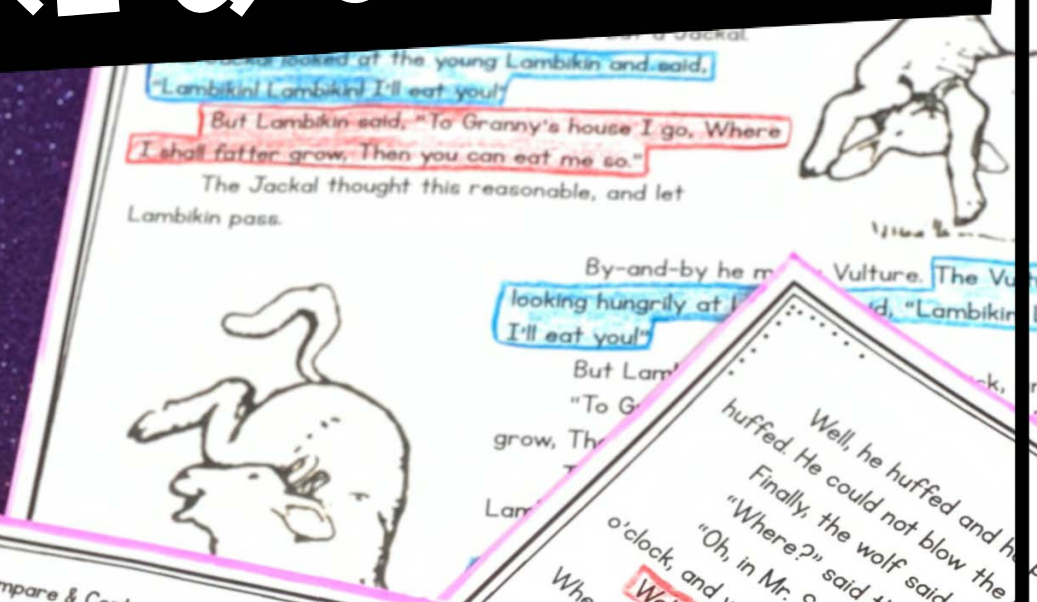
FICTION | 2ND & 3RD GRADE | ELA.2.R.3.3 / 3.R.3.3

Florida B.E.S.T. LEXILE COMPARE & CONTRAST





540L

Compare & Contrast Stories

Name: Julie Bochese

Date: 4/18

The Story of the Three Little Pigs

Origin: England

Once upon a time there were three little pigs who left their mother to seek their fortune.

The first pig that went off found a bundle of straw. He built a house with it. Along came a wolf. The wolf knocked at the door, and said, "Little pig, little Pig, let me come in."

The pig answered, "No, no, by the hair of my chinny chin chin."

"Then I'll huff and I'll puff, and I'll blow your house in!" said the wolf. So he huffed and he puffed, and he blew his house in. He ate up the little pig.





The second pig found a pile of sticks
The pig built his house out of
Then along
"Little

Compare & Contrast

VERSIONS OF THE SAME STORY

Different cultures often have similar versions of the same story.

You can compare and contrast different versions of the same story.

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

Comparing and contrasting similar stories helps readers learn life lessons.

To compare and contrast similar stories:

1. How are the characters similar? How are the characters different?
2. How is the setting similar? How is the setting different?
3. How is the problem similar? How is the problem different?
4. How is the solution similar? How is the solution different?
5. What is the lesson or morale of each story?







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Compare & Contrast Stories

Name: Julie Bachese

Date: 4/6

Little Red Riding Hood

Origin: France

upon a time in a village there was a little country girl. She was the prettiest
that ever was seen. Her mother and her grandmother loved her. Her
ther made a little red riding-hood for the girl. Everybody called her Little Red
hood.

One day her mother said to her, "Go, my dear, and see how your grandmother is. I
she has been very ill. Bring her a custard."

Little Red Riding-hood set out to go to her grandmother's, who lived in another
age.

As she was going through the wood, she met a wolf. The wolf wanted to eat her,
but he dared not. He knew the woodsmen in the forest would hear. He asked her where
she was going. The poor child, did not know he was dangerous.

"I am going to see my grandmother."

"Does she live far?" asked the Wolf.

"Oh, yes," answered Little Red Riding-hood. "It is the first house you come to in the woods before the village."

