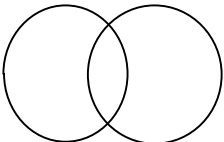


Compare and Contrast (Using Mentor Texts)

Purpose: overall, modeled-reading

- helps make invisible “expert” writing moves/strategies public,
- illustrates how one analyzes writing (through a critical lens, for impact of various devices), and
- positions students to analyze the impact of the mentor text/ “expert” writing moves **by constructing a flexible approach** for students to apply to their own writing application.

Writing selection: the teacher chooses two pieces of writing centered around the same skill/writing move based on the goal of the teaching session. The writing selection should be at an instructional level for the class, but within the range for the students’ perceived skill level. A teacher might also make text-selections because the excerpts are interesting, written by same-aged students, rich in language and meaning, connect to students’ lives, and/or provide many opportunities for illustrating the content skill or process strategy. The excerpts should be comprehensible, even if taken out of context.

Teacher	Students
<p>1. The work involved in helping students participate in the modeling activity.</p> <p>Depending on your student’s exposure to modeling you will want to review [or introduce] norms for modeling, in addition to practicing the behaviors during a teacher’s lesson, they should include not answering the teacher’s question and taking descriptive notes.</p> <p><u>Framing the Use of Mentor Texts:</u> Teacher frames the purpose for comparing and contrasting mentor texts. The teacher might address learning that has happened prior to this instructional activity if relevant. Then to frame the task, the teacher might say:</p> <ul style="list-style-type: none"> ○ <i>Today we are going to investigate the effect _____ (insert writer’s move, i.e. writing an introduction, use of fragments, sentence combining) _____ (text) has on an overall piece of writing.</i> ○ <i>The reason we are comparing and contrasting writing is because in order to be more effective and powerful writers we need to learn from different writers’ choices and see what effect they’ve had on their readers, so we</i> 	<p>1. Setting up for using mentor texts:</p> <ul style="list-style-type: none"> • Have the text in front of them • A venn diagram (made in notebook or in a handout) <div style="text-align: center;">  </div> <p>In conclusion, I think the more effective piece of writing is ____ because...</p>

<p><i>could see what works for us.</i></p> <ul style="list-style-type: none"> ○ <i>Your job is to compare and contrast the different writing “moves” you see (ie: in the introduction, with the sentence fluency, etc) and write them in the Venn diagram. We will be investigating two pieces of writing from (the MCAS long composition, the same essay, two different editorials)</i> ○ <i>The directions are as followed:</i> <ul style="list-style-type: none"> 1st read the piece marked “Text A” and “Text B” to yourself¹ 2nd mark the places in the text where you see “moves” the student-writer is making to _____ (write an effective opening, contextualize evidence, use strong/vivid imagery) 3rd discuss with your partner what is common between the two pieces—write in the center of the Venn 4th discuss what specifically makes A different from B in terms of writing moves and mark those on either side of the Venn diagram 5th be ready to explain your reasoning...or your partner’s! <p>During the review of the “how” of the task, teacher might include:</p> <ul style="list-style-type: none"> ○ <i>For example if you notice a Write...²</i> ○ <i>Any questions about what your job is?</i> 	
<p>2. The work involved in orienting students to the task</p> <p><u>Comparing and Contrasting Mentor Texts: Students working in pairs</u></p> <p>Teacher hands out the two texts labeled “Text A” and “Text B” and the Venn diagram for students to read and work in pairs, taking time to mark the writing moves they see. The teacher should give the class time to get started, and circulate, first to check understanding of the task (anticipating some students jumping to “which is better”) and later for assessing student reasoning of the moves to bring</p>	<p>2. Participate to increase understanding</p> <ul style="list-style-type: none"> • Reading to understand the gist of the two excerpts. • Actively participating in pairs, identifying the writing moves and analyzing the effects, and marking them in the text. • Synthesizing their findings

¹ Can be read aloud in pairs as a modification, if needed.

² Modeling of directions going from text to venn diagram. This is a technical modeling using a document camera or overhead to show how to write ideas in which part of the graphic organizer.

