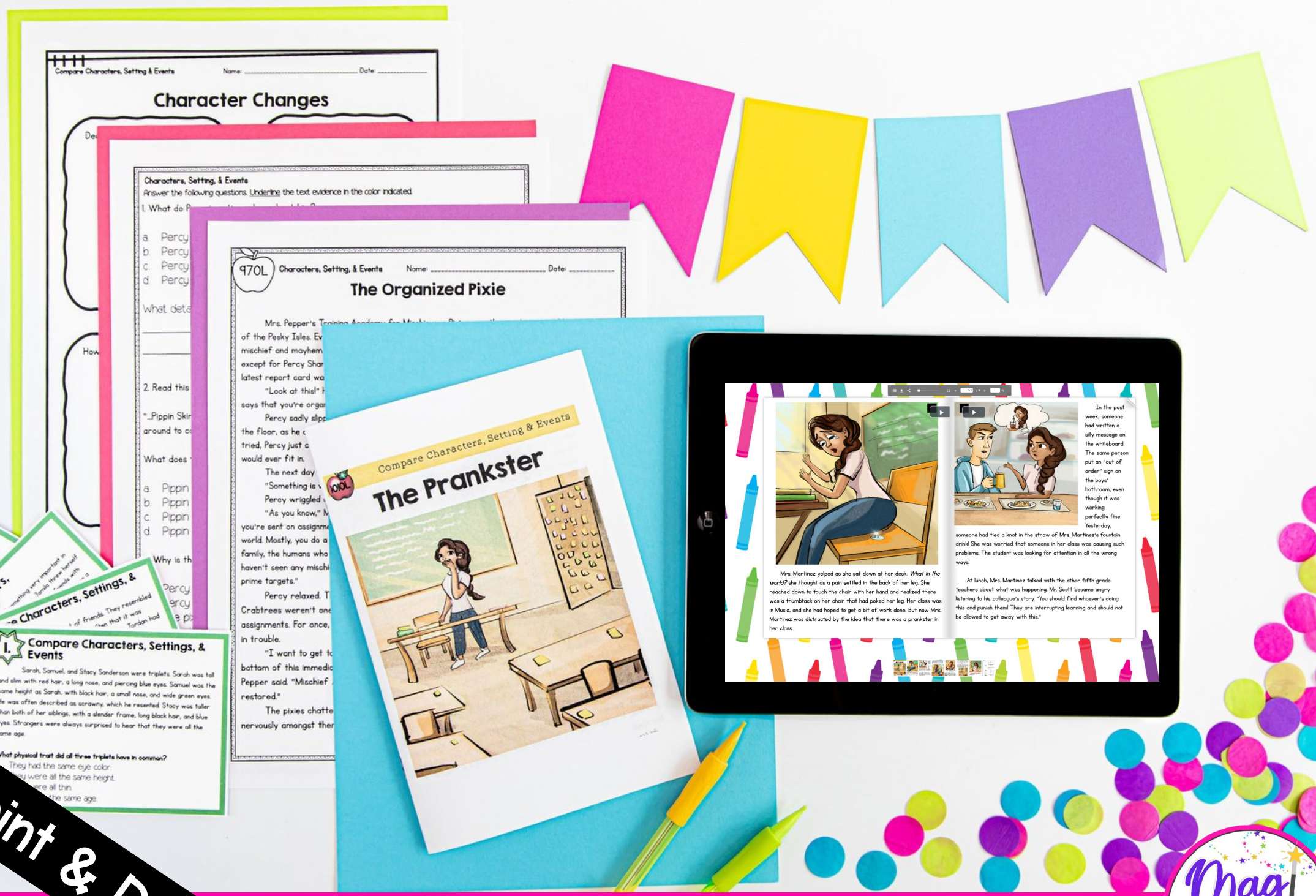
COMPARE STORY ELEMENTS

~ Skill Pack ~



Print & Digital

5th Grade

LEXILE

MagiCORE

What's Included?

Skill Focused Lesson Plans

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

Digital Lessons

- Google Slides format makes this resource flexible for any classroom or distance learning need.

Guided Reading Packet (Digital & Printable)

Skill focused guided reader differentiated on three levels.
- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

Core Comprehension Passages & Questions (Digital & Printable)

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

Task Cards (Digital Boom Card & Printable Formats)

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated 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-1185L

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."

