

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. _____



Reading Comprehension Compare

Mary Rosenberg



Reading Comprehension Compare:

Reading Passages that Build Comprehension Linda Beech, 2005 Grades 2-3 *Executive Skills and Reading Comprehension* Kelly B. Cartwright, 2015-07-10 This book has been replaced by *Executive Skills and Reading Comprehension* Second Edition ISBN 978 1 4625 5149 1 **The Road to Independent Reading and Writing** Cathy Collier, 2021-07-30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

Reading Development and Difficulties Kate Cain, 2010-06-21 This accessible text brings together research on word reading and comprehension development which are often treated separately and provides a comprehensive and detailed introductory text to reading development and difficulties Key features include An introduction to the important issues in reading research and the skills involved in reading words and understanding text from the point of view of both a beginner and a skilled reader A consideration of the similarities and differences between written and spoken language and the advantages and disadvantages of different methodological approaches An examination of how failures in reading comprehension skills can create difficulties and disorders A consideration of the implications of this research for the teaching of reading and the diagnosis and treatment of reading difficulties This text will be useful to many different groups of readers not only researchers and students in psychology but also those who work in more applied settings such as students in education and speech and language therapy who may have a limited background knowledge of the psychology of reading

The Psychology of Sex and Gender Jennifer K. Bosson, Joseph A. Vandello, Camille E. Buckner, 2018-01-17 The Psychology of Sex and Gender meets the needs of gender science today providing students with fresh contemporary examples balanced coverage of men and women and a grounding in psychological science The dynamic author team of Jennifer K Bosson Joseph A Vandello and Camille E Buckner presents classic and cutting edge research findings historical contexts examples from popular culture cross cultural universality and variation and coverage of nonbinary identities for a full vibrant picture of the field In keeping with the growing scholarship of teaching and learning SOTL the authors ask students in every chapter to identify and evaluate their own myths and misconceptions participate in real world debates on topics at the forefront of the field and stop to think critically along the way Students will be talking about this book long after they finish the course carrying new skills forward into their lives and future careers **Resources in Education** , 1982-10

Neuroscience, Learning and Educational Psychology María Jesús Luque Rojas, Eduardo Blanco Calvo, María Teresa Martín-Aragoneses, 2022-08-25 **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 *Neurocognitive Development: Normative Development* , 2019-09-22 This is one of a two volume

work on neurocognitive development focusing separately on normative and non normative development The normative volume focuses on neurology biology genetics and psychology of normative cognitive development It covers the development of intellectual abilities visual perception motor function language memory attention executive function social cognition learning abilities and affect and behavior The book identifies when and how these functions develop the genetics and neurophysiology of their operation and their evaluation and assessment in clinical practice This book will serve as a comprehensive reference to researchers in cognitive development in neuroscience psychology and medicine as well as to clinicians and allied health professionals focused on developmental disabilities child neurologists pediatric neuropsychologists child psychiatrists speech and language therapists and occupational therapists Summarizes research on normative neurocognitive development Includes intellectual abilities language memory attention motor function and more Discusses genetics and environmental influences on development Provides interdisciplinary information of use to both researchers and clinicians

A Comparison of Certain Reading Tests and Their Correlation with Intelligence Laura Ada Savage,1919 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 *Comparing Reading Comprehension Measures* Cynthia A. Mized,1991 Variations in Reading Comprehension Mary Ellen Rockett Hauck,1985 *Spotlight on Reading Comprehension Comparing and Contrasting* Linda Bowers,2005-01-01

Learning Activities for Reading Selma E. Herr,1961 **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 Effects of Knowledge of Text Structure on Comprehension of Expository Prose Read in a Foreign Language James Nelson Davis,1987 **Direct Instruction Reading** Douglas Carnine,Jerry Silbert,Edward J. Kameenui,1997 Should say and do as well as the expected responses from children A useful reference book for any educator or administrator who needs to understand the latest approaches for teaching reading skills as well as the relationships among those various skills

Educational Perspectives ,1981 **An Experimental Comparison of an Intrinsically Programed Text and a Narrative Text** R. J. Senter,S. John Abma,Kirk A. Johnson,Ross L. Morgan,1966 The study compared three methods of instruction in binary and octal arithmetic i e 1 Norman Crowder s branched programed text The Arithmetic of Computers 2 another version of this text modified so that subjects could not see the instructional material while answering branching questions and 3 a narrative text version presenting the same content material The principal behavioral measure was relative performance on a pre and posttraining criterion test The results indicated that prohibiting visual contact with instructional material while answering questions significantly increased the

number of erroneous alternatives selected by the subjects but did not significantly alter the amount of learning manifested nor the time necessary to complete training The programmed instructional methods resulted in significantly greater improvement on the criterion test than was attained by using the narrative text The time to complete instruction was significantly less with the narrative text version of the material Although in general less informational content was imparted with the narrative text the study time necessary per unit improvement was significantly less with that version Records were kept of the number of wrong answer branches taken by the subjects receiving instruction via the branched programs Only about 6% of the total possible wrong branches were actually taken This suggests that branched programing may be wasteful by virtue of providing a quantity of material that is never studied Author

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