**Notes on the Concept Comparison Routine**

*Supporting Research*

Students with LD and other low-achieving students gained an average of \_\_\_\_\_\_\_\_\_\_ percentage points on tests or tasks that required students to demonstrate understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Device Parts*  (See notes on Device)

*CUE –*

*DO – The COMPARING Linking Steps*

* **C**ommunicate Targeted Concepts -
* **O**btain the Overall Concept -
* **M**ake Lists of Known Characteristics -
* **P**in Down Like Characteristics –
* **A**ssemble Like Categories –
  + Ask leading questions -
* **R**ecord Unlike Characteristics -
* **I**dentify Unlike Categories -
* **N**ail Down a Summary -
* **G**o Beyond the Basics -

*REVIEW –*

**Checking the Names of the**

**Overall & Targeted Concepts**

Try to make a statement like:

* By understanding the economic conditions in the North in 1860 and the economic conditions in the South in 1860 (concepts being compared), we can understand the economic causes of sectionalism in the U.S. (Overall Concept).
* Comedy and tragedy (concepts being compared) are two forms of drama (Overall Concept).

*Creating a Draft*

* Enter the names of the targeted concept (p. 22)
* Enter the name of the Overall Concept (p. 24)
* Draft lists of Known Characteristics (p. 24)
* Identify Like Characteristics (p. 25)
* Create names for the Like Categories (p. 25)
* Identify characteristics that are related yet not shared (p. 26)
* Create names of Unlike Categories (p. 27)
* Create a summary (p. 27)
* Prepare to extend students’ understanding (p.27)

*Questions to Aid the Concept Selection Process*

* Abstractness: Which concepts are abstract and, therefore, especially difficult to understand?
* Organization: Which pairs or groups of concepts are critical to the understanding of other concepts?
* Relevance: Which related concepts are so important that the students must understand them and how they are alike and different if they are to benefit from the course?
* Interest: Which concepts may not seem very interesting to students and, therefore, require special attention?
* Preparation: Which concepts are foundational for information that will be covered later in the course (i.e., which concepts prepare students for mastering information)?
* Complexity: Which concepts are difficult to understand because of their complexity (e.g., which ones have numerous characteristics)?
* Quantity: Where are so many concepts mentioned that they must be organized and highlighted through comparing and contrasting?

*Bookwalk:*

Get Set

* Choose lesson material (p. 28)
* Introduce the Comparison Table (p. 28)
* Describe how you will **Cue** the routine (p. 30)
* Describe and model how you will **Do** the routine (p. 31)
* Explain how you will **Review** the information on the Comparison Table (p. 34)
* Explain how you will debrief (p. 35)

Go!

* Use the routine explicitly (p. 36)
* Build thinking skills (p. 36)
* Build continuity (p. 36)
* Evaluate your use of the routine (p. 37)
* Be creative (p. 37)
* Beware of pitfalls (p. 40)

*Presentation Check*

* Is the Comparison Table large enough to see from the back of the classroom and is it legible?
* Are characteristics and categories presented in a parallel fashion, e.g., all sentences or all parallel phrases?
* If phrases are used, is there a common stem so students can reconstruct the meaning on their own?
* Have students been cued to take notes on the Comparison Table?
* Do students understand each part of the Comparison Table?
* Have you checked student understanding of the higher-order categories on the Comparison Table?
* Have you checked for student understanding of the process involved in developing the Comparison Table?
* Have you made sure students know how to demonstrate understanding of the comparisons?
* Have you checked for student understanding of the extensions?