COMPARE AND CONTRAST

Read the passage carefully. Identify if the given statements compares (CE) or contrasts (CT) the two characters.

Jen had a best friend whose name was also Jenn but with a double "n." They had beautiful brown eyes and blonde hair. But Jenn had long, wavy hair, while Jen had short, straight hair. They went to the same school and studied in the same class. They enjoyed playing sports together. They both excelled in their artistic talents, with a knack for drawing. One of them had a cat as a pet, while the other had a dog. They had different favorite colors, adding a unique touch to their friendship. They were responsible and often helped each other with homework. Coincidentally, their birthdays were in the same month. They loved their pets very much. Jenn took her cat wherever she went, while Jen's dog was her constant companion. However, tragedy struck when Jen forgot to close her dog's cage one day, and that was the last day she saw her pet. On the other hand, Jenn's cat brought joy to her life, and they played together every night.

1. They studied in the same class and school. _____
2. They have the same hair color. _____
3. One of them had a cat as a pet. _____
4. They were responsible. _____
5. They took their pet wherever they went. _____
6. Their eyes were of the same color. _____
7. Both of them were good at drawing. _____

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Linda Bowers

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Reading Passages that Build Comprehension Linda Beech,2005 Grades 2 3   **Reading Comprehension and Skills, Grade 6** ,2014-03-15 Reading Comprehension and Skills for sixth grade is designed to help students develop a strong foundation of reading basics so that they will become competent readers who can advance to more challenging texts It includes engaging passages and stories about a variety of subjects to appeal to all readers The book also encourages vocabulary development and reinforces reading comprehension through leveled activity pages that target each student s individual needs for support Kelley Wingate s Reading Comprehension and Skills is the perfect choice for both teachers and parents This valuable reading and comprehension skills practice book provides nearly 100 reproducible pages of exciting activities 96 durable flash cards and a motivating award certificate The differentiated activity pages give students the practice they need at a level that is perfect to help them master basic reading comprehension skills necessary to succeed and are great for use at both school and home   **Reading Comprehension and Skills, Grade 5** Carson-Dellosa Publishing,2014-03-15 Reading Comprehension and Skills for fifth grade is designed to help students develop a strong foundation of reading basics so that they will become competent readers who can advance to more challenging texts It includes engaging passages and stories about a variety of subjects to appeal to al readers The book also encourages vocabulary deve lopment and reinforces reading comprehension through leveled activity pages that target each student s individual needs for support Kelley Wingate s Reading Comprehension and Skills series is the perfect choice for both teachers and parents This valuable reading and comprehension skills practice book provides nearly 100 reproducible pages of exciting activities 96 durable flash cards and a motivating award certificate The differentiated activity pages give students the practice they need at a level that is perfect to help them master basic reading comprehension skills necessary to succeed and are great for use at both school and home   The Road to Independent Reading and Writing Cathy Collier,2021-07-30 Transform young learners into independent readers and writers This easy to use classroom resource is packed with routines lessons centers charts resources and teaching tips Break key literacy concepts and skills into manageable teachable pieces **Read & Succeed Comprehension Level 1: Compare & Contrast Passages and Questions** Mary Rosenberg,2014-01-01 Students need purposeful practice on previewing text to improve reading comprehension These first grade texts capture student interest with focused standards based activities that provide targeted practice opportunities Woodcock-Johnson IV Nancy Mather,Lynne E. Jaffe,2016-01-26 Includes online access to new customizable WJ IV score tables graphs and forms for clinicians Woodcock Johnson IV Reports Recommendations and Strategies offers psychologists clinicians and educators an essential resource for preparing and writing psychological and educational reports after administering the Woodcock Johnson IV Written by Drs Nancy Mather and Lynne E Jaffe this text enhances comprehension and use of this instrument and its many interpretive features This book offers helpful information for understanding and