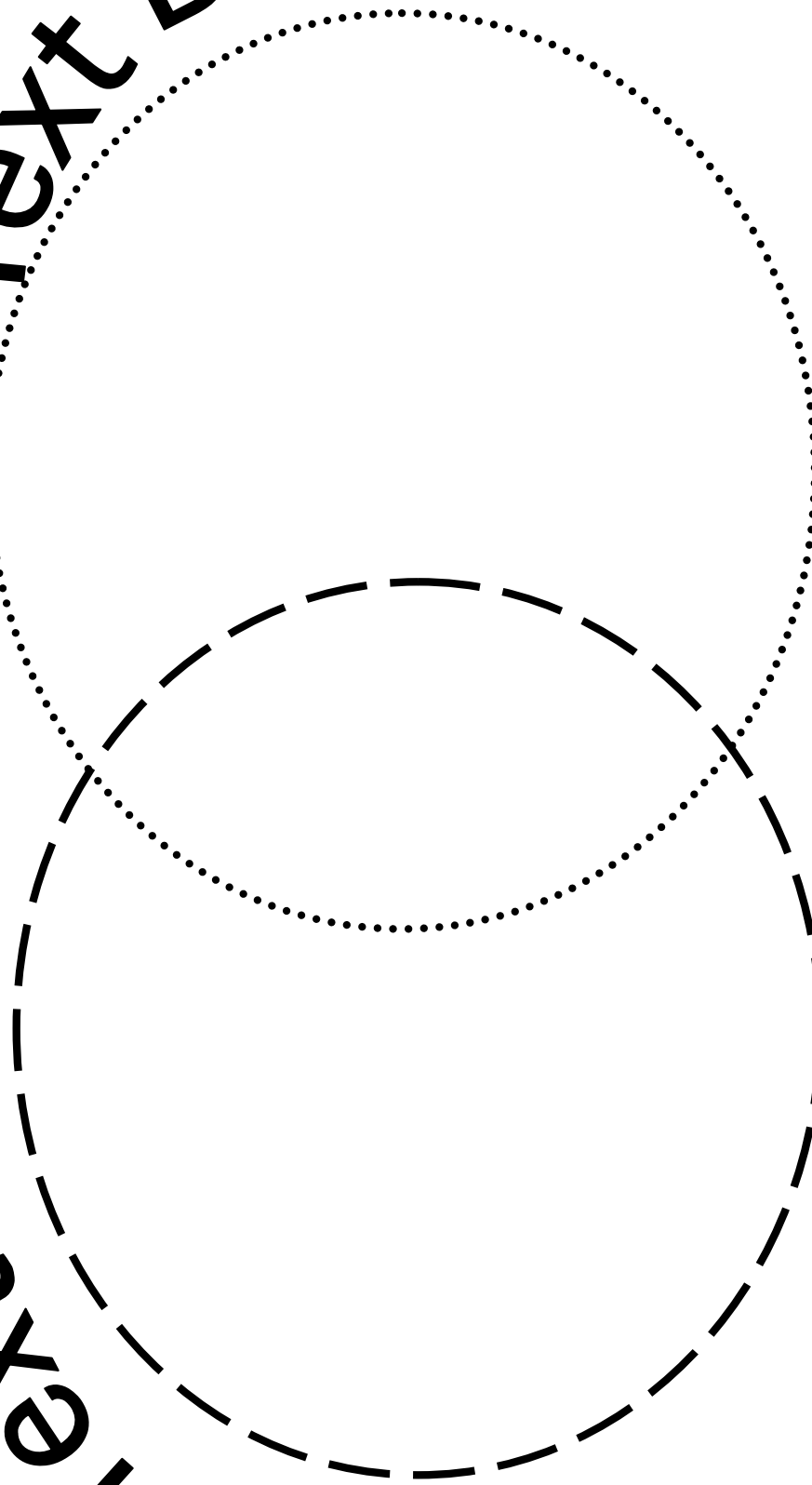
<p>into whole-class discussion:</p> <p>Circulating for understanding of the task:</p> <ul style="list-style-type: none"> ○ When students seem off task. <i>Say: great, so where is _____ in the writing? Pause _____ [name student] how could you get back on track? Pause Great, I'll be back in to check on your progress in seven minutes.</i> ○ When students quickly ask for help. <i>Say: Why don't you read the procedures/directions aloud? [to other student] So what's the first thing you need to do? Ok, great, do it</i> ○ When students jump to evaluation <i>Say: so Travis and Julie, I hear that you noticed that text B is "a force" and therefore, not as good as A. Explain what you both mean, how is the writer 'forcing it' ...what are those moves?</i> <p>Circulating for assessing understanding:</p> <ul style="list-style-type: none"> ○ <i>Teacher might ask: So help me understand what you mean by _____ [detail from Venn diagram] Where did you see it in the text?</i> ○ <i>Teacher might ask: What would the effect of _____ (writer's move from above) be in this essay? Can you [to the partner] help me understand what your partner means by _____?</i> 	<p>for both texts in the venn diagram.</p> <ul style="list-style-type: none"> • Evaluating the effects of the writing move on the piece overall
<p>3. The work involved in deconstructing and learning from the task</p> <p>Whole-class Discussion:</p> <ul style="list-style-type: none"> ○ <i>Say: Ok.</i> [and other non verbal cues to transition from the pair work to the whole-class] ○ <i>Say: So let's see how we understand these writing moves in context.</i> [position the students to the goal of the discussion] ○ Teacher facilitates a review of each of the texts, comparing and contrasting the moves before evaluating the effect of the targeted writing moves ○ Teacher uses a class graphic organizer/Venn diagram to keep track of the students' ideas and represent them clearly to the whole class ○ Teacher might start with eliciting from a student whose 	<p>3. Students participate in a discussion to analyze the moves they notice in the mentor texts, focusing on expanding their reasoning.</p>

