

Name: _____

Date: _____

Compare & Contrast

Passage 1

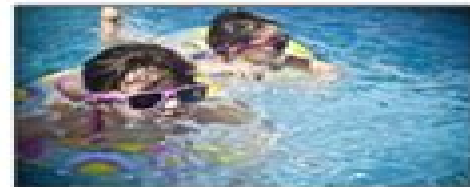
Please close read the passage. Underline the similarities in **Red**, and differences in **Green**. Then, answer the questions below.

Running vs. Swimming

Running and swimming are excellent exercises for our body. They help us control our weight, reduce our risk of diseases, and improve our mental health. Though both are very popular, people still have reasons to choose one over the other. For example, running doesn't require a lot of investment because you only need your sneakers, and you can run anywhere. However, for swimming, you need to prepare swimming suits, goggles and sometimes even swimming caps. Also, swimming is refreshing in hot weather while running is not. What's more, there are different swimming strokes, but there is only one way to run.



Running



Swimming

1. What are the similarities between them?

2. What are the differences between them?

Compare And Contrast Assessment 3rd Grade

Henriette W. Langdon



Compare And Contrast Assessment 3rd Grade:

Teaching Literacy in Third Grade Janice F. Almasi, Keli Garas-York, Leigh-Ann Hildreth, 2013-10-21 The third grade classroom is a beehive of activity in which young readers transition between emergent and more advanced levels of literacy. This expertly written guide brings to life the rewards and challenges of teaching third graders and helps teachers differentiate instruction for diverse learners. Vividly portraying a week in a highly motivating classroom, the authors present easy to use ideas and activities for building fluency, vocabulary, comprehension, writing, and more. Illustrations, reproducibles, grade specific resources, and planning tips will make this handy book a boon to third grade teachers every day of the year.

Compare and Contrast (3rd Grade) C. Mahoney, 2018-12-04 This workbook has over 100 pages of compare and contrast to use in your classroom. Students compare the front and back of the US nickel, a child and adult, a boy and girl, music iPod and words, cellphone, water sports and land sports, the Earth and Moon, males and females, a mom and dad, an alligator and armadillo, football and basketball, a caveman and student, guitars and drums, love and laughter, four legs and two legs, a snake and mosquito, a bird and fish, a pig and pigeon, a horse and cow, a magnifying glass and binoculars, the body and the mind, skateboarding and kickball, breaking and fixing stuff, a rocket and helicopter, hearing and tasting, sitting and standing, confused and happy, prepared and unprepared, healthy and unhealthy, and more. Each page has cute pictures. Students compare and contrast using dozens of different graphic organizers including the Venn diagram. 100 thinking and writing pages for third grade students. Also available: Compare and Contrast 2nd Grade, Compare and Contrast 3rd Grade, Compare and Contrast 4th Grade, Compare and Contrast 5th Grade, Compare and Contrast 6th Grade. The Common Core Companion: Booster Lessons, Grades 3-5 Leslie Blauman, 2015-07-14 Skill building through potent instruction day by day. In these much anticipated sequels to *The Common Core Companion*, Janiel Wagstaff and Leslie Blauman provide a collection of connected lessons and formative writing assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards. In each volume, the 50 lessons are divided into five week long learning sequences addressing key literacy goals. A best practice glossary, If-Then charts, unit planning calendars, and other tools round out these essential references, both in book and online. Follow each sequence and week by week, you'll build the instructional potency to help students achieve a year's worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text, Research with Identifying Topic and Details, Opinion Writing with Close Reading for Text Evidence, Comparing and Contrasting with Publishing Using Digital Tools, Informative Writing with Use of Text Features. *Teaching the Critical Vocabulary of the Common Core* Marilee Sprenger, 2013-06-14 Your students may recognize words like determine, analyze, and distinguish, but do they understand these words well enough to quickly and completely answer a standardized test question? For example, can they respond to a question that says, determine the point of view of John Adams in his Letter on Thomas Jefferson, and analyze how he distinguishes his position from an alternative approach articulated by Thomas Jefferson?

