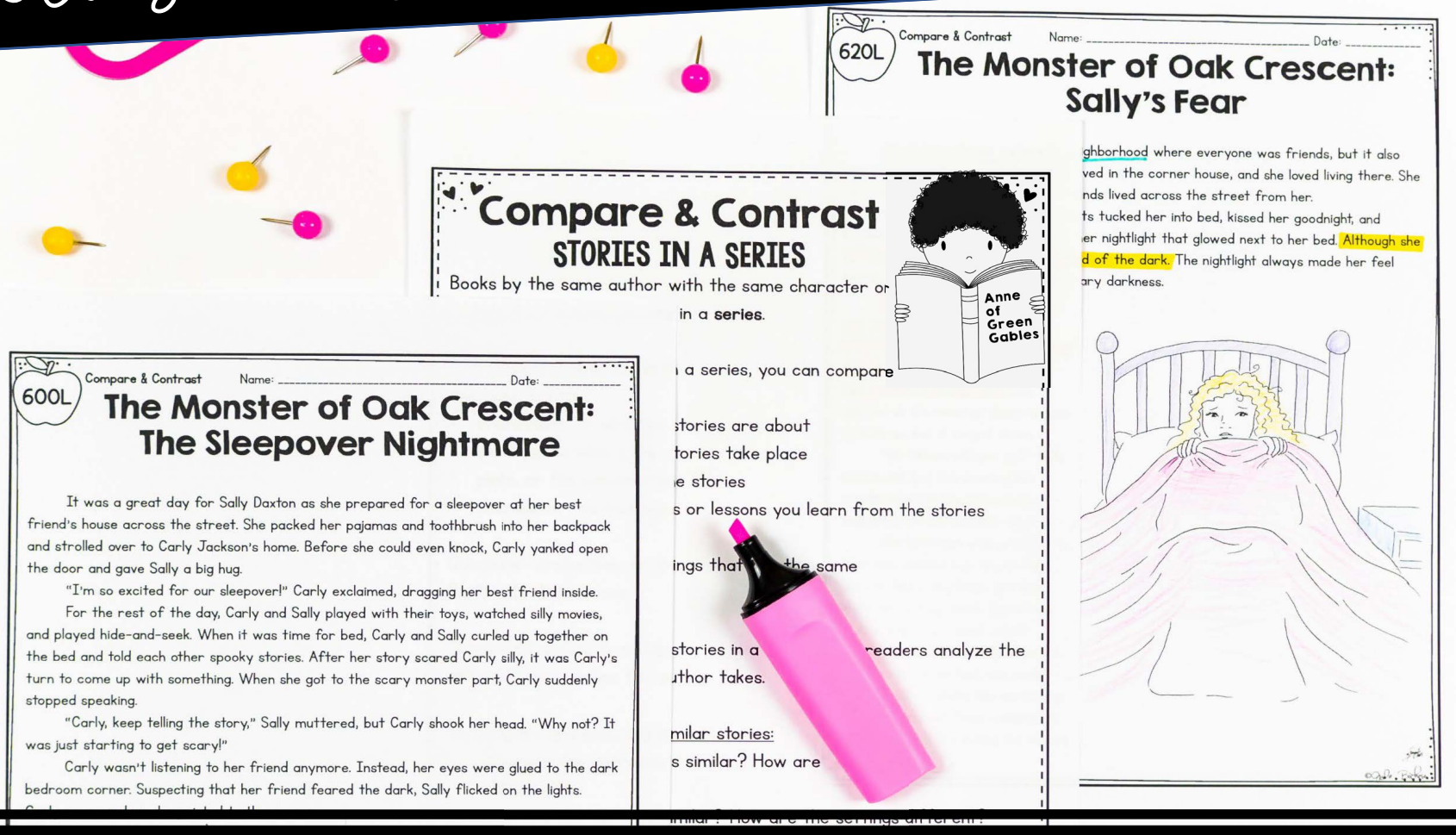
FICTION | 3RD GRADE | RL.3.9

COMPARE & CONTRAST

stories in a series

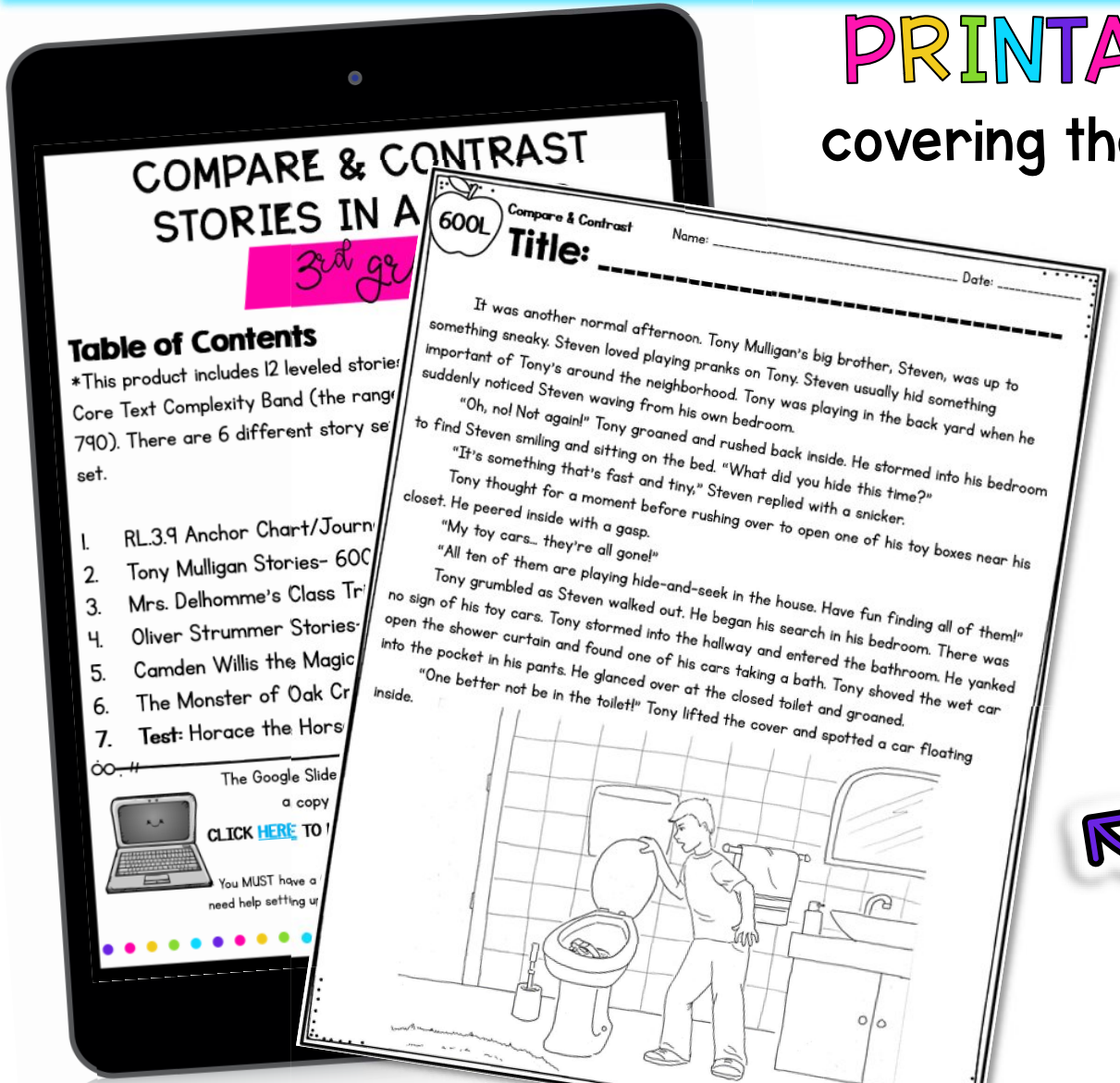
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WHAT'S