using the WJ IV scores provides tips to facilitate interpretation of test results and includes sample diagnostic reports of students with various educational needs from kindergarten to the postsecondary level The book also provides a wide variety of recommendations for cognitive abilities oral language and the achievement areas of reading written language and mathematics It also provides guidelines for evaluators and recommendations focused on special populations such as sensory impairments autism English Language Learners and gifted and twice exceptional students as well as recommendations for the use of assistive technology The final section provides descriptions of the academic and behavioral strategies mentioned in the reports and recommendations The unique access code included with each book allows access to downloadable easy to customize score tables graphs and forms This essential guide Facilitates the use and interpretation of the WJ IV Tests of Cognitive Abilities Tests of Oral Language and Tests of Achievement Explains scores and various interpretive features Offers a variety of types of diagnostic reports Provides a wide variety of educational recommendations and evidence based strategies **Handbook of Children's Literacy** Terezinha Nunes,Peter Bryant,2003-12-31 PETER BRYANT TEREZINHA NUNES The time that it takes children to learn to read varies greatly between different orthographies as the chapter by Sprenger Charolles clearly shows and so do the difficulties that they encounter in learning about their own orthography Nevertheless most people who have the chance to learn to read do in the end read well enough even though a large number experience some significant difficulties on the way Most of them eventually become reasonably efficient spellers too even though they go on make spelling mistakes at any rate if they are English speakers for the rest of their lives So the majority of humans plainly does have intellectual resources that are needed for reading and writing but it does not always find these resources easy to marshal What are these resources Do any of them have to be acquired Do different orthographies make quite different demands on the intellect Do people differ significantly from each other in the strength and accessibility of these resources If they do are these differences an important factor in determining children s success in learning to read and write These are the main questions that the different chapters in this section on Basic Processes set out to answer *Comparing Reading Comprehension Measures* Cynthia A. Mizyed,1991 **Read & Succeed Comprehension Level 3: Compare & Contrast Passages and Questions** Debra J. Housel,2014-01-01 Students need purposeful practice on comparing and contrasting to improve reading comprehension These third grade texts capture student interest with focused standards based activities that provide targeted practice opportunities **Understanding and Teaching Reading Comprehension** Jane Oakhill,Kate Cain,Carsten Elbro,2014-08-21 The ultimate aim of reading is not the process but to understand what we read and comprehension can take place at many different levels There has been an increasing emphasis on the importance of reading comprehension in recent years but despite this there is very little written on this vital topic accessible to trainee and practicing teachers The Handbook of Reading Comprehension presents an overview of recent findings on reading comprehension and comprehension problems in children It provides a detailed examination of the

characteristics of children who have reading comprehension difficulties and examines ways in which comprehension can be supported and improved It is accessibly written for students and professionals with no previous background in the psychology of reading or reading problems This indispensable handbook asks the question what is comprehension The authors consider comprehension of different units of language understanding single words sentences and connected prose and outline what readers and listeners have to do to successfully understand an extended text This book also considers comprehension for different purposes in particular reading for pleasure and reading to learn and explores how reader characteristics such as interest and motivation can influence the comprehension process Different skills contribute to successful reading comprehension These include word reading ability vocabulary knowledge syntactic skills memory and discourse level skills such as the ability to make inferences knowledge about text structure and metacognitive skills The authors discuss how each one contributes to the development of reading comprehension skill and how the development of these skills or their precursors in pre readers provides the foundation for reading comprehension development Areas covered include Word reading and comprehension Development of comprehension skills Comprehension difficulties Assessment Teaching for improvement Throughout the text successful experimental and classroom based interventions will be highlighted practical tips for teachers and summary boxes detailing key points and explaining technical terms will be included in each chapter *Reading Comprehension Instruction, 1783-1987* H. Alan Robinson,1989 This book examines the methods materials outcomes and technologies of past literacy practice with special focus on the teaching of reading comprehension The book presents a study of published texts on reading comprehension instruction in America in the preresearch period 1783 1910 as well as published research reports from 1910 through 1987 The book argues that many of the trends in comprehension instruction can be traced to developments in American psychology and looks at future directions for both the practitioner and the researcher A review of all the studies focused on reading comprehension instruction discussed in the book and an alphabetical listing by author of each study are included in the appendixes KEH   The Reading Comprehension Abilities of Children with Attention-deficit/hyperactivity Disorder Stephen Edward Brock,1995

Spotlight on Reading Comprehension Comparing and Contrasting Linda Bowers,2005-01-01   **Resources in Education** ,1986   **The Comprehension Monitoring Abilities of Learning Disabled Children Compared to Non-learning Disabled Children** Nancy J. Kaufman,1981   *A Comparison of Certain Reading Tests and Their Correlation with Intelligence* Laura Ada Savage,1919   **Read & Succeed Comprehension Level 2: Compare & Contrast Passages and Questions** Debra J. Housel,2014-01-01 Students need purposeful practice on previewing text to improve reading comprehension These second grade texts capture student interest with focused standards based activities that provide targeted practice opportunities   **Compare & Contrast** Karen Clemens Warrick,2000 Activities designed to improve reading comprehension   Education pamphlets ,1929   **The Teaching of Literature** ,1929

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