Students from kindergarten to 12th grade can learn to compare and contrast to describe and explain if they are taught these words explicitly Marilee Sprenger has curated a list of the critical words students must know to be successful with the Common Core State Standards and any other standardized assessment they encounter Fun strategies such as jingles movements and graphic organizers will engage students and make learning these critical words enjoyable and effective Learning the critical vocabulary will help your students with testing and college and career readiness and will equip them with confidence in reading writing and speaking Marilee Sprenger is also the author of How to Teach So Students Remember Learning and Memory and Brain Based Teaching in the Digital Age **The Practical Guide to Classroom Literacy**

Assessment Diane Barone,Joan M. Taylor,2007 The authors have taken a complex topic and presented it in a very readable accessible manner An ideal candidate for school based professional development organized on the study group model Joan Irwin Education ConsultantFormer Director of Publications IRA Use assessment to meet the strengths and needs of students and enhance learning Whether it is standardized test data student journals or informal classroom question and answer assessments provide invaluable ongoing diagnostic information for making key instructional decisions In this engaging and comprehensive resource Diane Barone and Joan Taylor demonstrate practical ways for embedding test preparation into teaching by integrating assessments and instruction to boost learning The authors provide testing content and procedures developed for inservice and preservice teachers administrators and coaches to help all students including those who have previously failed With rich classroom examples dialogues scenarios checklists and student work samples this book illustrates multiple assessment formats with expert how to and when to guidelines for literacy writing listening and speaking In language that speaks straight to educators this handy indispensable guide discusses Real cases and conversations that demonstrate actual assessment strategies in classrooms Specific applications for math and science literacy Preparation and grading for high stakes testing Practical help for portfolios Rubric construction tips The importance of oral and written literacy Using The Practical Guide to Classroom Literacy Assessment educators can measure students abilities to navigate content and apply what they learn and effectively support their academic success on standardized and formative assessments

Educational Assessment of Students Anthony J. Nitko,1996 **Informal Assessment and Instruction in Written Language** Nancy Mather,Rhia Roberts,1995 **Curriculum, Assessment, and Instruction for Students with Disabilities** June L. Bigge,Colleen Shea Stump,1999 This book combines curriculum and instruction studies with assessment which is very popular in higher education today New laws in special education focus on assessment and the new tools and forms provided here Strategies and practical applications for teaching special education are combined in one source

Teaching & Learning Through Multiple Intelligences Linda Campbell,Bruce Campbell,Dee Dickinson,1996 Teaching and Learning Through Multiple Intelligences Third Edition is an outstanding resource that offers expert analysis of Dr Howard Gardner s Theory of Multiple Intelligences and the knowledge to extend this theory to effective classroom practice

Performance-based Standards for Colorado Teachers ,2001 *Teaching Children Science* Joseph S.

Krajcik,Charlene Czerniak,Carl Berger,1999 This brand new elementary science methods text uses an innovative applied approach and is authored by three leaders in the field The text takes a constructivist approach and practices this approach by engaging students in reflective thought and investigations Project based science engages young learners in exploring authentic important and meaningful questions of real concern to students Through a dynamic process of investigation and collaboration and using the same processes and technologies that real scientists use students work in teams to formulate questions make predictions design investigations collect and analyze data make products and share ideas Students learn fundamental science concepts and principles that they apply to their daily lives Project based science helps all students regardless of culture race or gender engage in science learning The book is packed with numerous examples so that the reader can easily understand points that are made throughout the book Each chapter has activity boxes with experiments that exemplify the project based approach The book provides useful tips charts diagrams and tables that illustrate how to get children doing investigations The text s dynamic teaching methods match all of today s major science education reports including The National Science Education Standards Project 2061 Science for All Americans and Benchmarks for Science Literacy