INSIDE?



PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

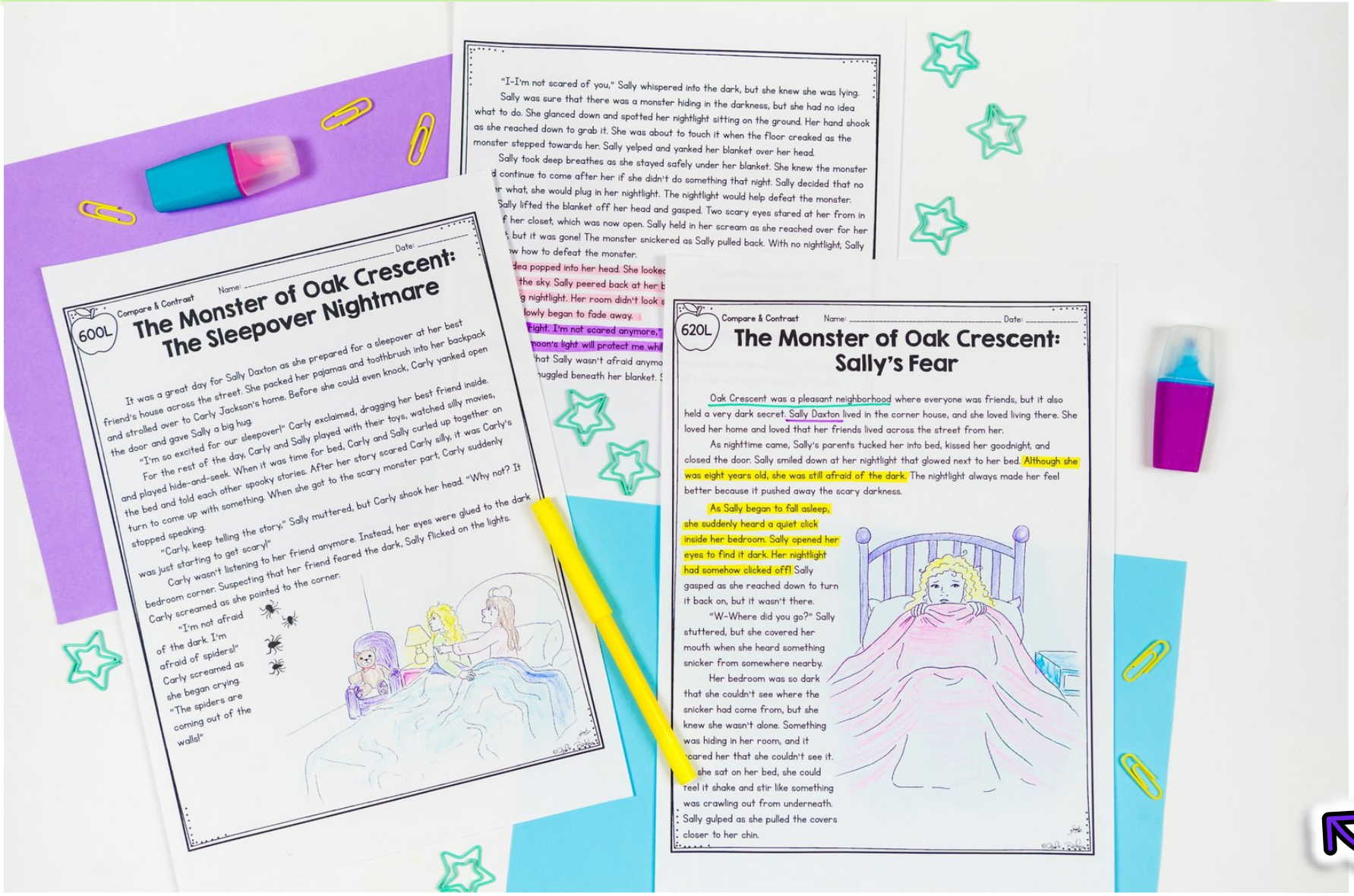
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included