<p>work s/he noticed specifically had an interesting detail.</p> <ul style="list-style-type: none"> ○ <i>Some questions to ask: what impact did that make on conveying specific ideas? How did it help?</i>³ (rephrase when needed using academic terms such as: writing a universal claim introducing author and the characters , creating a thesis statement etc.) ○ Teacher seeks to clarify and build understanding asking: <i>Did anyone else see this? How would you explain the impact? Is there another way to understand this?</i> ○ Teacher repeats discussion until a class-constructed chart comparing/contrasting is completed. 	
<p>4. Assessing students’ understanding of flexibly adopting and adapting the strategy or skill. Depending on the task and length of the reading, teacher will orient students back to the employed moves.</p> <p>The teacher might ask the students, in the form of an exit ticket such as: <i>Explain to a friend from another section what to do if they wanted to be effective at writing _____ and why.</i> OR <i>Name what you now understand as successful writing moves for _____. What makes them successful? What do you think you might use in your own writing tomorrow?</i></p> <p>[facilitating students to name the learning and connect the discussion to their in process writing piece]</p> <p>Additional assessments would be in the form of consciously applying the observed writing moves, successfully, in their own pieces.</p>	<p>4. Students participate in evaluating their understanding and/or application of the strategy.</p>

³ This step can be combined with the pair share (reading moves *and* how it helped) depending on the age group and experience deconstructing impact of specific devices.

Text A

Text B



In conclusion, I think the more effective piece is _____ because _____

2011 MCAS
Grade 10 English Language Arts Composition
Topic/Idea Development - Score Point 6

Taking risks and “calling out the girls for their actions instead of blending into the background” serves as the main idea in the composition. The introduction lays the groundwork for the writer’s discussion about Proctor, emphasizing his courageous qualities, which ultimately lead to his “sacrific[ing] his life for the cause,” an idea that is discussed in detail in the fourth paragraph of the composition. Phrases like “scores of people who have already died as martyrs...,” “exploit the madness of the witch trials,” and “stand somberly on the streets...” demonstrate the writer’s skill in conveying the horror of the time period through language. The topic of martyrdom is supported and interwoven throughout; rich details from the text are consistently applicable to Proctor’s “fight against the injustice...” and willingness to sacrifice his life—the ultimate act of standing up for a belief. The writer is able to deftly integrate ideas from the text into a deeper analysis of their meaning: “as he [Procter] and another well-liked woman in the town are being taken to the execution, the mask slowly gets lifted off the rest of the town.” The balance between Procter’s views on justice and how he defends them is accomplished throughout the composition, with enough detail from the text to ground the reader in the story without ever descending into unnecessary retelling. In the conclusion, the writer successfully references a more global outlook by discussing “all the people who went to extremes” and the overall “madness of the witch trials.”

