

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. _____



Second Grade Compare And Contrast Comprehension

Chris Weber



Second Grade Compare And Contrast Comprehension:

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 **Quality**

Instruction and Intervention for Elementary Educators Brittany L. Hott, Pamela Williamson, 2024-10-02 Effective teaching starts with quality instruction that most students respond well to However about 35% of students will require specialized and more intensive instruction to meet academic and behavioral standards Both students with exceptionalities who are eligible to receive special education and related services and students who are placed at risk due to circumstance require deserve and are legally entitled to quality intervention *Quality Instruction and Intervention for Elementary Educators* offers an accessible resource for educators interested in evidence based strategies to ensure all students have access to an excellent education Two dedicated chapters authored by leading content and strategy experts in the field are devoted to content areas The first chapter focuses on quality instruction with academic subject matter specialists as lead authors with interventionists supporting The second chapter focuses on effective intervention with the interventionists taking the lead author roles and academic subject matter specialists supporting Between the two chapters is a dialogue between the teams of authors bridging instruction and intervention This unique approach bridges the gap between quality instruction and effective intervention an often overlooked component of teacher education The book also includes dedicated chapters on the integration of instructional technology and executive functioning After reading the book educators will be able to describe the components of effective instruction and intervention in each of the content areas access empirically validated materials and locate resources for continued learning *RTI in the Early Grades* Chris Weber, 2012-11-14

Explore why intervention and support for struggling students in the early grades are essential to student success Teachers and support personnel will discover how to implement RTI based supports in the early grades and learn what this prevention looks like Find practical research based strategies to seal the gaps in student learning in grades K 3 identify students who need intervention and more *Assessment for Reading Instruction , Teaching Literacy in Second Grade* Jeanne R. Paratore, Rachel L. McCormack, 2005-05-13 Second grade classrooms are exciting places to visit Children are consolidating their growing reading and writing expertise exploring new genres and becoming more effective communicators This book takes the reader into several exemplary second grade classrooms to demonstrate what teachers can do to optimize literacy learning for their students Highlights include how to set appropriate short and long term goals for individual students ways to plan instruction to meet those goals and innovative ideas for partnering with parents **Handbook of Reading Research** P. David Pearson, (Section Editor Barr, Michael L. Kamil, Peter B. Mosenthal, Rebecca Barr, 2016-11-18 The influential first volume of the *Handbook of Reading Research* was published in 1984 This classic work an essential resource for researchers students

and professionals across the field of reading and literacy education is now available once again in on line and print on demand versions *Handbook of Metacognition in Education* Douglas J. Hacker, John Dunlosky, Arthur C.

Graesser, 2009-06-15 Providing comprehensive coverage of the theoretical bases of metacognition and its applications to educational practice this compendium of focused and in depth discussions from leading scholars in the field represents an intersection of education cognitive science and technology serves as a gateway to the literature for researchers and practitioners interested in one or more of the wide array of topics included and sets the standard for scholarship for theoretical research and practical applications in this field The Handbook of Metacognition in Education covering Comprehension Strategies Metacognitive Strategies Metacomprehension Writing Science and Mathematics Individual Differences Self Regulated Learning Technology Tutoring and Measurement is an essential resource for researchers faculty students curriculum developers teachers and others interested in using research and theory on metacognition to guide and inform educational practice **Resources in Education**, 1997 [Building a Culture of Literacy Month-By-Month](#) Hilarie

Davis, 2014-01-09 Celebrate literacy every day This book will help you create a culture of literacy at your school from the classroom to the lunchroom to the hallways a culture that encompasses students teachers administrators families and communities **The Everything Guide to Informational Texts, K-2** Kathy H. Barclay, Laura Stewart, Deborah M. Lee, 2014-02-20 Do monarch butterflies have a nose a kindergartener inquires Does it rain on the moon a first grader wonders Does a white shark really produce 30 million teeth asks a second grader These incisive critical quests for additional knowledge about the world are precisely what children do when the Common Core State Standards for informational texts go right in K 2 And with The Everything Guide to Informational Texts the Common Core will go right in K 2 Authors Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know Monday through Friday to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts What you ll love most The how to s on selecting stellar informational texts High impact comprehension strategies for nonfiction Suggestions on providing sufficient challenge in guided reading read alouds and other practices Model text lessons and lesson plan templates across each grade An annotated list of 449 informational texts for read alouds guided reading and independent reading It s time to bring in to our classrooms all the high quality informational texts that are available It s time to demonstrate to students how to read them and to allow the authors of these children s texts to take readers into rich complex ideas they can handle with our support If ever there were a book to quell our concern about how Common Core expectations will play out in grades K 2 this is it **Handbook of Learning Disabilities, Second Edition** H. Lee Swanson, Karen R. Harris, Steve Graham, 2014-08-13 This comprehensive handbook reviews the major theoretical

methodological and instructional advances that have occurred in the field of learning disabilities With contributions from leading researchers the volume synthesizes a vast body of knowledge on the nature of learning disabilities their relationship to basic psychological and brain processes and how students with these difficulties can best be identified and treated Findings are reviewed on ways to support student performance in specific skill areas including language arts math science and social studies as well as general principles of effective instruction that cut across academic domains Authoritative and up to date the book also examines the concepts and methods that guide learning disability research and identifies promising directions for future investigation