"Well," said the Wolf, "I'll go and see her, too. I'll go this way, and you go that. We shall see who will be there first."

The Wolf began to run as fast as he could, taking the shortest way. The little girl went the longest way. She gathered butterflies, and



Compare & Contrast Stories

Name:

Date:

The Wolf and the Seven Little Kids

Origin: England

530L

Once upon a time an old goat had seven little kids. She loved them very much. One day
she went into the forest to fetch some food. She
"Dear children, I have to go into the for
devour you all. He disguises
black feet."

Compare and contrast two or more versions of the same story.
Answer the following questions. Underline the text evidence in the color shown. If there is no
crayon next to the question, you will need to infer the answer. You should still look for text
evidence to help you infer.

1. How are the characters in *Little Red Riding Hood* and *The Wolf and the Seven Little Kids* similar?

The Wolf and the Seven

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The Wolf and the Seven

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540L

Compare & Contrast Stories

Name: Julie Bochese

Date: 4/8

The Story of the Three Little Pigs

Origin: England

Once upon a time there were three little pigs who left their mother to seek their fortune.

The first pig that went off found a bundle of straw. He built a house with it. Along came a wolf. The wolf knocked at the door, and said, "Little pig, little Pig, let me come in."

The pig answered, "No, no, by the ir of my chinny chin chin."

"Then I'll huff and I'll puff, and I'll your house in!" said the wolf. So he d and he puffed, and he blew his n. He ate up the little pig.





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Then along ca

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"No, no, by th

chin."

"Then I'll puff

blow your

Compare & Contrast Stories

Name: Julie Bochese

The Lambikin

Origin: India

Once upon a time, there was a wee Lambikin, who frolicked about and

One day he set off to visit his Granny. He was jumping with joy to think of all the good things he would get from her, when who should he meet but a Jackal.

The Jackal looked at the young Lambikin and said, "Lambikin, Lambikin I'll eat you!"

But Lambikin said, "To Granny's house I go. Where I shall fatter grow. Then you can eat me so."

The Jackal thought this reasonable, and let Lambikin pass.





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Well, he huffed and he puf

huffed. He could not blow the house

Finally, the wolf said, "Little pig,

"Where?" said the little pig.

"Oh, in Mr. Smith's field. If you are rea

o'clock, and we will go tog ther and get some fo

When the wolf came

Well, the little pig

"Ready!"

for dinner."

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tle pig, are you ready

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apple-tree."

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morrow, and we will get

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p, and went off fo

Compare & Contrast Stories Name: _____ Date: _____

TEST: Gold-Tree and Silver-Tree

Origin: Scotland

There once lived a little princess named Gold-Tree. She was one of the prettiest
dren in the whole world. Her mother was dead. Her father loved her dearly. He married
ain, and then the little princess' sorrows began.
His new wife, whose name was Silver-Tree, was very beautiful. She was also very
alous. When she found that her step-daughter was pretty, she hated her.
One day, when Princess Gold-Tree was grown up, they went for a walk to a well in
he forest. The water in the well was clear. The queen loved to look at herself. But
today, she saw a little trout.
"Troutie, troutie," said the queen. "Am I the most
"No, you are not," replied the trou
"Who is the most beautiful woma
"The Princess Gold-Tree," said th
The queen was very angry. Whe
declaring that she felt ill.
The king came home. The king
"There is one thing you could
"Give me thy daughter's heart
She spoke so angrily that it f
"Gold Tree shall marry a prin
daughter is safe, I will send somec
Perhaps the sight of it will cure h
The princess was glad to e
place at once. They left for the
He presented the goat's heart
well as ever.



"I may not let anyone in."
"Are you afraid of being poisoned?" asked the
I'll eat half."
Only half of the apple was poi
that the peasant woman
half. As she bit th
sparkled

Later, the masters of th

540L Compare & Contrast Stories Name: Julie Bachese Date: 4/10

TEST: Snowdrop

Origin: Germany

Once upon a time, a lovely queen had a baby girl. Her skin was white as snow, lips and cheeks as red as blood, and hair as black as ebony. They called her Snowdrop. Soon after her birth, the Queen died.

The King married again. His new wife was beautiful, but very mean and jealous. She had a magic mirror. She would stand before it and ask,

"Mirror, mirror, hanging there,
Who in all the land's most fair?"