Throughout works of literature, it is common for characters to stand up for their beliefs. In The Crucible John Proctor stands up for all the innocent people harmed by the Salem witch trials because he does not go along with the mob mentality that sweeps the town. Instead, Proctor confronts the girls about their accusations, refuses to plead guilty and incriminate others, and ultimately sacrifices his life for the cause.

Although most of the town of Salem gets caught up in partaking in the accusations of witchcraft, Proctor refuses to believe that the claims have any weight. Instead he chooses to confront the girls making the accusations and expose their lies to the rest of the town. This culminates at the end of the trial of several alleged "witches" where Proctor drags Mary Warren, a servant girl, into court to testify. Mary Warren had taken part in the accusations before, but Proctor convinced her to stop. Proctor took a great risk in calling out the girls for their actions instead of blending into the background. In Salem, the only real way to be safe was to accuse someone else, because if you defended a witch, others automatically assumed that you were one. Proctor was the first and only person in the town to confront the girls and it served to make people aware that the girls were not being truthful. Even if very few people believed him at first, Proctor's actions translated to the first step in revealing the real witchery in Salem. Overall, it would have been much easier for Proctor to pass the accusation onto someone else, but he chose instead to stand up against the injustice and try to stop it. Proctor believed that the girls' actions were morally wrong and that they were killing innocent people. He refuses to partake or be a bystander in the situation showing both his courage and his conviction, as well as disregard to

the risk of consequence. The risk ultimately proves to be very real because the girls immediately turn the accusation onto him, resulting in his arrest.

Once in jail, many of the accused would confess their "guilt" and be released. Proctor, however, does not. When they ask him for his signed confession, he cannot go through with it because of the stain it will leave on his name. Proctor believes that the innocent who signed confessions were cowards and they traded in their good name for their life. After cheating on his wife, his name is really all he has left and he does not want to lose that. Proctor asks how he can teach his sons to walk with their heads held high if he himself sold out in order to preserve his life. He views the scores of people who have already died as martyrs who refused to defame themselves and their innocence. This shows Proctor's firm belief in justice and in his innocence, as well as the innocence of anyone who already died. Proctor believed so strongly, that he would not recant for anything not even his life. His name is so important that it drives him to extreme measures to protect it. Proctor never wavered from his beliefs and stayed true to them until the very end, even when the situation became a matter of life or death. He takes his conviction with him to his death, as he is punished for standing up for his beliefs.

Proctor ends up sacrificing his life in order to exploit the madness of the witch trials. As he and another well-liked woman in the town are being taken to the execution, the mask slowly gets lifted off the rest of the town. People stand somberly on the streets occasionally shouting out that Proctor is brave and that he is a good man. Before Proctor, most of the accused had been of much

lower social status. Because of this, it was not too difficult for the townspeople to believe that they could be witches. However, the accusation that a prominent member of the community such as Proctor was a witch was a harder sell. Had Proctor confessed guilt, he would have given credit to each and every one of the girls' previous accusations and discredited every martyr who died for their innocence. Proctor's name had a lot of weight in the town and the fact that he died professing innocence made people realize that perhaps the accused really were innocent. His strength and unwavering courage paid off because several months after his death, the witch trials officially ended and no more innocent people were killed. He stood up for his beliefs and it impacted the entire town of Salem. Proctor's belief in innocence was so strong that he was willing to die for it. His fight against the injustice of the witch trials was so great, that it killed him, both literally and figuratively.

John Proctor's actions, his firm belief in innocence, and his thirst for justice act as a catalyst for finally stopping the madness of the witch trials. The Crucible itself relates the story of Salem but also mocks the Red Scare of the 1960s. Proctor and his conviction represent all the people who went to extremes to see their beliefs fulfilled and stood up for their thoughts. The progression of Proctor's actions mirror the progression of events of The Crucible and by never giving up, Proctor finally succeeds in stopping injustice and protecting the innocent.

