FICTION

6TH GRADE

RL.6.9

COMPARING GENRES in literature

LEXILE

1070L **Compare and Contrast** Name: _____ Date: _____

Lady Agatha's Locket

...ı, searching frantically for the
...nally, someone thought to ask

...eplied, as if this should have

...placed the priceless family
...ated near the fishpond.
... to the marble," she explained

...declared futile, an inspector
...yler hat and clenching a
...natically interviewing every
...d been near the garden since
...very alibi was airtight.
...ıa nodded sagely. "I'll bet the
...ervants all looked away when
...t could somehow remove
...ıa had proposed similar
...le events had occurred.)
...not as familiar with the lady's

...year," Lady Agatha explained.
...ıer day." The inspector glared
...g in outrage, and then stalked

Poem **Compare and Contrast** Name: _____ Date: _____

Elf Shot
by James McIntyre

A lad, brought up in Highland vale,
Who did believe each fairy tale
Which his granney oft to him told,
And of witches and of warlocks bold,
And he himself would often pore
For hours reading wizard lore.
One night his mother to the town
In a hurry sent him down,
So o'er his poney he did stride,
And to the town did fearful ride;
He thought that demons they would rush
On him from every rock and bush,
And as he went through the quarry
It did great increase his flurry ;
He felt that fiends with fiercest hate
Would surely there seal fast his fate.
But town he reached, and neath his vest
He parcel pressed beneath his vest ;
The poney now he mounts once more
For to pass quarry as before,
But, alas ! at that fatal spot
He heard a gun-he was elf shot;
He felt that from his breast a flood
Was pouring down off his heart's blood,
But he clung fast to pony's back,
Though loss of blood his frame did rack ;
But in spite of his alarms
He resolved to die in mother's arms;
And when he reached his own door
He said that he was drenched in gore
From bullet hole all in his breast ;
His father opened up his vest,
And he did sadly fear the worst,
But found yeast bottle had but burst.





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James McIntyre

Compare and Contrast

4. Explain how the aut... main character (the "... character's personali... your response.

The personality... first six lines. He... In the second... a bit unbalan... leaves her... The reader... theme becau...

Compa... Answer... color in...

1. What...
a.
b.
c.
d.

2. What...
a.
b.
c.
d.

3. Wha...
a.
b.
c.
d.

5. Explain... evidence...

The... thinks... old... have... Th... do...

MagiCORE

950L **Compare and Contrast** Name: _____ Date: _____

A retelling of *The Bear and the Two Travelers* by Aesop

1. There once were
John and James. These two
come of age together in a q
remote part of the country.
rough and tumble life that v
hardship or misfortune. The
tested; their accord had nev
their friendship was a thin c
chasm, with only one sure v
the application of weight an
2. Finally the day ca
James were to depart to see
kissed their mothers, shook
ruffled the hair of their your
admonitions to "be good to
their ears, they set off down
morning.
3. A few days into t
to take a shortcut through a
the winding road. Pushing t
brush and thorny thicket, th
clearing and came face-to-f
bear!
4. Both young men
should we do?" but James
leaving his companion to fa
5. Gritting his teeth
circled him, sniffing and gru
fell to the ground, stunned
grandfather's, that a bear v
the animal lost interest.
6. The bear sniffed
held his breath. To his grea
John had hoped for, and it
7. "John, you rasca
could outsmart that silly be
jokingly on the shoulder. "V
eh?" he asked, chuckling.
8. John glared at h
9. "The bear advis
with a friend who will aban

Compare and Contrast
Answer the following que
color indicated.

1. Which of the followin

a. The first one i
b. The first one
fiction.
c. The first one
d. The first on
literature.

2. Which general

a. Family
b. Hardsh
c. Friend
d. Comir

3. Which an

a. A
b. Fr
c.
d.