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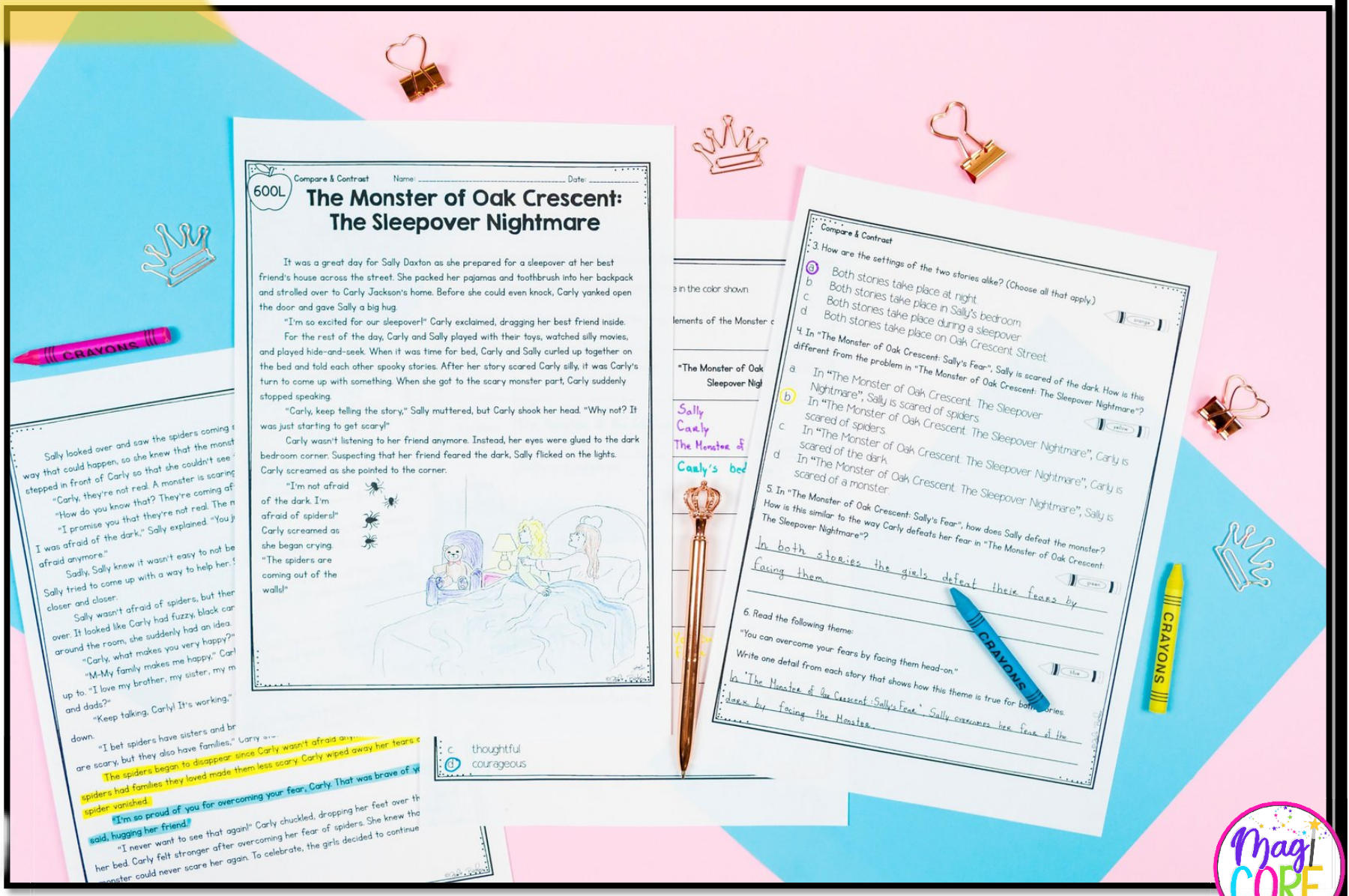
10 PAIRED STORIES



- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of relatable stories to spark comprehension AND curiosity.
- Dive into literary texts including mysteries, historical fiction, realistic fiction, and fantasy.