[[6 Points](#) | [6 Points](#) | [5 Points](#) | [4 Points](#) | [3 Points](#) | [2 Points](#) | [1 Point](#)]

2011 MCAS
Grade 10 English Language Arts Composition
Topic/Idea Development - Score Point 4

This composition offers an unusual take on the task: “Atticus . . . often finds himself helping others stand up for their beliefs.” This sort of duality—the main character standing up for an accused man, while also standing up for his own morals—is moderately developed with some details about the Ewells and the social climate of the 1930s. The writer offers a brief summary of the trial, though the trial’s conclusion is not made clear until the concluding paragraph of the composition. Details in the fourth paragraph introduce the idea of Atticus’s parenting and how his belief system defines his children. In both instances, the writer provides a few details from the book that touch upon characteristics and beliefs of the father and daughter but does not go into great depth with any of the examples. Elements about society (the trial) and family (Scout) allow the writer to show the importance of Atticus’s character, though the individual paragraphs are not fully developed. The conclusion reviews how Atticus influenced people around him but struggles to develop further connections to the work of literature as a whole beyond “taught important life lessons. . . .” Language lacks sophistication —“being older, wearing glasses, and very wise,” “a rather white trash family,” and “does not let anything flex his opinion”—but still communicates the main idea.

Often in works of literature, a character stands up for his or her own beliefs. More often than not, these actions are useless and do not get the character anywhere. However, this does not stop the character from pursuing his or her beliefs in the long run. Though he or she often lose their battles, they are determined to win the war. Such a character could be identified as Atticus Finch, from Harper Lee's *To Kill a Mockingbird*.

Atticus Finch is a kind and neighborly lawyer from Maycomb County, Alabama. He is the father of Jem and Scout. He is described as being older, wearing glasses, and very wise. His children often run to him for guidance, and he never steers them wrong. Jem and Scout look up to him a great amount, and respect him very much. Scout also looks to Atticus for academic leadership. While reading his newspaper, Atticus lets Scout sit down with him and he teaches her to read. Scout is able to read before she can even start school. Atticus is also respected by most of the residents in Maycomb, because he often helps out others while expecting little in return.

Since Atticus is a lawyer, he often finds himself helping others stand up for their beliefs. Nevertheless,

this does not mean that he does not share the same beliefs as his clients. In To Kill a Mockingbird, he takes a case for a black man by the name of Tom Robinson. Tom Robinson is accused of raping Mayella Ewell, a 17 year-old white girl who comes from a rather white trash family. Considering this is based in the south during the 1930s, there is a lot of racism; also, it does not take much to put a negro in jail. Atticus sees a great deal of injustice in this case, and decides to come to the defense of Tom. For many months, he is mocked and disrespected by some of his former friends or acquaintances. He is accused of being a "nigger lover" for his role in the trial and Mayella's father, Bob Ewell, goes as far as spitting in his face. Despite all this, Atticus stands firm to his beliefs and continues on with his head up high for the rest of the trial.

Atticus does not plan for his actions to affect some people in the way they do, however. He is hoping to teach Jem and Scout equality among races and to not solve their problems with violence. Scout does not learn this right away. She gets into a fist fight during school because a boy made fun of her dad for being a "nigger lover." In the end she learns her lesson, but also shows that she takes after her father in standing for her own beliefs. Another instance like this occurs inside the family as well. Scout's cousin also makes fun of Atticus, and gets the same punishment as the boy from school. Her uncle then comes out and delivers

a disciplinary beating of his own. Afterwards, Scout proclaims her innocence and receives a well-deserved apology. Still standing for her belief that Atticus is doing the right thing, Scout is one of many who are affected by his actions.

In Harper Lee's *To Kill a Mockingbird*, Atticus Finch stands firm to his beliefs for justice and equality for all. He does not let anything flex his opinion. Though the trial was lost he stuck it out to the end. He also influenced many people along the way, and taught important life lessons to others. Atticus is a character that truly stands up for his own beliefs, as well as others.

[[6 Points](#) | [6 Points](#) | [5 Points](#) | [4 Points](#) | [3 Points](#) | [2 Points](#) | [1 Point](#)]