5. Describ
of differer
dialogue,
internal n

The f
and e
The
using
impact

Poem **Compare and Contrast** Name: _____

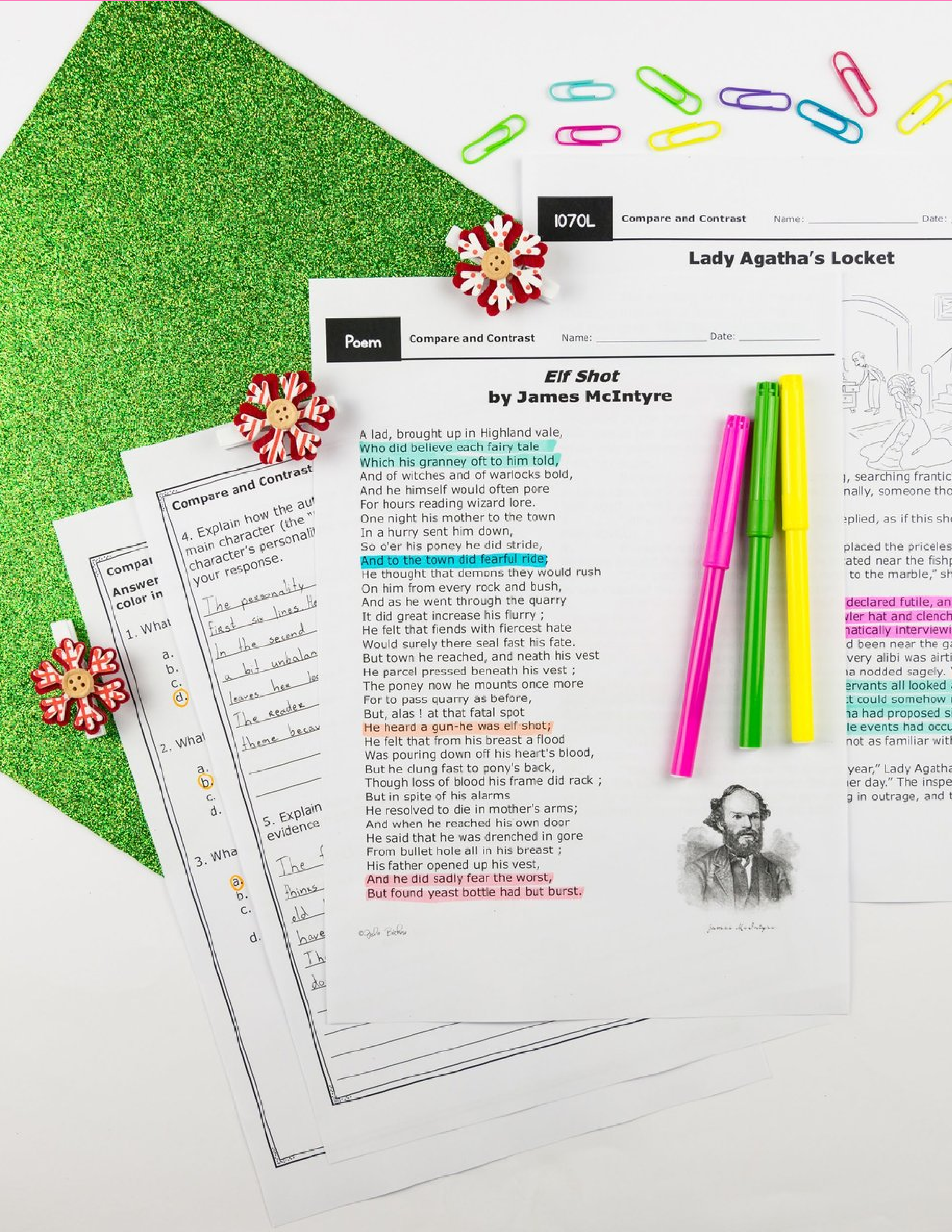
We Have Been Friends Tog
by Caroline Elizabeth Sarah

We have been friends together,
In sunshine and in shade;
Since first beneath the chestnut-tree
In infancy we played.
But coldness dwells within thy heart
A cloud is on thy brow;
We have been friends together—
Shall a light word part us now?

We have been gay together;
We have laugh'd at little jests;
For the fount of hope was gushing
Warm and joyous in our breasts.
But laughter now hath fled thy lip,
And sullen glooms thy brow;
We have been gay together—
Shall a light word part us now?

We have been sad together,
We have wept, with bitter tears,
O'er the grass-grown graves, where slum
The hopes of early years.
The voices which are silent there
Would bid thee clear thy brow;
We have been sad together—
Oh! what shall part us now?