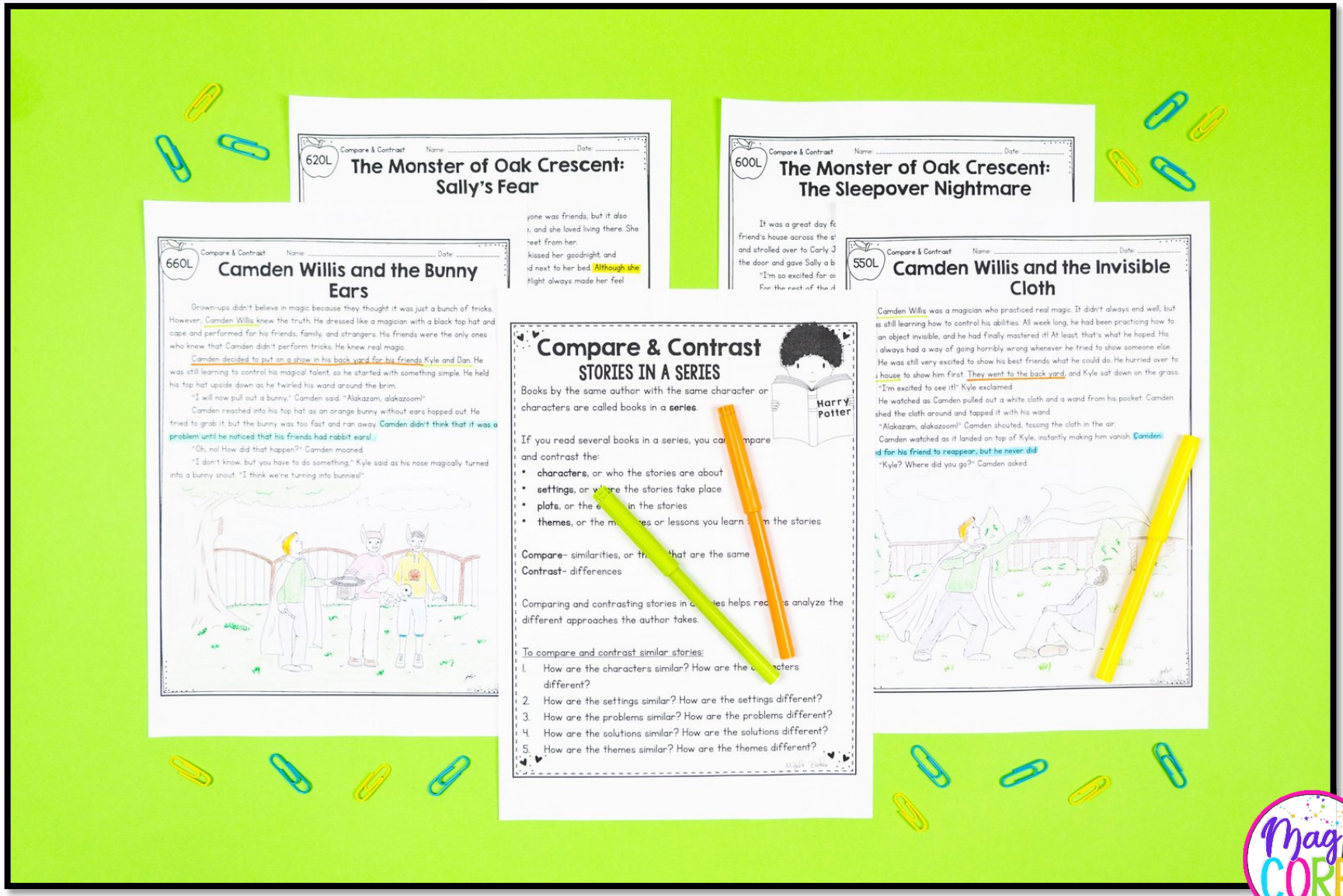
QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



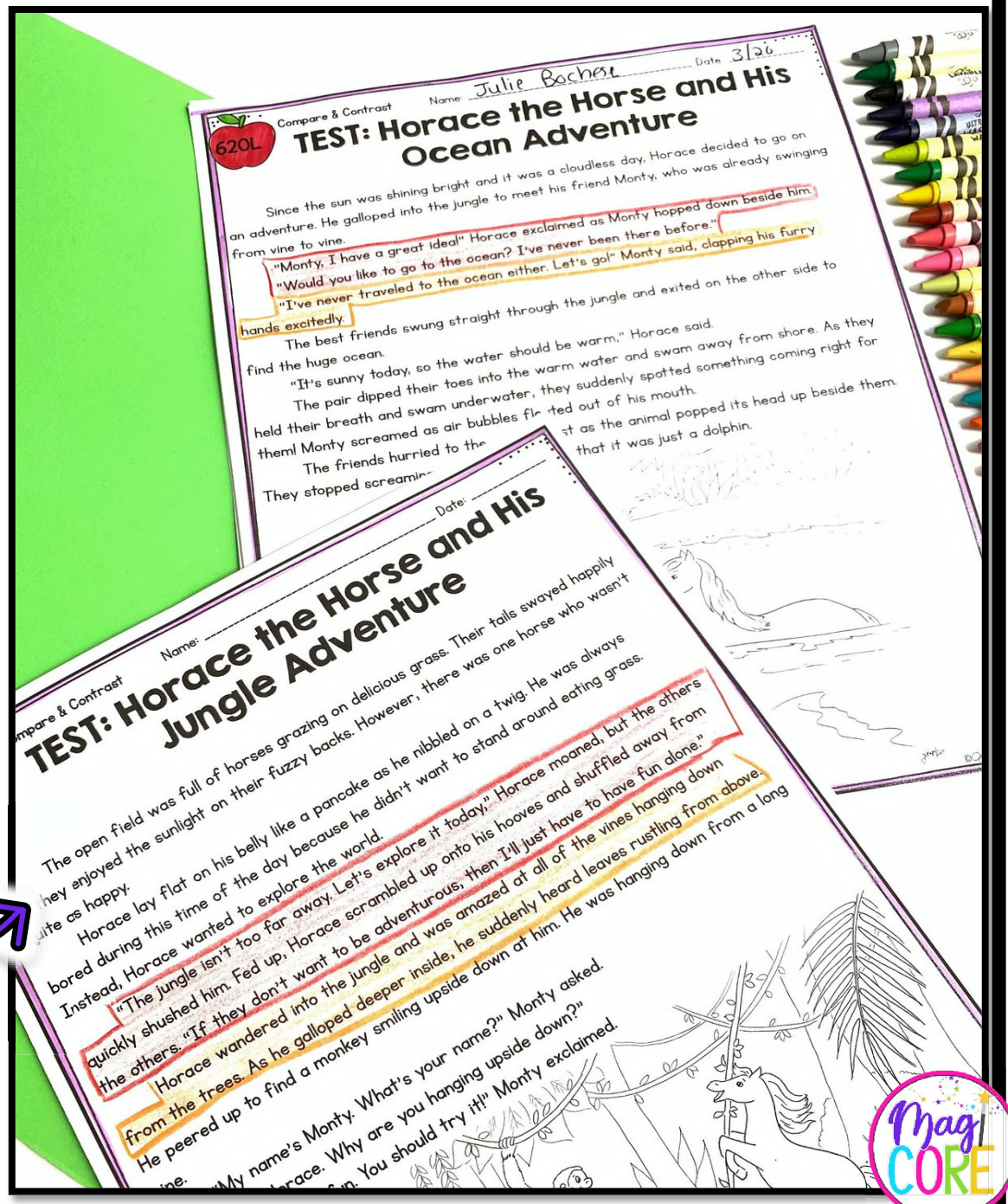
ANCHOR CHART

- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



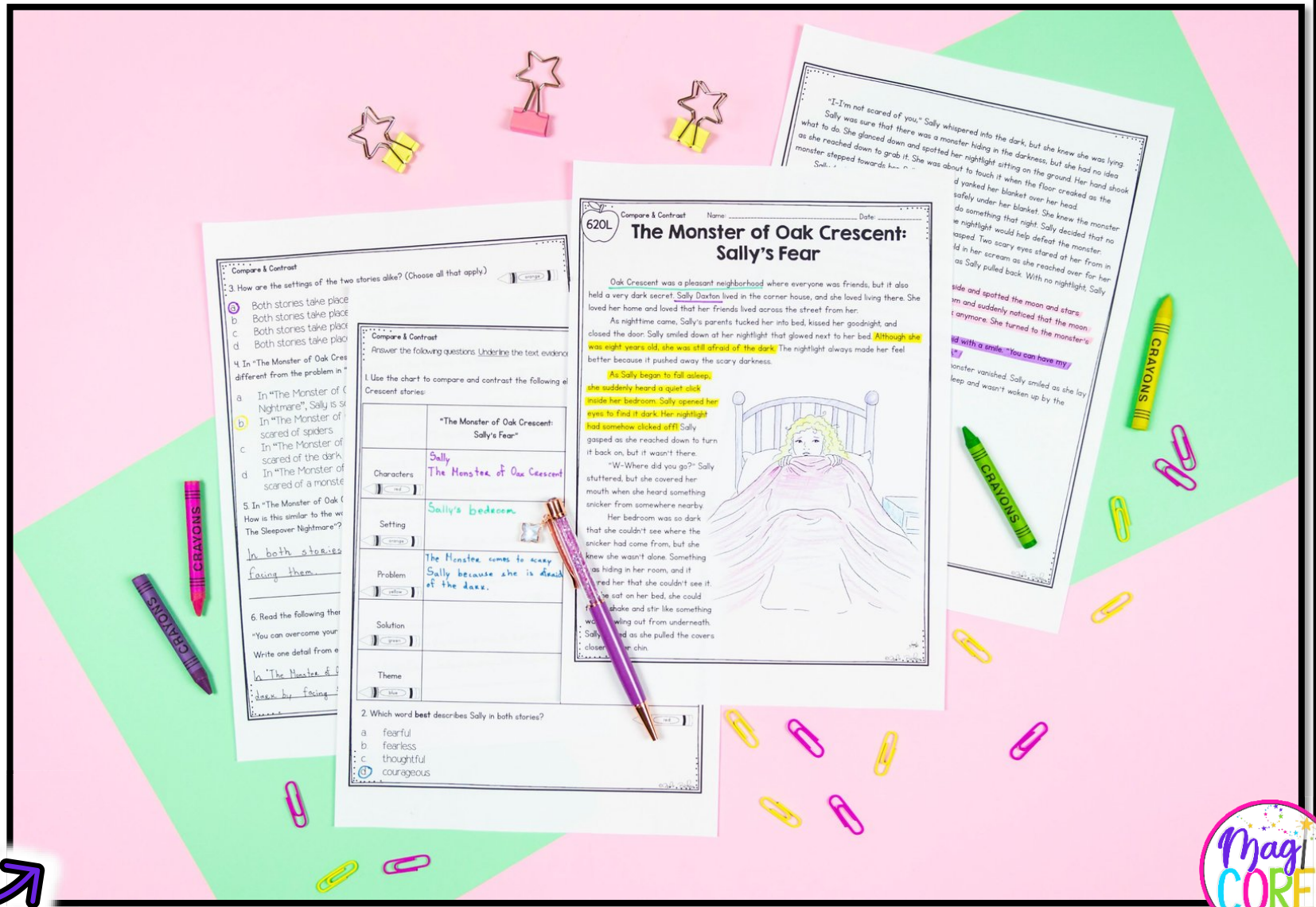
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!...