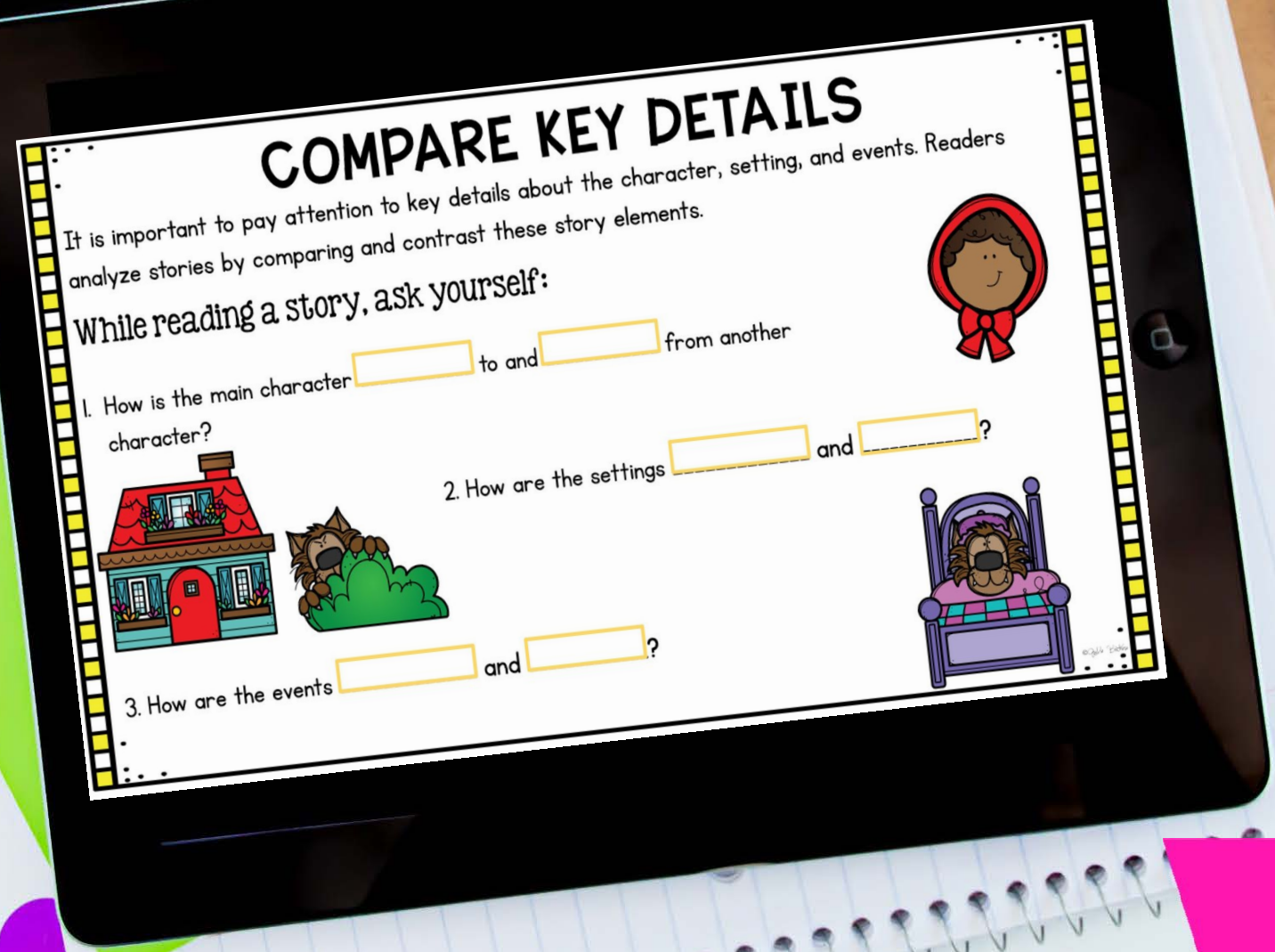
LESSON PLANS

5th Grade

COMPREHENSION SKILL: Compare Story Elements

Week 1

	LESSON	PRACTICE	GUIDED READING	CEN
MONDAY	• Introduce why it is important to pay attention to key details about the characters, setting, and events. • Review the "Compare Characters" anchor chart and video.	Guided Practice Whole Class Read *The Empty Pot*: • Pay close attention to Ping and the Emperor. Use the chart to compare the characters. 	"The Prankster" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Cards • Story E 
TUESDAY	Guided Practice Whole Class • Review the anchor chart and video for describing settings. • Work together to compare the settings in *The Empty Pot*.	Independent Reading • Choice text with a focus on comparing key details about the setting.	Read pages 1-4 of "The Prankster" leveled guided readers. Complete "During Reading" discussions. 	
TUESDAY	Guided Practice Whole Class • Review the anchor chart and video for describing events.	Independent Reading • Choice text with a focus on comparing key events.	Read pages 5-7 of "The Prankster" leveled guided readers. Complete "During Reading" discussions.	



5th Grade

Compare Story Elements

DIGITAL Mini lessons

MagiCORE


COMPARE SETTINGS
Watch the video about comparing and contrasting settings.
Ask Yourself:
"Does the
throughout
the story?"

LET'S TRY!

Read the story *The Empty Pot* by Demi. Pay close attention to the setting, then fill in the chart.



Words and Phrases that Describe Setting #1	Words and Phrases that Describe Setting #2

DESCRIBE EVENTS

The events of a story are the things that happen. Events often lead up to problems and solutions.

How to describe the events:

A character's actions and words lead up to the events.

1. Find the spot in the text where a problem or major event occurs.
2. Identify clues prior to the problem that hint that a problem is about to occur. These clues can help you determine important events.
3. Ask yourself, "What major events happen after the problem that lead to the resolution?"

Major Event or Problem	Events Leading up to the Problem	Events Leading up to the Solution

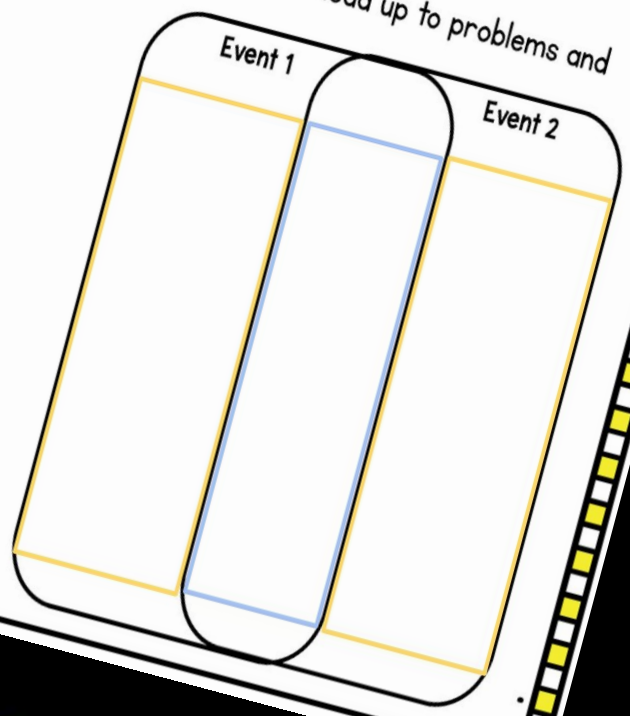
COMPARE EVENTS

The events of a story are the things that happen. Events often lead up to problems and solutions.

How to describe the events:

A character's actions and words lead up to the events.

1. Find the spot in the text where a problem or major event occurs.
2. Identify important events leading up to the problem and after the problem.
3. How are the events similar? How are they different?



GUIDED READERS

Printable & Digital

LEXILE®

5th Grade



Magi CORE

compare characters, setting, events

Later that day at recess, someone had let the air out of all the kickballs and basketballs. Students were angry that they could not play, and the PE teacher was frustrated that she was called to re-inflate all the balls. Mrs. Martinez was losing her patience, worried about why someone would act out like this, and frustrated that she could not figure out who was causing all this havoc.