1070L
Compare and Contrast
Name:
Lady Agatha's Locket
Poem
Compare and Contrast
Name:
Date:
Elf Shot
by James McIntyre
A lad, brought up in Highland vale,
Who did believe each fairy tale
Which his granney oft to him told,
And of witches and of warlocks bold,
And he himself would often pore
For hours reading wizard lore.
One night his mother to the town
In a hurry sent him down,
So o'er his poney he did stride,
And to the town did fearful ride;
He thought that demons they would rush
On him from every rock and bush,
And as he went through the quarry
It did great increase his flurry ;
He felt that fiends with fiercest hate
Would surely there seal fast his fate.
But town he reached, and neath his vest
He parcel pressed beneath his vest ;
The poney now he mounts once more
For to pass quarry as before,
But, alas ! at that fatal spot
He heard a gun-he was elf shot;
He felt that from his breast a flood
Was pouring down off his heart's blood,
But he clung fast to pony's back,
Though loss of blood his frame did rack ;
But in spite of his alarms
He resolved to die in mother's arms;
And when he reached his own door
He said that he was drenched in gore
From bullet hole all in his breast ;
His father opened up his vest,
And he did sadly fear the worst,
But found yeast bottle had but burst.
Compare and Contrast
4. Explain how the
your response.
5. Explain
evidence
1.
2.
3.

Poem | Compare and Contrast | Name: _____ Date: _____

We Have Been Friends Together
by Caroline Elizabeth Sarah Norton

Poem | Compare and Contrast | Name: _____ Date: _____

Elf Shot
by James McIntyre

950L | Compare and Contrast | Name: _____ Date: _____

A retelling of *The Bear and the Two Travel*
by Aesop



1. There once were [illegible] young men named John and James. These two [illegible]rprising youths had come of age together in a qu[illegible] little village in a remote part of the country. [illegible]ears, they led a rough and tumble life that w[illegible]onetheless fre[illegible]om hardship or misfortune. Thei[illegible]nd had never[illegible]n tested; their accord had nev[illegible]een broken. [illegible], their friendship was a thin c[illegible]trung across [illegible]open chasm, with only one sure w[illegible] test its du[illegible]ity: the application of weight an[illegible]ssure.
2. Finally the day ca[illegible]when John James were to depart to see[illegible]ir fortun[illegible]ey kissed their mothers, shook [illegible]r fathers' [illegible]ds, and ruffled the hair of their youn[illegible] siblings. admonitions to "be good to e[illegible] other!"[illegible]ng in their ears, they set off down [illegible]road o[illegible]ne spring morning.
3. A few days into th[illegible] journe[illegible]ey decided to take a shortcut through a [illegible]k fores[illegible]at bordered the winding road. Pushing th[illegible]way t[illegible]ugh clinging brush and thorny thicket, the[illegible]:umb[illegible]into a clearing and came face-to-fa[illegible]with [illegible]enraged black bear!
4. Both young men [illegible]e[illegible] terror. John turned to James, asking, "What should we do?" but James w[illegible]d[illegible]er there. He had fled to climb a nearby tree, leaving his companion to fac[illegible]g[illegible]at alone.
5. Gritting his teeth, [illegible]od frozen as the bear approached. The bear circled him, sniffing and gru[illegible]d suddenly smote him with one great paw. John fell to the ground, stunned but r[illegible]vely unhurt. Remembering an old adage of his grandfather's, that a bear will n[illegible]ttack a dead body, he decided to feign death until the animal lost interest.
6. The bear sniffed at [illegible]motionless body for several minutes while John held his breath. To his great relief, the mighty beast seemed to reach the conclusion John had hoped for, and it eventually ambled off.
7. "John, you rascal!" James called down from his safe perch. "I knew you

Genres in Literature

Complete the chart below by filling in the correct genre for each example given.

Genre	Example
Science Fiction	
Poetry	
Traditional Literature	
Historical Fiction	
Mystery	
Realistic Fiction	
Play	

Play | Compa[illegible]

The[illegible]

Genres in Literature

Genre is defined as a particular category of literature. Each genre has a specific approach that distinguishes it from other genres. A piece of literature can be classified as a certain genre based

Identifying Theme and Topic

Different genres can focus on similar themes and/or topics. A *theme* is the lesson or message in a text. A theme adds meaning and helps a reader connect to a text.
Example: *Young love may not last forever.*
A theme can be identified by asking: *What lesson is the author trying to te[illegible]*

A *topic* is the subject or focus [illegible]ext. In fiction text, the topic can be se[illegible] the basic plot or synopsis of the text.
Example: *Two teens grow apart [illegible] they leave for diffe[illegible]olleges.*
A topic can be identified by asking [illegible]t is the text mainly [illegible]t?*