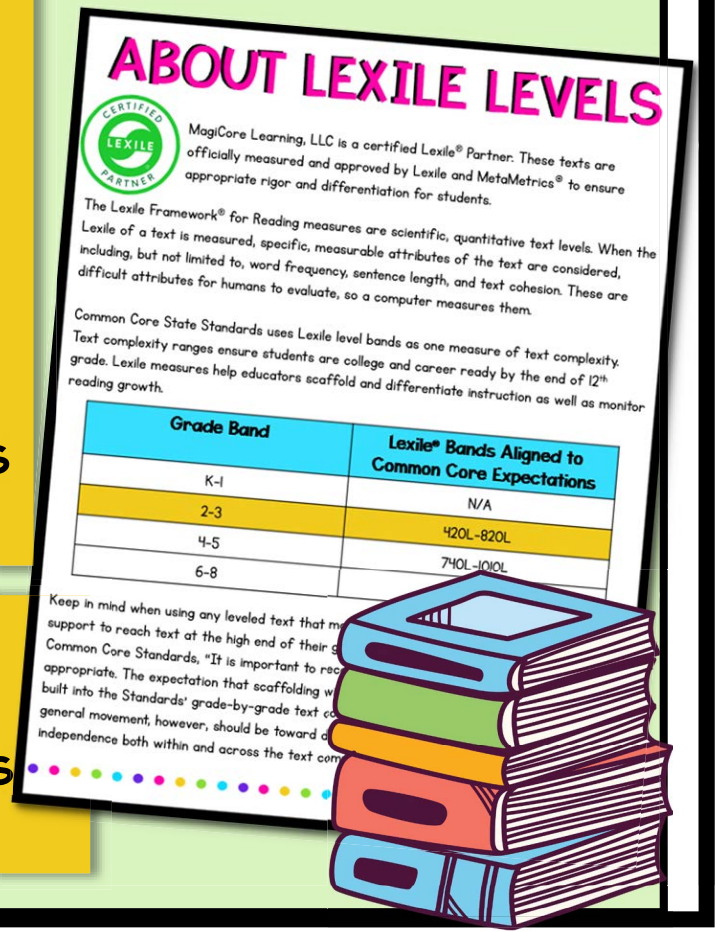
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

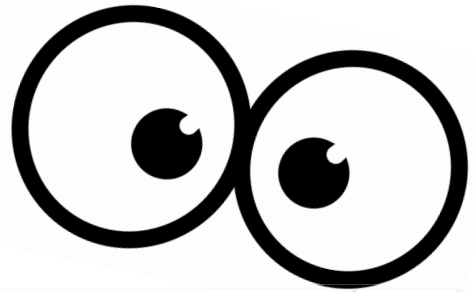
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK



COMPARE & CONTRAST STORIES IN A SERIES

3rd grade

Table of Contents

*This product includes 12 leveled stories in the 3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 450-790). There are 6 different story sets and question pages for each set.

1. RL.3.9 Anchor Chart/Journal Page
2. Tony Mulligan Stories- 600L/ 500L
3. Mrs. Delhomme's Class Trip Stories- 640L/ 640L
4. Oliver Strummer Stories- 610L/ 620L
5. Camden Willis the Magician Stories- 550L/ 660L
6. The Monster of Oak Crescent Stories - 620L/ 600L
7. **Test:** Horace the Horse and His Adventures- 580L/ 620L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

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You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Compare & Contrast

STORIES IN A SERIES



Books by the same author with the same character or characters are called books in a **series**.

If you read several books in a series, you can compare and contrast the:

- **characters**, or who the stories are about
- **settings**, or where the stories take place
- **plots**, or the events in the stories
- **themes**, or the messages or lessons you learn from the stories

Compare- similarities, or things that are the same
Contrast- differences

Comparing and contrasting stories in a series helps readers analyze the different approaches the author takes.

<u>To compare and contrast similar stories:</u>

1. How are the characters similar? How are the characters different?
2. How are the settings similar? How are the settings different?
3. How are the problems similar? How are the problems different?
4. How are the solutions similar? How are the solutions different?
5. How are the themes similar? How are the themes different?

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MagiCORE

AND ANOTHER PEEK

640L

Compare & Contrast Name: _____ Date: _____

Ms. Delhomme's Class Trip to the Launch

Since their last exciting field trip, Maggie Heart's third grade class had been excited to go on another one. Every time their teacher Ms. Delhomme entered the room, everyone was hoping that she would announce a new trip. Sadly, a whole month had passed without one.