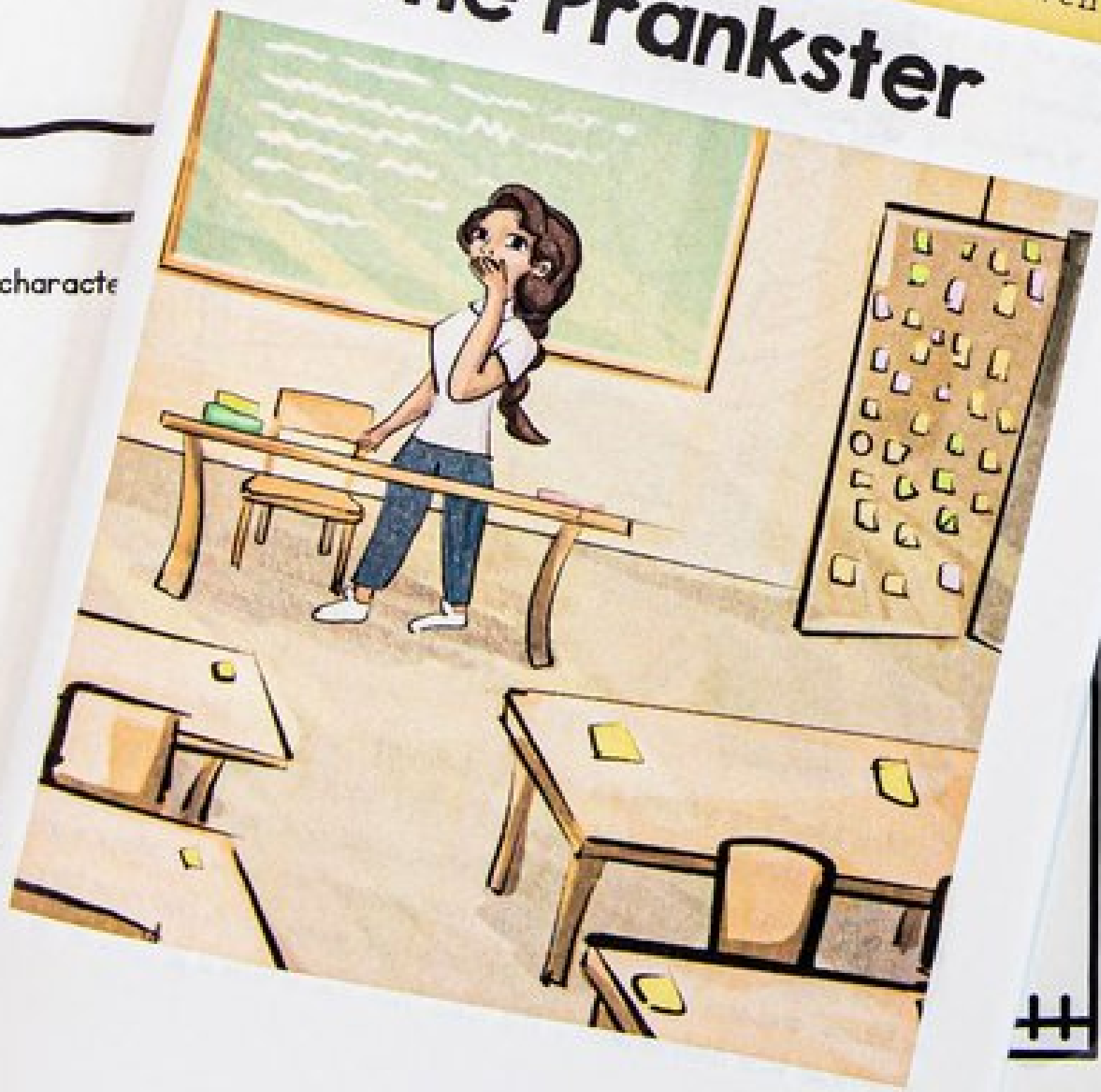
Mrs. Martinez thought about Mr. Scott's anger at lunch. She had a plan to stop the madness and discover the prankster, although she was more concerned with finding out *why* someone was causing so much trouble than punishing them. After school, she planned to set a trap, leaving out school glue, sticky notes, and tape. She planned to come early tomorrow to see if anyone took her bait. The next morning, Mrs. Martinez eagerly poked her head into her classroom, wondering whether the prankster had come. She was not disappointed! The trickster had struck again, taking advantage of the sticky notes the teacher had left out.

How did the characte

©Jodie Bateson

Compare Characters, Setting & Events

The Prankster



Compare Characters, Setting & Events Name: _____ Date: _____

Character Changes

Describe the character at the beginning of the story.

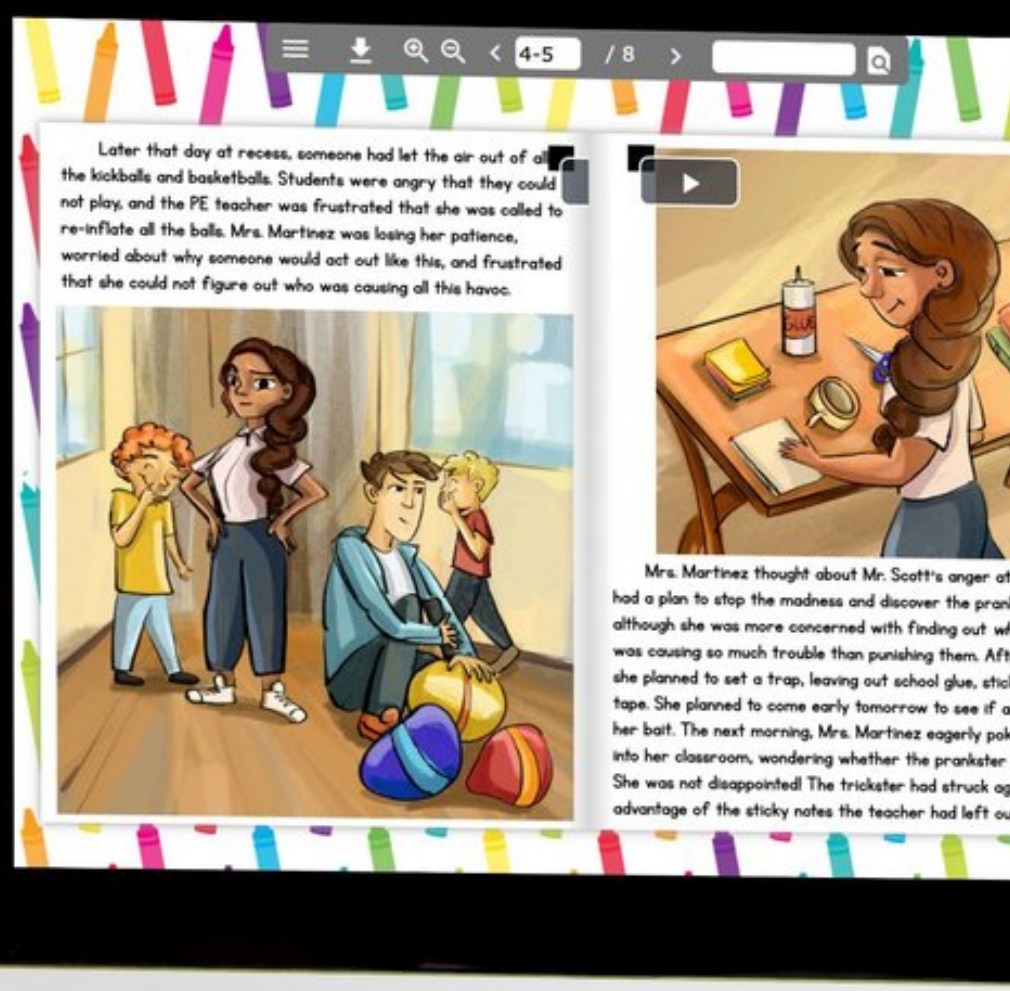
Describe the character at the end of the story.