When comparing and contrasting th[illegible]nd topics within [illegible]nt genres[illegible]ader can ask: *What details help me identify the theme or [illegible]? How does each [illegible] teach th[illegible]eme? What information about the topic does each author inclu[illegible]What is different[illegible] about [illegible] author's approach to the theme or topic?*

Decide whether each set of [illegible]ts has a simi[illegible]heme, [illegible]milar topic, or if [illegible]h are similar[illegible]

Texts	Description	Your Analysis
Hatchet by Gary Paulsen	A boy m[illegible]rn to survive alon[illegible]n island after a plc[illegible]ash. The reader l[illegible] lessons about surviv[illegible] your own and n[illegible]iving up	Similar theme & topic
My Side of the Mountain by Jean Craighead George	A boy mus[illegible] a life for hims[illegible] the Catskill Moun[illegible]fter running a[illegible]rom home. The r[illegible] learns lessons[illegible]t independ[illegible]and enduranc[illegible]	
Casey at the Bat by Ernest Thayer	A well-loved baseb[illegible]r strikes o[illegible]ng a game. The reader[illegible]s lessons ab[illegible]w being overconfident can backfi[illegible]	Similar topic
Heat by Mike Lupica	A baseball player faces challenges on [illegible]f the field. The reader learns lessons [illegible] staying who you are and supporting yourself through difficult times.	
The Watsons Go to Birmingham: 1963 by Christopher Paul Curtis	An African American family goes on a road trip during the Civil Rights Movement. The reader	Similar theme

COMPARING & CONTRASTING GENRES

6th grade

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4. Set 2: *Elf Shot* - Poem and *Lady Agatha's Locket* - 1070L
5. Set 3: Excerpt from *Kidnapped!* - 1010L and *The Abduction of Persephone*- 1150L
6. Set 4: *We Have Been Friends Together* - Poem and Retelling of *The Bear and the Two Travelers* - 950L
7. Set 5: Excerpt from *The Outlaw* - Play and *Roundup on the Ranch* - 950L
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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 that 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."

Genres in Literature

Genre is defined as a particular category of literature. Each genre has a specific approach that distinguishes it from other genres. A piece of literature can be classified as a certain genre based on both its content and the structure it is written in.

Read the following chart to learn about different fiction genres.

Genre	Definition	Example
HISTORICAL FICTION	The story is made up, but the setting is a real location and time period in the past.	*Number the Stars* by Lois Lowry: A Jewish family tries to escape Denmark during World War II.
REALISTIC FICTION	The story is made up, but it could have actually happened in the real world.	*Wonder* by R.J. Palacio: A boy with a genetic disorder struggles to make friends when he goes to school for the first time.
POETRY	Feelings and ideas are expressed within a particular rhythm and structure.	*The Owl and the Pussycat* by Edward Lear: An owl and a cat travel the sea on a boat and get married. The story rhymes and is written in three stanzas.
TRADITIONAL LITERATURE	Stories that are well-known and passed down from person to person. There are often elements of magic or fantasy. This genre includes fairy tales, myths, legends, fables, folk tales, etc.	*Cinderella*: A girl is treated badly by her evil stepmother and stepsisters. One day her fairy godmother sends her to the ball, where she meets a handsome prince and lives happily ever after.
SCIENCE FICTION	The story is often set in the future and might feature outer space, futuristic technology, or scientific progress such as time travel.	*All Summer in a Day* by Ray Bradbury: A colony of people live on the planet Venus, where the sun only comes out once every seven years.
MYSTERY	A character or group of characters must solve a suspicious crime or mysterious occurrence.	*The Westing Game* by Ellen Raskin: A group of people are read a man's will and told to solve a set of clues in order to win his fortune.
PLAY/DRAMA	A story that is acted out through a performance. It includes dialogue, stage directions, and setting and character descriptions.	*Harry Potter and the Cursed Child* by J.K. Rowling: The magician Albus Potter and his friend Scorpio go on an adventure.

It is important for a reader to be able to identify a text's genre. Understanding genre helps a reader make sense of a text within a shorter time period.

Genres in Literature

Complete the chart below by filling in the correct genre for each example given.

Genre	Example
	A scientist invents a machine that can transfer a person's brain into a new body.
	A speaker writes about their relationship with their mother in flowing prose that has nine syllables per line.
	A determined tortoise beats an arrogant hare in a race after the hare brags about winning.
	A young boy is a bugle player for the Confederate Army during the Civil War.
	A rare artifact is stolen from a museum, and two amateur detectives must discover who took it.
	A brother and sister work together to build a tree house in their backyard.
	Two students compete in a nationwide spelling bee. The entire story is told through spoken dialogue.

Identifying Theme and Topic

Different genres can focus on similar themes and/or topics. A *theme* is the lesson or message in a text. A theme adds meaning and helps a reader connect to a text.

Example: *Young love may not last forever.*

A theme can be identified by asking: *What lesson is the author trying to teach?*

A *topic* is the subject or focus of a text. In fiction text, the topic can be seen as the basic plot or synopsis of the text.

Example: *Two teens grow apart when they leave for different colleges.*

A topic can be identified by asking: *What is the text mainly about?*

When comparing and contrasting themes and topics within different genres, a reader can ask: *What details help me identify the theme or topic? How does each author teach the theme? What information about the topic does each author include? What is different/similar about each author's approach to the theme or topic?*

Decide whether each set of texts has a similar theme, a similar topic, or if both are similar.

Texts	Description	Your Analysis
Hatchet **by Gary Paulsen**	A boy must learn to survive alone on an island after a plane crash. The reader learns lessons about surviving on your own and never giving up.	
My Side of the Mountain **by Jean Craighead George**	A boy must make a life for himself in the Catskill Mountains after running away from home. The reader learns lessons about independence and endurance.	
Casey at the Bat **by Ernest Thayer**	A well-loved baseball player strikes out during a game. The reader learns lessons about how being overconfident can backfire.	
Heat **by Mike Lupica**	A baseball player faces challenges on and off the field. The reader learns lessons about staying who you are and supporting yourself through difficult times.	
The Watsons Go to Birmingham: 1963 **by Christopher Paul Curtis**	An African American family goes on a road trip during the Civil Rights Movement. The reader learns lessons about racism and family.	
Esperanza Rising **by Pam Muñoz Ryan**	A once-wealthy Mexican girl struggles to start her life over again in California during the Great Depression. The reader learns lesson about how discrimination and prejudice can affect people.	

Excerpt from *The War of the Worlds* by H.G. Wells

In this excerpt, the world has just survived an invasion of aliens from Mars. The narrator is now thinking about the effects of the invasion.



1. The results of an anatomical examination of the Martians...I have already given. But everyone is familiar with the magnificent and almost complete specimen in spirits at the Natural History Museum, and the countless drawings that have been made from i and beyond that the interest of their physiology and structure is purely scientific.

2. A question of graver and universal interest is the possibility of another attack from the Martians. I do not think that nearly enough attention is being given to this aspect of the matter. At present the planet Mars is in conjunction, but with every return to opposition I, for one, anticipate a renewal of their adventure. In any case, we should be prepared It seems to me that it should be possible to define the position of the gun from which the shots are discharged, to keep a sustained watch upon this part of the planet, and to anticipate the arrival of the next attack.

3. ...It seems to me that they have lost a vast advantage in the failure of their first surprise. Possibly they see it in the same light.

4. At any rate, whether we expect another invasion or not, our views of the human future must be greatly modified by these events. We have learned now that we cannot regard this planet as being fenced in and a secure abiding place for Man; we can never anticipate the unseen good or evil that may come upon us suddenly out of space. It may be that in the larger design of the universe this invasion from Mars is not without its ultimate benefit for men; it has robbed us of that serene confidence in the future which is the most fruitful source of decadence, the gifts to human science it has brought are enormous, and it has done much to promote the conception of the commonweal of mankind. It may be that across the immensity of space the Martians have watched the fate of these pioneers of theirs and learned their lesson…

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5. ...Be that as it may, for many years yet there will certainly be no relaxation of the eager scrutiny of the Martian disk, and those fiery darts of the sky, the shooting stars, will bring with them as they fall an unavoidable apprehension to all the sons of men.

6. The broadening of men's views that has resulted can scarcely be exaggerated. Before the cylinder fell there was a general persuasion that through all the deep of space no life existed beyond the petty surface of our minute sphere. Now we see further. If the Martians can reach Venus, there is no reason to suppose that the thing is impossible for men...

7. Dim and wonderful is the vision I have conjured up in my mind of life spreading slowly from this little seed bed of the solar system throughout the inanimate vastness of sidereal space. But that is a remote dream. It may be, on the other hand, that the destruction of the Martians is only a reprieve. To them, and not to us, perhaps, is the future ordained.