Maggie sat at the back of the classroom, staring out the window as she daydreamed. She didn't look over at Ms. Delhomme when she strolled into the classroom because she knew they weren't going on a field trip. Ms. Delhomme cleared her throat and pulled out a coin.

"This coin is from 1969. Can anybody tell me what was so important about that year?" Ms. Delhomme asked with a smile.

Everyone's attention focused on the coin as they grew excited. This was exactly how their last field trip began! Jackie Brady, the smart one in the class, shoved her hand in the air. Since no one else put their hands up, it was up to Jackie to get it right.

"Was that the year we sent people into space?" Jackie asked.

"That's exactly right, Jackie!" Ms. Delhomme said as everyone rushed to the front of the class. She chuckled, "I guess you know what's about to happen."

"What's our assignment?" Jackie asked.

"Like last time, please tell me the name of the spacecraft and what was so important about the event," Ms. Delhomme stated.

She held out her hand as everyone slapped theirs on top. With the magical coin at the bottom, Maggie watched as the wind and sand storm whirled around them. When it settled back down, the kids gasped as they found themselves outside at night, surrounded by excited people. Cameras flashed, and people cheered as they stood on either side of a taped off road.

Maggie followed the empty road with her eyes. It led to a massive rocket-like machine.

"What is that?" Maggie whispered in awe.

"It's a spacecraft," Jackie stated.

"Remember, I'm looking for the name of the flight," Ms. Delhomme said with a smile as she walked up to the front of the crowd.

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Maggie slipped into an empty spot near the front and looked around. The crowd cheered as three men in spacesuits strolled towards them. The man on the right noticed Maggie's curious look and walked over.

"Do you know where you are?" the man asked. "You look a bit confused."

Maggie shook her head. "I only know that you're an astronaut."

"That's right. I'm one of three astronauts for this mission," the man stated.

"Your mission seems pretty important," Maggie said.

"Why do you say that?"

"Well, everyone seems to be here to cheer for you. I don't think people would stand outside in the dark for a normal flight," Maggie said, shrugging her shoulders.

"That's where you're wrong, kid. Every mission is important! We're exploring space. We're exploring the universe! What about that isn't important?" the man chuckled. "Life is about exploring and going on adventures, and we're about to make history. We're going to do something that's never been done before."

©Ooh Parker

Compare & Contrast

Answer the following questions. Underline the text evidence in the color shown.

1. Use the chart to compare and contrast the following elements of the Ms. Delhomme stories:

	Ms. Delhomme Story #1	"Ms. Delhomme's Class Trip to the Launch"
Characters (red)		
Setting (orange)		
Problem (yellow)		
Solution (green)		
Theme (blue)		

2. Based on the two Mss. Delhomme stories, what would be a good title for the first story? (purple)

a. Ms. Delhomme's Class Trip to 1776
b. Ms. Delhomme's Class Trip With a Coin
c. Ms. Delhomme's Class Trip to the Past
d. Ms. Delhomme's Class Trip Through Time

©Ooh Parker

MORE

CHECK THIS OUT TOO!

660L

Compare & Contrast Name: _____ Date: _____

Camden Willis and the Bunny Ears

Grown-ups didn't believe in magic because they thought it was just a bunch of tricks. However, Camden Willis knew the truth. He dressed like a magician with a black top hat and cape and performed for his friends, family, and strangers. His friends were the only ones who knew that Camden didn't perform tricks. He knew real magic.

Camden decided to put on a show in his back yard for his friends Kyle and Dan. He was still learning to control his magical talent, so he started with something simple. He held his top hat upside down as he twirled his wand around the brim.

"I will now pull out a bunny," Camden said. "Alakazam, alakazoom!"

Camden reached into his top hat as an orange bunny without ears hopped out. He tried to grab it, but the bunny was too fast and ran away. Camden didn't think that it was a problem until he noticed that his friends had rabbit ears!

"Oh, no! How did that happen?" Camden moaned.

"I don't know, but you have to do something," Kyle said as his nose magically turned into a bunny snout. "I think we're turning into bunnies!"



©Ash Rafa

Camden looked around and spotted strangers walking down the sidewalk with bunny ears. It wasn't just his friends turning into bunnies. Everyone in the neighborhood was transforming into bunnies! He had no idea what had gone wrong, but he knew he had to get the bunny back.

"I need help finding the bunny," Camden stated, but it was too late.

He instructed his friends to stay in the back yard as he hurried after his hopping magic trick. Camden followed the bunny's paw prints in the dirt, which led him to a playground full of kids.

Camden hurried to the top of the slide just in time to see the bunny slide back down and run away.

"Come back here!" Camden hollered after it. He slid down and froze. Each kid had turned into a bunny. "At this rate, everyone in the world will transform," Camden groaned.

Camden hurried after it, but he had wasted too much time in the playground. He didn't know which way the bunny had gone. Without any clues, Camden wandered around as he looked for it. The neighborhood was big, so he didn't think he'd ever see the bunny again.

As he strolled back through the park, he groaned when he saw the area overrun with the fuzzy animals. It looked like his magic trick gone wrong had reached the entire city. He continued looking until he spotted the orange bunny in his neighbor's garden, nibbling on a carrot. Since it was busy, Camden snuck up behind the bunny and picked him up.

"Now I have you!" Camden said, hurrying into his back yard. His friends were still hopping about in his yard as Camden plopped the bunny into his top hat and closed his eyes. "I hope this works. Alakazam, alakazoom!"