How did the characte

Compare Characters, Setting & Events

The Prankster

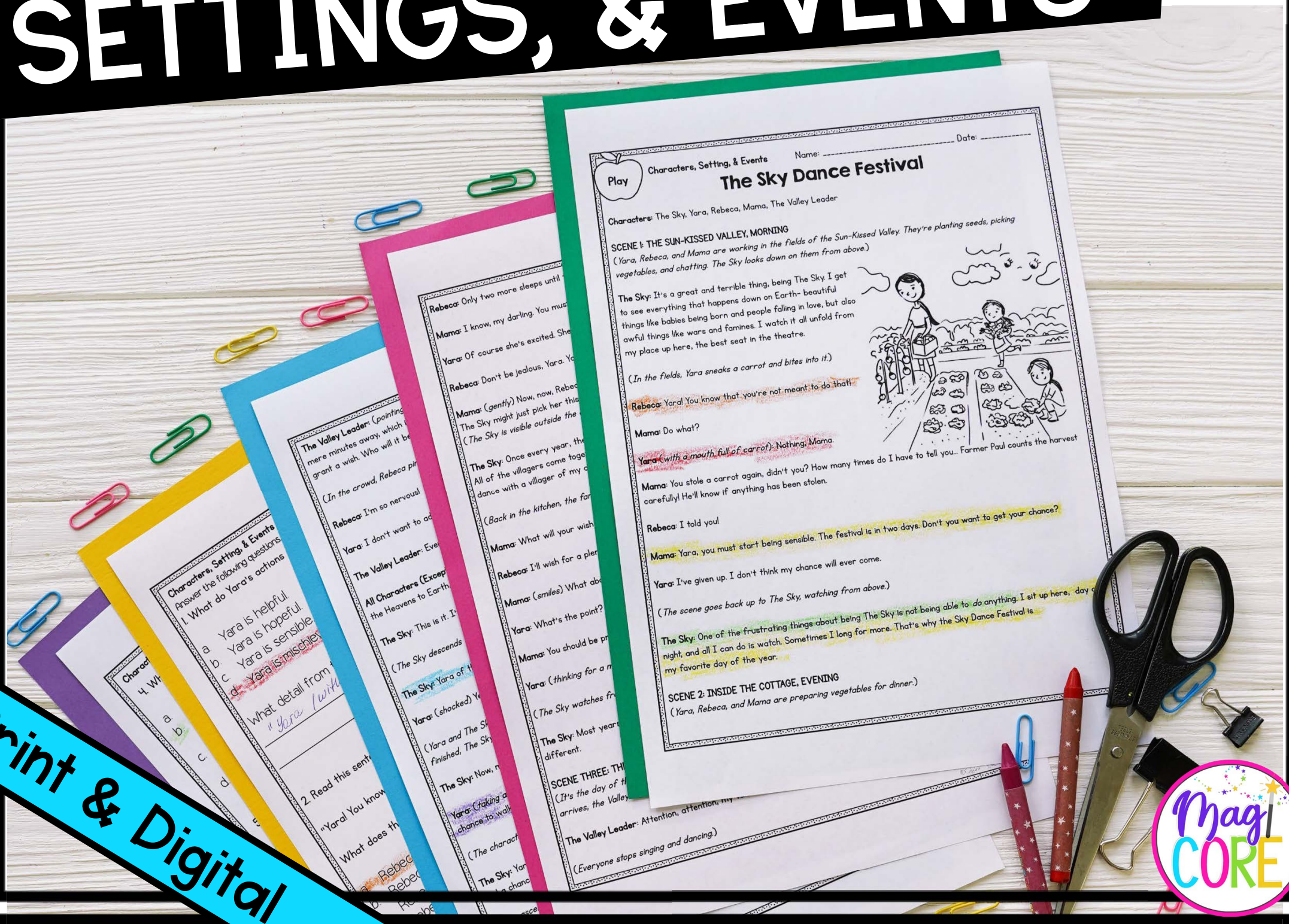




FICTION | 5TH GRADE | RL.5.3

compare & contrast CHARACTERS, SETTINGS, & EVENTS

LEXILE



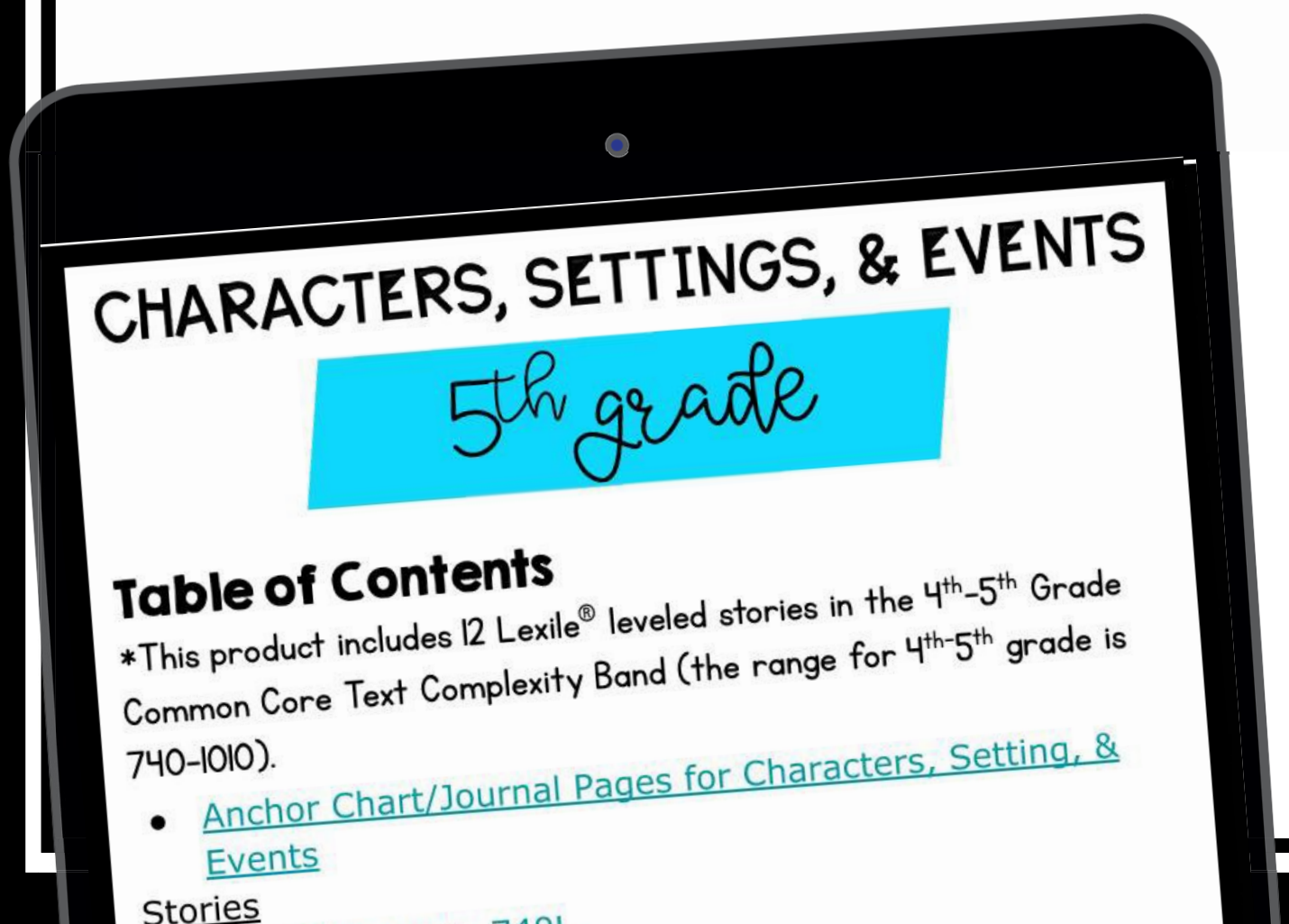
Print & Digital

MagiCORE

WHAT'S INCLUDED?

TEN 5th Grade DIGITAL and PRINTABLE PDF fiction passages & TWO assessments!

- Aligned with 5th Grade Lexile Levels
- Includes an Anchor Chart and Journal Pages for Characters, Settings & Events
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

Compare Settings

The setting of a story or drama is where and when it takes place.

How to compare settings:

1. Look for words and phrases that describe the setting.
2. Use the words and phrases to create a visualization of the setting. Make sure that your visualization is supported by text evidence.
3. Ask yourself: "Does the setting change throughout the story?"
4. How does the setting contribute to the plot?

Excerpt from Cinderella

It was the child who scoured the pots and pans, scrubbed the floors, washed down the stairs, polished the tables, ironed the linen, darned the stockings, and made the beds. She herself slept at the top of the house in a garret, upon a wretched straw mattress, while her sisters had apartments of their own...

In the royal palace, and in the royal gardens, over which shone the same stars which had looked down upon *Cinderella's* pumpkins, the ball was at its height, with scores and scores of couples dancing on the waxed floor to the music of the violins, and under the trees, where the music throbbed in faint, echoes, other scores of couples moving, passing and repassing, listening to the plash of the fountains and inhaling the sweet scent of the flowers.



Words and Phrases that Describe Setting #1	Words and Phrases that Describe Setting #2
She herself slept at the top of the house in a garret, upon a wretched straw mattress, while her sisters had apartments of their own.	royal palace, royal gardens, shining stars, couples dancing on the waxed floor under the trees, fountains, and inhaling the sweet scent of the flowers.
How does setting # 1 contribute to the plot?	**How does setting #2 contribute to the plot?**
Setting #1 is at Cinderella's house where she is treated like a servant	Setting #2 is at the palace where Cinderella is being treated like a princess

A character's actions and words lead up to the events.

1. Find the spot in the text where a problem or major even
2. Identify important events leading up to the problem and
3. How are the events similar? How are they different?

Excerpt from Cinderella

The *Prince* led her to the dais where sat the *King* and *Que*
before them, a slighter but no less gracious one to the company,
given no orders, her coach stood waiting for her. Slipping in, she v
would take you to wink an eye...

With the last stroke of twelve, coach and footmen had wh
ow as well as in rags, planted homeward over roads w
great moths blundered out of the bushes again
roke before she had ran half the distance, and
to the skin, and almost more dead than alive. In
ed her sisters, whose coach on the way home
dmother had something to do with this misadv

Event 1

Cinderella is leaving the ball

hat does this tell you about Cind
erella is hopeful and obe

