

# Concept Comparison Routine Device Checklist

Directions: Put a checkmark (✓) by each component present.

Teacher: \_\_\_\_\_

Coach: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Concepts: \_\_\_\_\_ & \_\_\_\_\_

## THE CONCEPTS

pp. 6,22 Concept Comparison Routine Guidebook

Focus on related, important ideas, objects, or events that are needed for basic understanding throughout the course

## THE OVERALL CONCEPT

pp. 6,24 Concept Comparison Routine Guidebook

Is a single word or short phrase that names the larger group that contains the targeted concept.  
(It is not a characteristic of the concept.)

Is named in a way that will help students to construct a good summary; for example, "Birds and mammals (Similar Concepts) are two vertebrates (Overall Concept) that ..."

## THE CHARACTERISTICS

pp. 6,24 Concept Comparison Routine Guidebook

Provide all of the "always present" characteristics for each concept/example

Are written in the same way if the characteristics are the same

Are written in a parallel manner (all sentences or all phrases). If presented as phrases, the phrase makes a complete sentence when the name of the concept or example is used as the subject

## THE LIKE CHARACTERISTICS

pp. 7,25 Concept Comparison Routine Guidebook

Must have been presented in the characteristics section for each of the concepts/examples

Must be presented in a parallel manner (grouped to show connections and for efficiency)

## THE LIKE CATEGORIES

pp. 8,25 Concept Comparison Routine Guidebook

Must be of the same number as the "Like Characteristics"

Must name a higher order group into which the characteristic fits

Should be short

Must be written on lines level (directly across from) with their related characteristics

## THE UNLIKE CHARACTERISTICS

pp. 8,26 Concept Comparison Routine Guidebook

Must have been presented in the Characteristics section for one of the concepts/examples

Must all be presented in a parallel manner (grouped to show connections and for efficiency)

Must be written on lines level with (directly across from) their related Unlike Characteristics

For each Unlike Characteristic listed for a concept there is a corresponding, or paired item for the other concept; e.g. Birds-most fly; Mammals-most travel by foot

## THE UNLIKE CATEGORIES

pp. 8,27 Concept Comparison Routine Guidebook

- Must be of the same number as the “different characteristics”
- Must name a higher order group into which the characteristic fits
- Should be short
- Allows one to create a logical sentence using the Unlike category based on the Unlike characteristics such as  
“These characteristics are different because they both.....”

## THE DEFINITION

pp. 8-9,27 Concept Comparison Routine Guidebook

- Follows a pattern that always starts with the concepts/examples names and the overall name:  
“\_\_\_\_\_and \_\_\_\_\_ are types of \_\_\_\_\_”.
- Includes some of the Like Category names
- Includes some of the Unlike Category names

## THE EXTENSION(S)

pp. 9,27 Concept Comparison Routine Guidebook

- Includes an assignment or key information related to the targeted concept. (The extension may be individual or cooperative.)

## OVERALL

- Concept Comparison device focuses on a critical concept (permeating, foundational, enduring understandings)
- Concept Comparison device makes abstract, complex content more understandable for students
- Concept Comparison device is a useful tool for studying (includes the important information that will be assessed in a unit, course, or state assessment).

## COMMENTS: