper?
2. Look at paragraph 2. What information has the writer given to you to help you see the vehicles similarities? Would you like any other information about the cars in addition to, or instead of, what is written now?
3. What differences are analyzed in paragraph 3?
4. In the conclusion, does the write convince you that the car he/she ultimately chooses as his favorite is the best choice? In other words, does he "sell" the car well enough. Can you think of anything else he should add to the conclusion?
5. Read over the paper carefully for misspelled words and confusing sentences. Circle misspelled words and underline sentences that are confusing or seem incomplete.

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

<u>FOCUS</u>	<u>CONTENT</u>	<u>ORGANIZATION</u>	<u>STYLE</u>	<u>CONVENTIONS</u>
The single controlling point made with an awareness of task about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.	The choice, use and arrangement of words and sentence structures that create tone and voice.	Grammar, mechanics, spelling, usage and sentence formation.

<u>FOCUS</u>	<u>CONTENT</u>	<u>ORGANIZATION</u>	<u>STYLE</u>	<u>CONVENTIONS</u>
4 Sharp, distinct controlling point made about a single topic with evident awareness of task.	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas.	Sophisticated arrangement of content with evident and/or subtle transitions.	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience.	Evident control of grammar, mechanics, spelling, usage and sentence formation.
3 Apparent point made about a single topic with sufficient awareness of task.	Sufficiently developed content with adequate elaboration or explanation.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience.	Sufficient control of grammar, mechanics, spelling, usage and sentence formation.
2 No apparent point but evidence of a specific topic.	Limited content with inadequate elaboration or explanation.	Confused or inconsistent arrangement of content with or without attempts at transition.	Limited word choice and control of sentence structures that inhibit voice and tone.	Limited control of grammar, mechanics, spelling, usage and sentence formation.
1 Minimal evidence of a topic.	Superficial and/or minimal content.	Minimal control of content arrangement.	Minimal variety in word choice and minimal control of sentence structures.	Minimal control of grammar, mechanics, spelling, usage and sentence formation.

NON-SCORABLE

- Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response.
- Is incoherent, i.e., words are legible but syntax is so garbled that response makes no sense.
- Is insufficient, i.e., does not include enough to assess domains adequately.
- Is a blank paper.

OFF-PROMPT

- Is readable but did not respond to prompt.