at does this tell you about the step
n Stepmother is cruel

to her stepmother, despite
ful to her

STORIES & DRAMAS

830L **Characters, Setting, & Events** Name: _____ Date: _____

Willow and the Powerful Book

Willow Clarke went to school on Thursday, and she had a wonderful day. She got to do all of her favorite things, like read books about animals and write stories about fun adventures in unexplored lands. The best part of the day was when her teacher, Mrs. Hutchinson, read her third-grade class a new chapter from a book about a majestic horse. Willow could imagine herself riding through the fields with the wind in her hair. The smell of daisies and freedom permeated Willow's daydreams.

After school, Willow started walking toward the public library. She went to the library every day after school to scour the stacks, mesmerized by every cover. She loved to run her finger along every spine, observing books about scientists, pirates, explorers, and birds. Any book was good to her, as long as she could learn something from it. She had read 187 books that school year already, and it was only December.

When she opened the library door, however, things were different. Willow spotted one book on display that glimmered. Like a magnet, Willow was drawn to it. The shiny and perfect book had a cover that was blue with turquoise swirls and golden diamonds, and the spine was crisp. Willow held the book as if it was a rare and delicate flower. Instead of looking for more books, she brought this one straight to the checkout counter because she wanted to bring this treasure home right away.



Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

Characters, Setting, & Events

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

red

1. What do Willow's actions show about her?

a. Willow is friendly.
b. Willow is cautious.
c. Willow is determined.
d. Willow is sympathetic.

What detail from the story helped you answer the question above?

Students type their answers right in the text box.

orange

2. Read this sentence from the story.

"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

a. The librarian is supportive.
b. The librarian is thoughtful.
c. The librarian is judgmental.
d. The librarian is understanding.

yellow

3. Which statement **best** compares the two main settings of the story?

a. The library is inspiring, and Willow's home is ordinary.
b. The library is vast, and Willow's home is comfortable.
c. The library is welcoming, and Willow's home is boring.
d. The library is unhospitable, and Willow's home is welcoming.

After reading, students type their answers in the text boxes using text evidence.

Willow and the Powerful Bo

Level M

Characters, Setting, & Events

Willow Clarke went to school

all of her f

Characters, Setting, & Events

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

What do Willow's actions show about her?

a. Willow is friendly.
b. Willow is cautious.
c. Willow is determined.
d. Willow is sympathetic.

What detail from the story helped you answer the question above?

"This book is for me," said Willow. "Yesterday, Rosa Parks refused to give up her seat on the bus, and today, I refuse to give up this book. This is a public library for all people, and I have the freedom to be here, read, and learn just as much as anyone else."