Assessment & Intervention for Communication Disorders in Culturally & Linguistically Diverse Populations Henriette W. Langdon,2008 As speech language pathologists care for more clients from culturally and linguistically diverse CLD backgrounds there is a growing need for strategies to provide successful and appropriate assessment and treatment While no single source can cover every linguistic and cultural difference this new text provides specific knowledge on the major cultural and linguistic groups an SLP may encounter as well as best practices to assess and work effectively with any CLD student or adult For practicing clinicians and speech language pathology students alike this is an excellent resource to help provide the most effective and appropriate services to all clients *Teachers' Ideas and*

Practices about Assessment and Instruction Hilda Borko,1993 Resources in Education ,1989 How Students Really Learn Linda Henshall Wilson,2006 Offers strategies to help students retain what they have learned including auditory

kinesthetic and visual learning opportunities in science social studies language arts and mathematics **It's About Time [Secondary]** Mike Mattos,Austin Buffum,2014-10-10 Carve out effective intervention and extension time at all three tiers of the RTI pyramid Explore more than a dozen examples of creative and flexible scheduling and gain access to tools you can use immediately to overcome implementation challenges These books are full of examples from real schools that have achieved these results without using additional resources or extending the school day **Assessing and Programming Basic**

Curriculum Skills Joyce S. Choate,1987 **Instructional Technology and Media for Learning** Sharon E.

Smaldino,Deborah L. Lowther,James D. Russell,2008 Table of Contents Chapter 1 Technology and Media Facilitating Learning Introduction Technology Media The Concrete Abstract Continuum Learning Roles of Technology and Media in

Learning Learning Settings Information and Instruction Instructional Strategies Summary Chapter 2 Instructional Strategies Integrating Technology and Media Introduction Strategies in the Classroom Presentation Demonstration Drill and Practice Tutorials Discussion Cooperative Learning Games Simulations Discovery Problem Solving Teacher Centered Strategies Student Centered Strategies Creating Learning Experiences Learning Contexts and Settings Summary Chapter 3 Visual Principles Designing Effective Materials Introduction Visual Literacy Roles of Visuals in Learning Types of Visuals Visual Design Guidelines Creating Images Capturing Images Summary Chapter 4 Introduction The ASSURE Model Analyze Learners State Standards and Objectives Select Strategies Technology Media and Materials Utilize Technology Media and Materials Require Learner Participation Evaluate and Revise Summary Chapter 5 Computers and Multimedia Accessing Digital Worlds Introduction Computers and Multimedia in the Classroom Advantages Limitations Integration Software Selection Computer Hardware Computer Facilities Summary Chapter 6 Distance Education Connecting Learners Beyond the Classroom Introduction Distance Education Instruction at a Distance Audio in Distance Education Television in Distance Education Instructional Television Options Summary Chapter 7 Online Learning Learning Through the Internet and Computer Networks Introduction Online Learning Networks Issues Summary Chapter 8 Instructional Materials and Displays Using Media to Engage Learners Introduction Learning Centers Instructional Modules Manipulatives Printed Materials Display Surfaces Exhibits Summary Chapter 9 Visuals Enhancing Learning with Visuals Introduction Visuals in the Classroom Nonprojected Visuals Projected Visuals Presentation Software Digital Images Document Camera Projection Overhead Projection Summary Chapter 10 Audio Listening and Learning Introduction Using Audio in the Classroom Digital Audio Formats Analog Audio Formats Advantages of Audio Limitations of Audio Integration of Audio Hearing and Listening Developing Listening Skills Summary Chapter 11 Video Enhancing Learning with Moving Images Introduction Using Video in the Classroom Special Attributes Digital Video Formats Analog Video Formats Advantages Limitations Integration Selecting Video Producing Video Summary Chapter 12 Trends in Technology and Media Looking Ahead Introduction Trends in Technology and Media Innovations on the Horizon Schools of the Future Your Future in the Field Professional Organizations Professional Journals Summary Appendix Equipment Safety and Setups Introduction Equipment Safety Equipment Selection and Identification Care and Handling of Equipment Projector Setups Video Setups Audio Setups *Readings from Educational Leadership* Ronald S. Brandt, 1992 **Methods of Test for Textiles** British Standards Institution, 1956

Compare And Contrast Assessment 3rd Grade Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Compare And Contrast Assessment 3rd Grade**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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