

Compare and contrast

Stage 4

Overview

Learning intention

Students will learn the difference between comparing and contrasting texts as well as applying these understandings in text analysis.

Syllabus outcome

The following teaching and learning strategies will assist in covering elements of the following outcomes:

- EN4-2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.

[NSW English Syllabus K-10](#)

Success criteria

The following Year 7 NAPLAN item descriptors may guide teachers to co-construct success criteria for student learning.

- categorises information from an information text
- analyses the interrelationship of two texts on a similar theme
- compares the use of persuasive devices across two texts on a similar theme
- compares tone across two texts on a similar theme
- contrasts an author's perspective with an opposing argument in a text
- identifies a contrast in a persuasive text
- identifies similar information across two texts on a similar theme

National Literacy Learning Progression guide

Understanding Texts (UnT9-UnT11)

Key: C=comprehension P=process V=vocabulary

UnT9

- reads and views complex texts (see Text complexity) (C)
- summarises the text identifying key details only (C)
- builds meaning by actively linking ideas from a number of texts or a range of digital sources (C)
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers) (C)

UnT10

- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience (C)
- integrates automatically a range of processes such as predicting, confirming predications, monitoring and connecting relevant elements of the text to build meaning (P)

UnT11

- analyses the cumulative impact of use of language features and vocabulary across texts (C)
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments (C)
- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts (P)
- identifies subtle contradictions and inconsistencies in texts (P)

[National Literacy Learning Progression](#)

Evidence base

- Centre for Education Statistics and Evaluation (2017). [Effective reading instruction in the early years of school](#), literature review.
- Oakhill, J., Cain, K. & Elbro, C. (2015). Understanding and teaching reading comprehension: A handbook. Routledge.
- Quigley, A. (2020). Closing the reading gap. Routledge.
- Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Neuman & D. Dickson (Eds.), Handbook for research in early literacy (pp. 97-110). New York, NY: Guilford Press.

Alignment to system priorities and/or needs: [Five priorities for Literacy and Numeracy](#), [NSW Department of Education Strategic Plan](#), [School Excellence Policy \(nsw.gov.au\)](#).

Alignment to School Excellence Framework: Learning domain: Curriculum, Teaching domain: Effective classroom practice and Professional standards

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Feedback: Complete the [online form](#) to provide any feedback

Teaching strategies

Task	Appendices
Contrasting text	
Comparing texts	Appendix 1 - Four corners' graphic organiser
Comparing and contrasting texts	Appendix 1 - Four corners' graphic organiser

Background information

Contrast

Contrasting involves determining the differences when examining more than one topic.

Compare

Comparing is examining both the similarities and differences between topics.

Where to next?

- Connecting ideas
- Literal comprehension
- Main idea

Overview of teaching strategies

Purpose

These literacy teaching strategies support teaching and learning from Stage 2 to Stage 5. They are linked to NAPLAN task descriptors, syllabus outcomes and literacy and numeracy learning progressions.

These teaching strategies target specific literacy and numeracy skills and suggest a learning sequence to build skill development. Teachers can select individual tasks or a sequence to suit their students.

Access points

The resources can be accessed from:

- NAPLAN App in Scout using the teaching strategy links from NAPLAN items
- NSW Department of Education literacy and numeracy [website](#).

What works best

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

This resource reflects the latest evidence base and can be used by teachers as they plan for explicit teaching.

Teachers can use classroom observations and assessment information to make decisions about when and how they use this resource as they design teaching and learning sequences to meet the learning needs of their students.

Further support with [What works best](#) is available.

Differentiation

When using these resources in the classroom, it is important for teachers to consider the needs of all students, including [Aboriginal](#) and EAL/D learners.

EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](#) and the student's phase on the [EAL/D Learning Progression](#).

Teachers can access information about [supporting EAL/D learners](#) and [literacy and numeracy support](#) specific to EAL/D learners.

Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a [range of adjustments](#) to ensure a personalised approach to student learning.

[Assessing and identifying high potential and gifted learners](#) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](#) for

high potential and gifted learners helps teachers to identify and target areas for growth and improvement. A [differentiation adjustment tool](#) can be found on the High potential and gifted education website.

Using tasks across learning areas

This resource may be used across learning areas where it supports teaching and learning aligned with syllabus outcomes.

Literacy and numeracy are embedded throughout all syllabus documents as general capabilities. As the English and mathematics learning areas have a particular role in developing literacy and numeracy, NSW English and Mathematics syllabus outcomes aligned to literacy and numeracy skills have been identified.

Text selection

Example texts are used throughout this resource. Teachers can adjust activities to use texts which are linked to their unit of learning.

Further support with text selection can be found within the [National Literacy Learning Progression](#) Text Complexity appendix.

The [NESA website](#) has additional information on text requirements within the NSW English syllabus.

Teaching strategies

Contrasting texts

1. Discuss when we might look at the differences in a product, for example, comparing products in a supermarket to determine best value, or comparing the ingredients in a prescription medication to choose between a branded or a generic brand. We would look to see what stands out as being different to make our choice, keeping in mind our end purpose – to save money, to avoid an ingredient and so on. Students could use supermarket catalogues and compare size, cost per 100g and serving sizes to determine the best value items.
2. Discuss how contrasting means to only look at the differences between two things. Students contrast a movie poster and book cover of a text relevant to a current unit of learning, for example, the cover of the text 'Holes' by Louis Sachar and the film 'Holes'. Students identify the visual differences between the two, as well as discuss if these may be targeted to a different audience or purpose.

Comparing texts

1. *Four Corners*: Students use two ideas currently being explored to compare and contrast. Teacher models using a range of sources to build information and understanding on a topic using four corners graphic organiser ([Appendix 1 – 'Four corners' graphic organiser](#)). The following is an example of natural disasters.

Tsunami	Hurricane
Both tsunami and hurricane	Neither tsunami nor hurricane

Comparing and contrasting texts

1. Discuss importance of analysing questions to determine what exactly needs to be compared or contrasted; a student might be asked to compare a specific aspect of a text(s) not every element in the entire text(s). For example:
 - compare and contrast the use of persuasive devices in a poster and newspaper article
 - compare the authors' tone in two texts on the same topic
 - compare and contrast the author's opinion with opposing evidence/opinions within and across texts
 - compare, contrast and analyse the use of particular language features in different forms of texts
 - compare and contrast how different authors use evidence/or omit evidence to support their point of view

- compare and contrast the cumulative use of vocabulary in different forms of texts on the same topic.
2. Once students have determined what needs to be compared, teacher models how to use strategies such as highlighting key words, skimming and scanning and underlining key information in the text. This information is best summarised in bullet point form and then represented in a graphic organiser such as a Venn diagram or T-chart. This process should be modelled and explicitly taught. Students compare two texts on the same topic by using a [graphic organiser](#) such as a Venn diagram or four corners/quadrants ([Appendix 1 – ‘Four corners’ graphic organiser](#)).
 3. Students work in groups to determine an effective process for comparing and contrasting texts. Each student in each group gets a number 1-5. Students split into number groups (all the ones go together, all the twos go together.) and share their process and comparisons. Students discuss which processes they think might work most effectively and share/justify their ideas with the class.
 4. [Gallery walk](#): students share their findings with the class, using evidence from their text(s) and graphic organiser to support their explanation.

Appendix 1

Student copy: Four corners

Concept 1	Both Concept 1 and 2
Concept 2	Neither Concept 1 nor 2