8. I must confess the stress and danger of the time have left an abiding sense of doubt and insecurity in my mind.

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Small-Town Shortage



1. "So it's decided," Mayor Hawthorne banged his gavel and the crowded town hall fell silent. "Sylvester Jennings, as a former employee of the Environmental Protection Agency, will be the citizen charged with investigating the reason behind our town's recent water shortage." He nodded at Sylvester, who was sitting in the front row, and stepped down from the podium.

2. Sylvester exchanged handshakes with several prominent community members before he left the meeting, deep in thought.

3. The town of Milton was tiny, with a population of a little over seven thousand souls. Sylvester was one of its newest residents, having moved there three years before. He was used to the fast-paced, exciting atmosphere of an urban city, and had initially struggled to adjust to the plodding, predictable patterns of small-town life. The long-term residents were starting to recognize him, however, and he was, if not completely accepted, at least tolerated.

4. He wasn't entirely sure why he had been the one selected to delve into the matter of the water shortage, despite his previous employment at the EPA. He rather suspected that he was being set up as a scapegoat; if so, it would be an effective way to shift the blame.

5. Milton had been under a water conservation order ever since a severe drought had swept through the town a few years ago. Each residence was limited to 5,000 gallons of water use a day. Each household had a special meter that measured their water use, and every month, each citizen signed an official form that attested to the amount they used. So far, each household had, officially, been keeping to the allowed 5,000 gallons. However, the amount in the town reservoir was well below what it should have been. Something fishy was clearly going on.

6. Sylvester spent the next few days going door-to-door, questioning each citizen about their water use. Everyone he spoke to insisted that they had been sticking to the designated amount, but they also seemed supremely unconcerned about the water shortage.

7. "It'll be fine," one old-timer told him. "We've always had water, and we always will."

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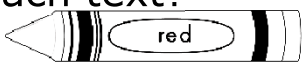
8. "Even if one or two people go over their limit, it won't make any difference," another stated confidently.
9. Sylvester was able to keep his opinions to himself, but he found himself biting his tongue often, his suspicions mounting.
10. Finally, at the last house he visited, he discovered what was going on. The door was open when he arrived, so he simply walked in, surprising the town plumber, Walter Bones, in the act of pulling back the dial on his water meter with a pair of pliers. Walter jumped, his face flooding with guilt, as Sylvester just stared at him, shaking his head.
11. "How many townspeople have been paying you for this particular service, Walter?" Sylvester asked. Walter's whole body sagged as he admitted that most of the town had paid him to "adjust" their meters.
12. When Sylvester brought the evidence to the next town hall meeting, with Walter testifying to his role in it all, he was met with denial and outrage. However, as Walter gave detailed information about each citizen's culpability, denial shifted to justifications and backpedaling.
13. "What does it matter if we use a little bit more water?" the town librarian called out. "Surely there's still enough for everyone. Natural resources were put on this Earth to be used!" A general cry of agreement rose up.
14. Sylvester looked out at the townspeople, realizing that he would always be an outsider here, as he would never think the same way as the people he saw.
15. "When humans do not respect what they have been given," he explained quietly, "it can all vanish in the blink of an eye." He left the hall, already planning his move back to the city.

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Compare and Contrast

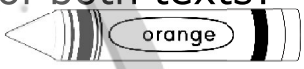
Answer the following questions. <u>Underline</u> the text evidence in the color indicated.

1. Which of the following correctly identifies the genre of each text?



   a. The first one is science fiction and the second one is realistic fiction.
   b. The first one is historical fiction and the second one is realistic fiction.
   c. The first one is science fiction and the second one is a mystery.
   d. The first one is historical fiction and the second one is a mystery.

2. Which sentence best represents the theme or message of both texts?



   a. Humans might need to travel to other planets if the resources on Earth run out.
   b. Humans would benefit from learning about life on other planets.
   c. Humans shouldn't be arrogant about their continued prosperity on Earth.
   d. One person's actions can make a big difference in the long run.

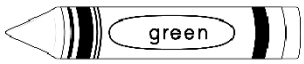
3. Explain how the message expressed by each author differs, if at all. Use specific examples in your response.



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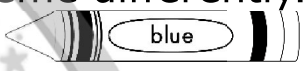
Compare and Contrast

4. What is similar about the approach of each author towards the theme or topic?



a. Both texts describe the general perspective of a collective group.
b. Both texts focus on one narrator's point of view.
c. Both texts feature characters that represent humanity's ignorance.
d. Both texts discuss a similar threat to the human race.

5. Explain how each author expresses their message or theme differently. Use specific examples in your response.



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