2. Read this sentence from the story.

"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

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Events

e time period

takes place dur

were discriminated ag

important to the plot because

Librarian refuses to check out

Rosa Parks to stand up for

5. How is Willow's problem similar to

a. Both Willow and Rosa Park
b. Both Willow and Rosa Park
bus
c. Both Willow and Rosa Park
library
d. Both Willow and Rosa Par
color of their skin

be two events that lead

the story to suppor

ASSESSMENTS

820L **Characters, Setting, & Events** Name: _____ Date: _____

TEST: The Housewarming Ceremony

Sudath was peering through his gate at the busy people unloading furniture from a vehicle. It looked like a new family had moved in right across from where they lived. "It is a bit noisy," muttered Sudath under his breath. "I

Play **Characters, Setting, & Events** Name: _____ Date: _____

TEST: The Birthday Party

Characters: Kanga, Len

SCENE 1: DENSE FOREST, DAYTIME

(*Len the Zebra is seen walking toward Kanga the Kangaroo's tree*
Kanga was getting ready to attend Kubo the Bear's birthday
Kanga: (*waving excitedly at Len*) Hi there, mate! Just c
my mind on what to wear. (*He points at the red and blue*
the bed.) Which do you think I should wear?
Len: (*after a short and thoughtful pause*) Maybe the red on
Kanga: Thanks, mate. That's what I thought, too. Now, whe
there it is! (*He adjusts the hat while looking at himself in the*
chuckling.) Ha! I look like the birthday boy.
Len: We better hurry. We're almost late.
Kanga: No, we're not.
Len: (*in an exhausted tone*) Yes, we will be if you take all day to dress up.
Kanga: Do cheer up, buddy. (*Kanga winks at Len.*) The party doesn't start until Kanga walks in.
Len: Oh, you're always full of yourself. Kanga, what did you get for Kubo?
Kanga: (*Kanga gives a blank expression and blinks. He looks startled.*) Oh, dear god! I TOTALLY forgot about the present! What do we do, Len? We can't possibly show up at a party WITHOUT a present! Can we!?

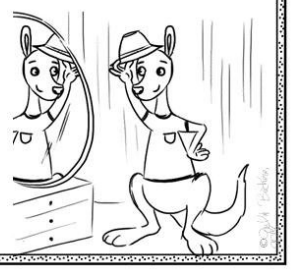
Len: (*Calmly nodding his head*) No, of course not. Now, let's see. What should we get him?

Kanga: I know! What about a pair of boots?

Len: Don't be ridiculous. Bears can't climb trees with boots. They'd fall.

Kanga: The boots or the bear?

Len: (*sighing and rolling his eyes*) Never mind.



Characters, Setting, & Events

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

1. What do Kanga's actions show about him?

red

a. Kanga is thoughtful.
b. Kanga is structured.
c. Kanga is self-centered.
d. Kanga is absent-minded.

What detail from the story helped you answer the question above?

Students type their answers right in the text box.

orange

2. Read this sentence from the play.

"Don't be ridiculous. Bears can't climb trees with boots. They'd fall."

What does this sentence show you about Len?

a. Len is practical.
b. Len is arrogant.
c. Len is insincere.
d. Len is considerate.

yellow

3. Why is the setting of the play important to the plot? (Choose all that apply.)

a. This story takes place in a forest where the animals live.
b. This story takes place in the daytime before a birthday party.
c. This story takes place at a birthday party, and Kanga forgot a present.
d. This story takes place at Kanga's treehouse as he is getting ready for his friend's birthday party.

Color coded highlighting can also be done on the assessments!

This resource also includes TWO tests with different Lexile Levels for student assessment.

Level: M

Characters, Setting, & Events

Name: _____ Date: _____

TEST: The Housewarming Ceremony

Sudath was peering through his gate at the busy people unloading furniture from a vehicle. It looked like a new family had moved in right across from where they lived. "It is a bit noisy," muttered Sudath under his breath. "I wonder what they are like." Just then, a boy around his age came walking toward him. Sudath pretended that he was looking elsewhere to avoid conversation with the stranger.

"Hello," said the boy to Sudath, "I'm Malith Pujith. We moved in there a while ago." He pointed across the street. "Is your mom home? My mom would like to meet her."

"Oh, hi, I'm Sudath. It's nice to meet you. I'll convey the message to my mom," replied Sudath unexcitedly.

left. Later that day, Sudath's mom had exciting news to
er new neighbors. "Mr. and Mrs. Pujith were so kind,"
ewarming ceremony this Thursday. In the meantime,
and asked if it would be alright to send Malith here to

e did not like the idea of sharing his toys with
know at all, but his mother insisted, so he had to

ng for Sudath and greeted Sudath's parents
about ten minutes, Sudath returned with three toy
of a helicopter. Malith was excited and grabbed
ng it across the room and making sounds.
ring to divert Malith's attention away from the

Malith, rotating its propellers quite fast.
ipted Sudath, "because..." Before he could
propellers hit the ground, breaking into a few
idath exclaimed, "You broke my helicopter!"
is an accident."
if you had been careful," snapped

When Sudath relayed the incident to his mother, she promised to buy him a new toy and encouraged him to forgive and be friendly to Malith again. "Tomorrow is the housewarming ceremony, and I do not want to see any enmity between the two of you," she warned.

A housewarming ceremony is performed when someone moves into a new residence. The closest family members and



Characters, Setting, & Events

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

1. What do Sudath's actions show about him?

a. Sudath is selfish.
b. Sudath is outgoing.
c. Sudath likes to be on his own.
d. Sudath is lonely and wants new friends.

What detail from the story helped you answer the question above?

"Sudath pretended that he was looking elsewhere to avoid conversation with the stranger."

2. Read this sentence from the story.

"'Hello,' said the boy to Sudath, 'I'm Malith Pujith. We move

What does this sentence show you about Malith? How is he d

details from the text to support your answer.

This shows me Malith is outgoing and fri
know Sudath, but wants to befriend him. Sudath
who seems introverted and prefers to play by himsel

3. Why is the setting of the story important to the plot?

a. This story takes place in a new house and a new school for Mali
b. This story takes place in the past when people had housewarming
c. This story takes place in the summertime when Malith and Sudath ha
ample time to play.
d. This story takes place after Malith moved to Sudath's neighborhood. His
family is having a housewarming party.