The Foundation of Literacy Brian Byrne, 2014-03-18 This monograph brings together important research that the author and his colleagues at the University of New England have been conducting into the early stages of reading development and makes a valuable contribution to the debate about literacy education It should appeal to a broad audience since it is written in an entertaining and accessible style with chapter summaries and where appropriate short tutorials in relevant topics in particular Learnability Theory Chapter 1 levels of language structure Chapter 2 and writing systems Chapter 2 It will be of interest to experimental psychologists concerned with the reading process developmental psychologists interested in cognitive growth educational psychologists interested in the application of experimental methods in the classroom situation and teachers and teacher educators

Hearing California. Legislature. Senate. Rules Committee, 2007

Problems and Interventions in Literacy Development P. Reitsma, L. Verhoeven, 1998-12-31 From August 19-23 1996 an international expert meeting on problems and interventions in literacy development took place in Amsterdam The meeting was organized by Pieter Reitsma Paedologisch Instituut Vrije Universiteit Amsterdam and Ludo Verhoeven University of Nijmegen and funded by the Dutch National Science Foundation Various experts in the field of literacy problems from 12 countries attended the meeting while presenting a paper based on current perspectives and recent research A selection of the papers being presented is now integrated into a single academic reference after being edited and updated The editors wish to thank all contributors to this volume for redrafting their original papers The present volume aims to integrate recent research in field of literacy problems and interventions into a single academic reference The volume will capture the state of the art in the rapidly expanding field of literacy problems and interventions The target group of readers of this volume includes researchers and graduate students in language and literacy development Moreover the book is of interest for practitioners working in the field of literacy problems Pieter Reitsma and Ludo Verhoeven vii

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Mining Complex Text, Grades 2-5 Diane Lapp, Thomas DeVere Wolsey, Karen Wood, 2014-10-07 Your power tools for making the complex comprehensible Now more

than ever our students are being asked to do highly advanced thinking talking and writing around their reading If only there were ingenious new tools that could give our students the space to tease apart complex ideas in order to comprehend and weld their understandings into a new whole Good news these tools exist Mining Complex Text You ll learn how graphic organizers can Help students read reread and take notes on a text Promote students oral sharing of information and their ideas Elevate organized note making from complex text s Scaffold students narrative and informational writing *Base-1 method: A structural-functional approach to word, sentence and discourse readability* Bernd Nuss,2018 Text readability is at the core of successful reading instruction and language learning To counteract the challenges of complex reading content text leveling is a vital necessity for readers with limited language access A transdisciplinary analysis of reading development and linguistic interrelations builds the theoretical foundation of the base 1 method This method focuses solely on structural and functional text elements on the word sentence and cohesion level But this book also discusses the significance of other prevalent readability factors such as the reader s language knowledge or socio cultural background The base 1 method is designed to level early reading texts in German and other alphabetic languages Experimental tests with a German immersion population has led to a preliminary calibration to demonstrate the validity of this approach Bernd Nuss ist erfahrener Immersionslehrer in verschiedenen Programmen die sich ber Nord Zentral und S damerika erstrecken An der E E Waddell Language Academy wirkt er schulintern als Immersion Facilitator kooperiert mit Bildungsorganisationen und betreut die Praktika von Gaststudierenden an der Schule Bernd Nuss has worked as an educator and facilitator in English and German language immersion programs all over the Americas and in Europe In this capacity he has also been collaborating as a researcher with universities and other educational institutions in Europe Asia and the USA **SYSTEMATIC**

INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS Elva Duran,2013-04-01 Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally

Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students *Effective School Interventions, Second Edition* Natalie Rathvon, 2008-08-14 This highly practical resource and text presents 70 interventions that have been demonstrated to improve the classroom learning environment academic achievement and student behavior and social competence Each intervention is presented in a brief standardized format with step by step procedures that can easily be implemented by Pre K 12 teachers and other school based professionals The volume includes best practice guidelines for designing implementing and evaluating evidence based school interventions as well as strategies for combining multiple interventions to create a comprehensive program at the individual class or schoolwide level Get Ready! For Standardized Tests : Reading Grade 3 Joanne Baker, Carol Turkington, 2001-06-26 Schools in 45 states now administer annual standardized tests designed to gauge childrens proficiency in reading and in many cases to determine who gets promoted and who doesnt These latest volumes in the critically acclaimed Get Ready For Standardized Tests series arm parents with proven tools and techniques to help assess their childrens basic reading skill levels pinpoint their specific problem areas reinforce their proficiency gauge their progress and instill them with the confidence and test taking know how needed to shine on virtually any standardized test **Teaching Informational Text in K-3 Classrooms** Mariam Jean Dreher, Sharon Benge Kletzien, 2015-09-09 Specifically designed for K 3 teachers this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction The book presents lessons read alouds and activities that motivate students to engage with a wide variety of exemplary texts Links to the Common Core State Standards CCSS are explained throughout Key topics include how to build academic vocabulary balance fiction and nonfiction and address the needs of English language learners Examples from diverse classrooms and end of chapter discussion questions and engagement activities enhance the book s utility as a professional development resource Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1/2 x 11 size

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