Camden focused his mind on getting the bunny's ears back and turning everyone else back to normal. He opened his eyes to find the bunny with his ears flopped over on his head. He looked over to find his friends back to normal. They were still hopping around, but they weren't bunnies anymore.

"It worked!" Camden cheered as he hugged Kyle and Dan.

"I think your magic might need more practice," Dan said with a chuckle.

"You might be right," Camden laughed.

The boys decided to head over to the playground to play for the rest of the day. Tomorrow was another day to practice his magic.

©Ash Rafa

Compare & Contrast

3. How are the settings of the two stories alike?

orange

a. Both stories take place at the park.
b. Both stories take place at Dan's house.
c. Both stories take place in the present time.
d. Both stories take place in Camden's back yard.

4. In "Camden Willis and the Invisible Cloth", Camden makes his friend Kyle invisible and can't make him reappear. How is this different from the problem in "Camden Willis and the Bunny Ears"?

yellow

a. In "Camden Willis and the Bunny Ears", Camden looses an invisible cloth.
b. In "Camden Willis and the Bunny Ears," Camden pulls a bunny out of his hat.
c. In "Camden Willis and the Bunny Ears", Camden accidentally turns his friends into bunnies.
d. In "Camden Willis and the Bunny Ears", Camden purposefully turns his friends into bunnies.

5. In "Camden Willis and the Invisible Cloth", Camden Willis finds the invisible cloth and is able to make Kyle reappear. How is this similar to how Camden solves the problem in "Camden Willis and the Bunny Ears"?

green

_____

_____

_____

6. Read the following theme:

blue

"Mistakes will be made when you practice something new."

Write one detail from each story that shows how this theme is true for both stories.

_____

_____

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UPGRADE THEIR SKILLS!

620L

Compare & Contrast Name: _____ Date: _____

TEST: Horace the Horse and His Ocean Adventure

Since the sun was shining bright and it was a cloudless day, Horace decided to go on an adventure. He galloped into the jungle to meet his friend Monty, who was already swinging from vine to vine.

"Monty, I have a great idea!" Horace exclaimed as Monty hopped down beside him. "Would you like to go to the ocean? I've never been there before."

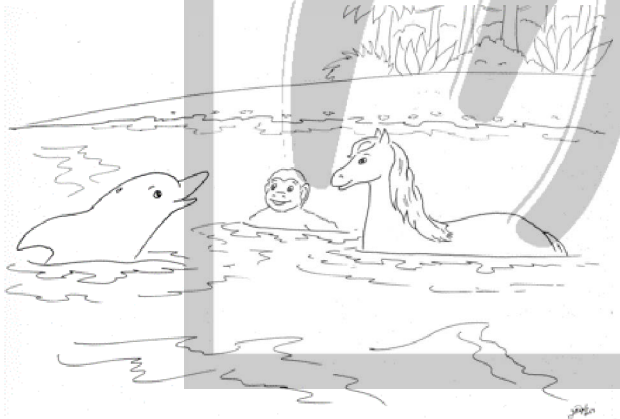
"I've never traveled to the ocean either. Let's go!" Monty said, clapping his furry hands excitedly.

The best friends swung straight through the jungle and exited on the other side to find the huge ocean.

"It's sunny today, so the water should be warm," Horace said.

The pair dipped their toes into the warm water and swam away from shore. As they held their breath and swam underwater, they suddenly spotted something coming right for them! Monty screamed as air bubbles floated out of his mouth.

The friends hurried to the surface just as the animal popped its head up beside them. They stopped screaming when they realized that it was just a dolphin.



©Ms. Parks

"I'm sorry if I scared you. Did you think I was a shark?" the dolphin asked, and the friends nodded. "I'm Dory. What brings you two to the ocean? It's not every day I see a monkey and horse out for a swim."

"We'd never been to the ocean before, so we thought it could be a fun adventure," Horace explained.

"Well, if you want an adventure, you came to the right place! Just hold your breath, and I'll show you a beautiful place."

On the count of three, the three friends held their breath and swam beneath the surface. Horace and Monty followed Dory down to a colorful coral reef. It was full of swimming fish. Horace touched the slimy coral with his hoof as the fish surrounded Monty and tickled him.

Monty and Horace came up for air before Dory showed them a shipwreck. The ship had sunk a long time ago and now sat at the bottom of the ocean. The friends played hide-and-seek inside the wreck until a shark came and scared them away.

Her new friends still wanted to explore the ocean, so Dory decided to show them something extra special. They swam farther and deeper into the ocean. Horace was the first to feel something strange. He was moving forward without swimming! Horace peeked over at Monty, who was also moving. Dory smiled as the friends traveled through an underwater current.

They continued to play in the current. It was like swimming without trying. They didn't move their arms or legs as they swooped through the ocean. It was relaxing and fun all at once. Horace loved playing in the ocean with his best friends.

©Ms. Parks

Compare & Contrast

Answer the following questions. Underline the text evidence in the color shown.

1. Use the chart to compare and contrast the following elements of the "Horace the Horse" stories:

	"Horace the Horse and his Jungle Adventure"	"Horace the Horse and his Ocean Adventure"
Characters (red)		
Setting (orange)		
Problem (yellow)		
Solution (green)		
Theme (blue)		

2. Which word **best** describes Horace in both stories? (red)

a. wary
b. helpless
c. thoughtful
d. adventurous

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