Characters, Setting, & Ever

4. Which detail below hi

a. "Just then, a boy
b. "Later that day, S
from meeting her
c. "The very next da
parents cheerfully
d. "Sudath didn't seem
toys with others, es

5. What happens as a result o

a. Malith apologizes to Su
b. Sudath is irritated with
c. Sudath refuses to go t
d. Sudath's mother promis

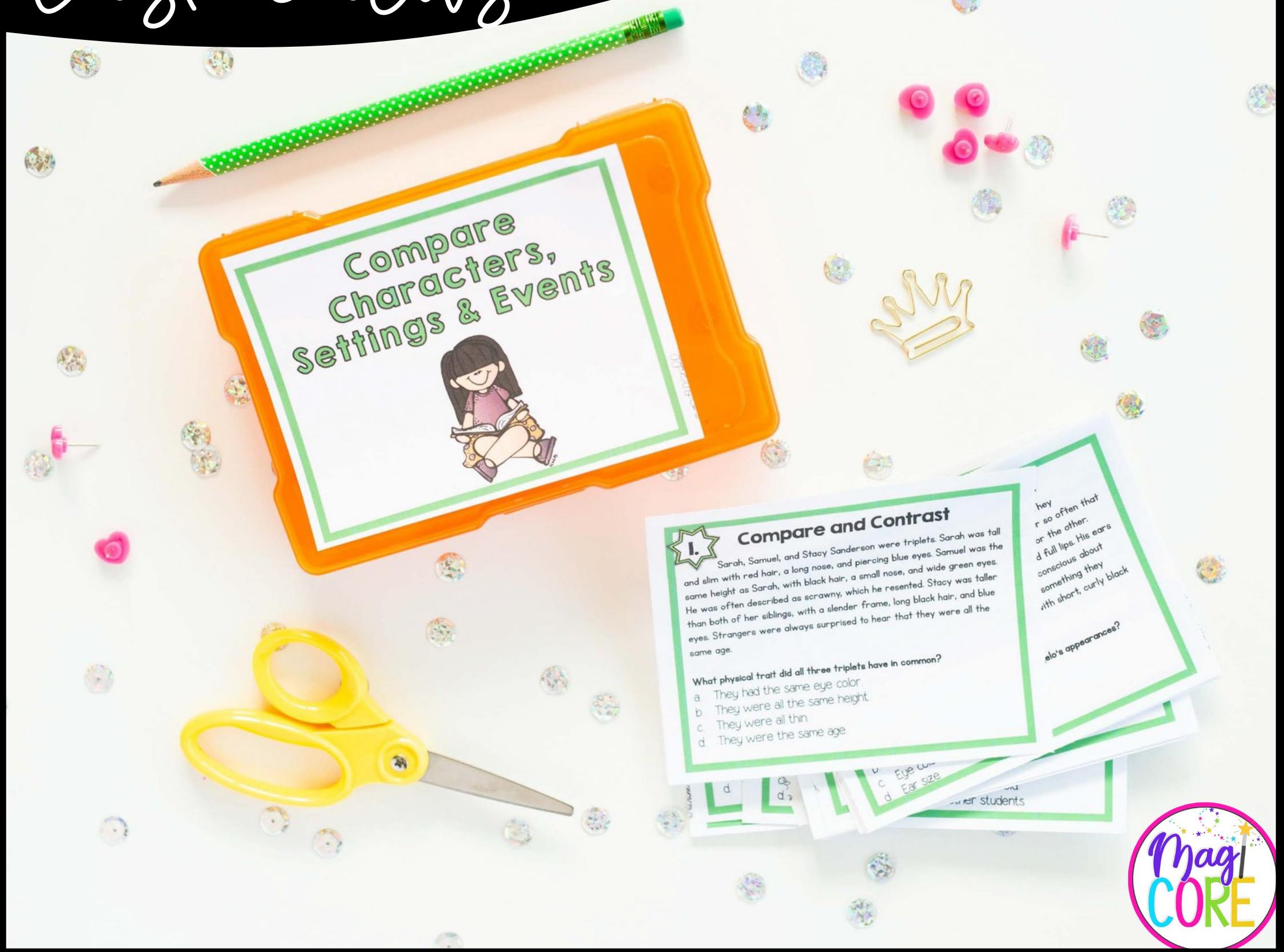
6. Describe the events that occur
Sudath. Use at least two details fr

At the housewarming pa
between Malith and Su
oil cakes and milk rice f
and have fun. At the end
Sudath a battery operated
thankful for the gift. Th
with friends.

COMPARE CHARACTERS, SETTINGS, EVENTS

task cards

5TH GRADE



Compare Characters, Settings & Events



Compare and Contrast

1. Sarah, Samuel, and Stacy Sanderson were triplets. Sarah was tall and slim with red hair, a long nose, and piercing blue eyes. Samuel was the same height as Sarah, with black hair, a small nose, and wide green eyes. He was often described as scrawny, which he resented. Stacy was taller than both of her siblings, with a slender frame, long black hair, and blue eyes. Strangers were always surprised to hear that they were all the same age.

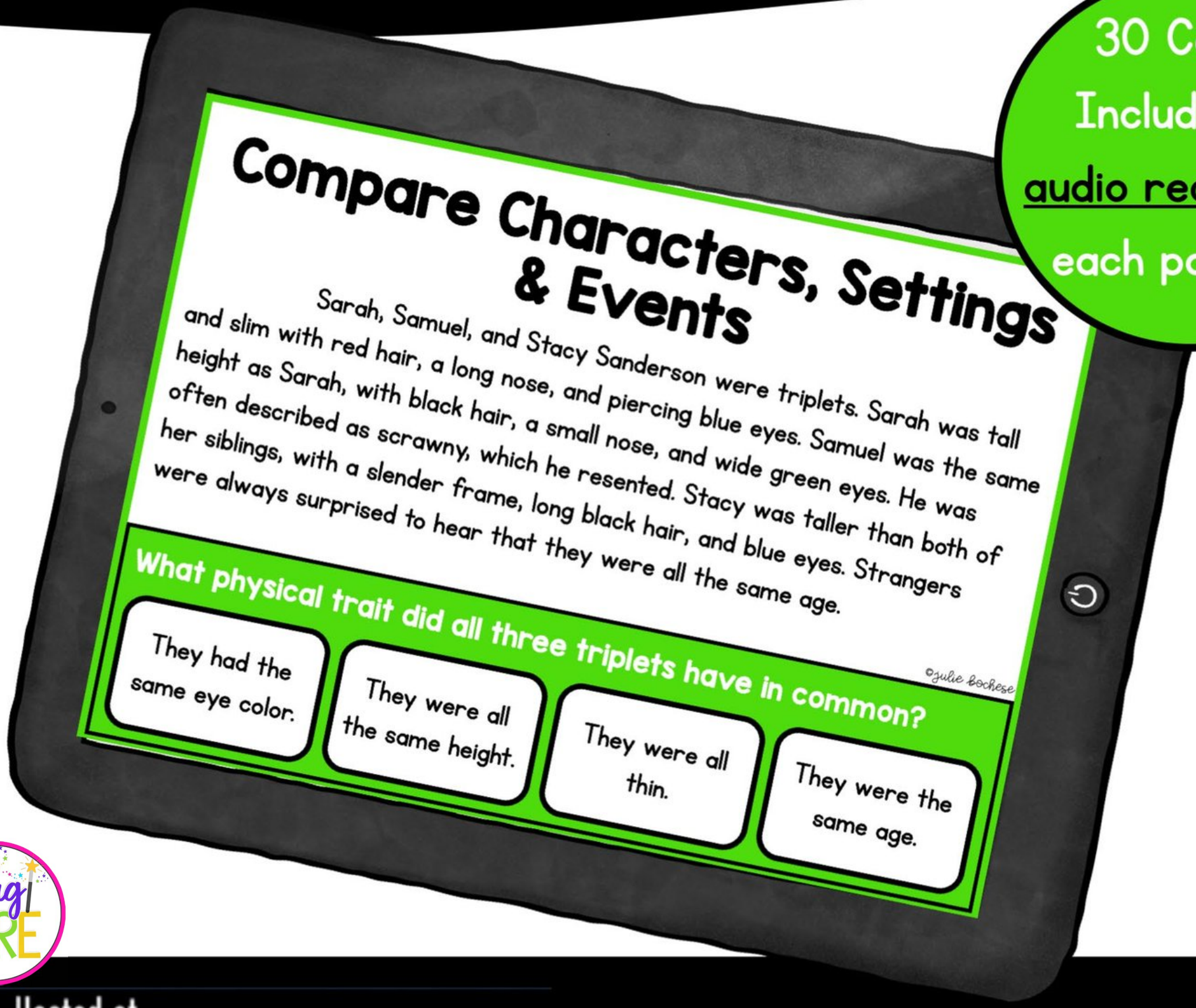
What physical trait did all three triplets have in common?

a. They had the same eye color
b. They were all the same height
c. They were all thin
d. They were the same age

Compare Characters, Settings & Events

Digital Task Cards

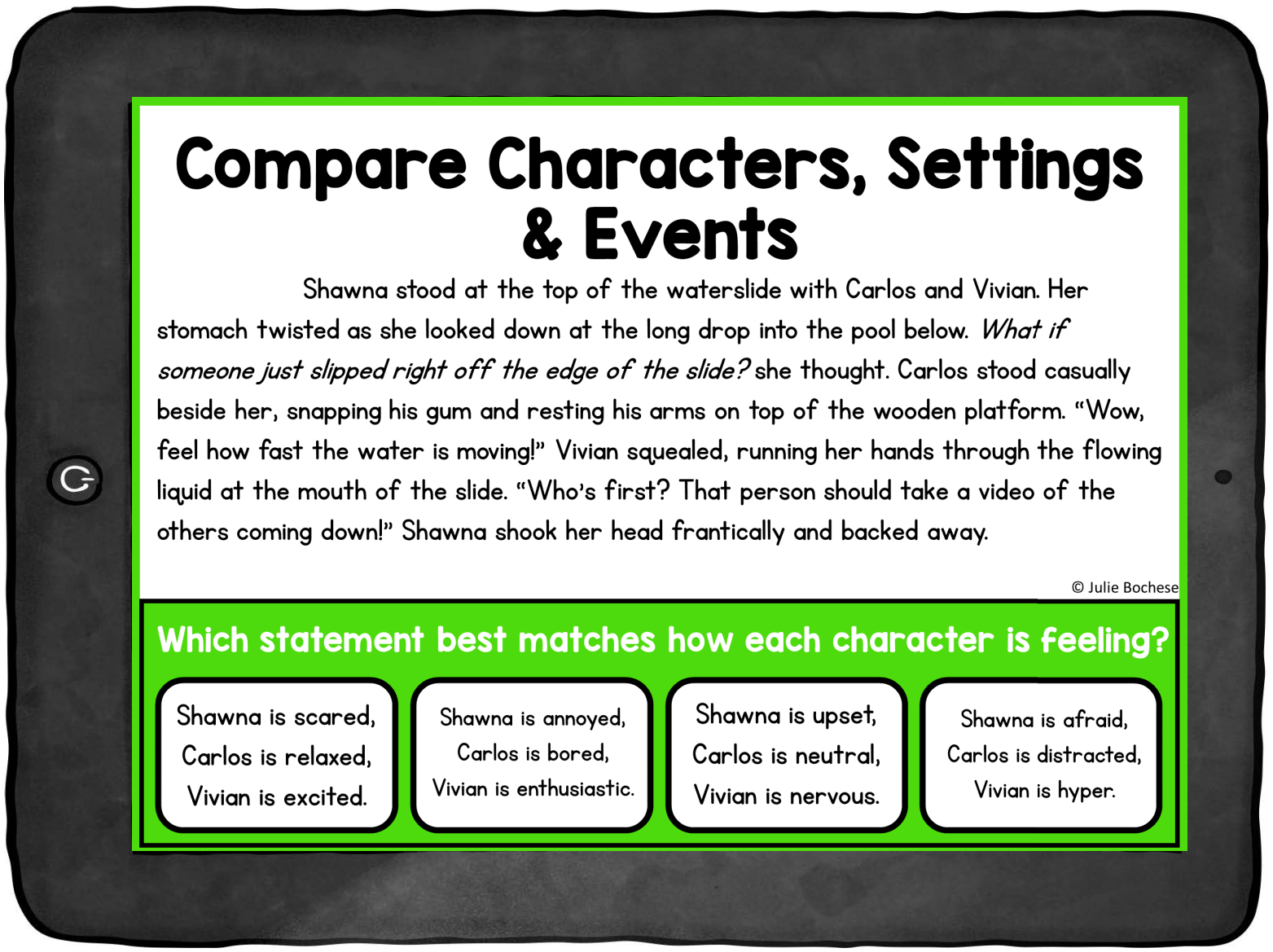
30 Cards
Includes an audio reading of each passage.



Hosted at boomlearning

BOOM CARDS

COMPARE STORY ELEMENTS BOOM CARDS



Click Here for a Playable Preview!

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

You may be eligible for a free trial from Boom Learning. Read here for details: http://bit.ly/BoomTrial. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

COMPARE STORY ELEMENTS BOOM CARDS

Compare Characters, Settings & Events

"Ouch!" I cried out as a sharp rock pierced my foot through my thin sandal. I sighed impatiently at this further delay to our plans. I wanted to get to the beach as early as possible, and I'd already had to wait for my sister to get dressed. I quickly washed the shallow cut with soap and warm water and applied a bandage. "Hurry up, Franny!" I yelled up the stairs. There was no response, so I decided to wait for her outside. As soon as I stepped onto the porch, a shard of glass sliced my heel. "Ahhh!" I screamed. Tears streamed down my face as I examined the small gash. Why me? I winced as I pulled out the shard and hobbled painfully to the sink.

© Julie Bochese

What is the main difference between the two injuries?

- The narrator's reaction
- The level of severity
- The type of injury
- The part of the narrator's body that was injured