It always replied,

"You are most fair, my Lady Queen,
None fairer in the land, I ween."



Snowdrop was growing prettier every day. One day when the queen asked her mirror the usual question, it replied,

"My Lady Queen, you are fair, 'tis true,
But Snowdrop is fairer far than you."

The Queen flew into a rage. She hated Snowdrop like poison. She called a huntsman and said,

"Take Snowdrop out into the woods. Kill her, and bring me her heart."

The Huntsman led Snowdrop into the woods. As he drew his knife, she began to cry. She said,

"Oh, Huntsman, spare me. I promise to go into the woods and never to return home." The Huntsman had pity on her, and let her go.

He killed a wild boar. He brought its heart to the Queen as a proof that Snowdrop was dead.

Snowdrop was alone in the woods. She was frightened. She ran until she saw a little house. She went inside. Everything was very small in the little house, but clean.

Snowdrop was hungry so she ate bread from the table. Then she lay down on one of the beds to sleep.

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COMPARE & CONTRAST STORIES

2nd & 3rd grade

Table of Contents

*This product includes 7 paired Lexile® leveled stories in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420L-820L).

1. Anchor Chart / Journal Page
2. Mentor Texts and Graphic Organizers
3. Little Red Riding Hood (480L) / The Wolf and the Seven Kids (530L)
4. Boy-man (580L) / The Mouse and the Sun (530L)
5. Hansel and Gretel (610L) / The Baba Yaga (600L)
6. The Lambkin (540L) / The Story of the Three Little Pigs (540L)
7. Cinderella (550L) / Tattercoats (600)
8. The Merry Wives (660L) / The Emperor's New Clothes (630L)
9. Test
    - Snowdrop (520L) / Gold-Tree and Silver-Tree (550L)

ABOUT LEXILE LEVELS

MagiCore 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.

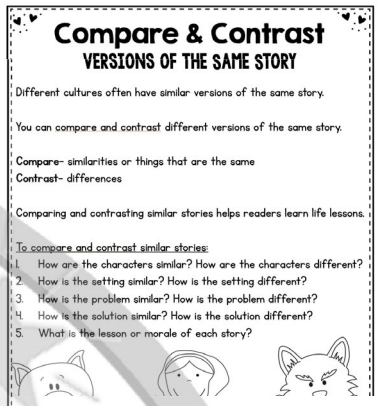
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

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."

How to Use This Resource

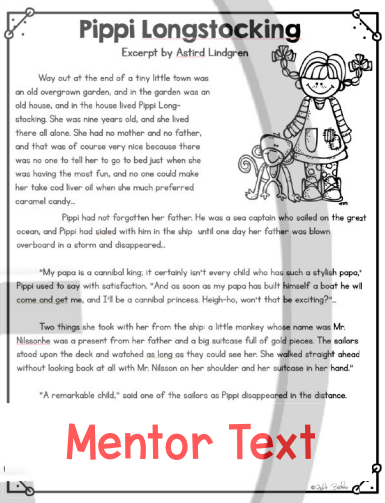
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.



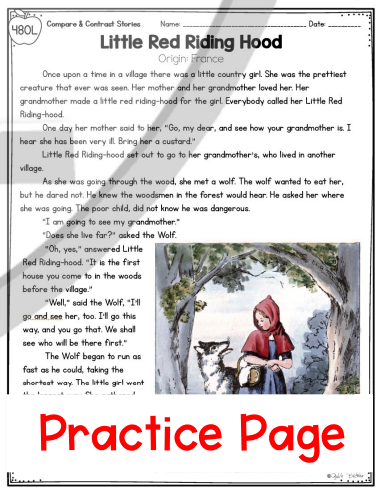
Anchor Chart

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response, such as a graphic organizer or questions.



Mentor Text

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.



Practice Page

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

How to Use This Resource

Here is the recommended lesson layout and schedule for this resource:

Day 1: Introduce the comparing stories anchor chart. Read aloud the Mentor Texts "The Longest Braid" and "The Braid Plan." Model how to compare and contrast the characters, setting, plot, and theme. Emphasize how authors address all of the story elements differently. When we read stories, it is important to notice the similarities and differences. This helps us make connections between similar story elements and themes across stories.

Day 2: Select a story in the mid-range of the text complexity band. Make the story and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

660L

Compare & Contrast Stories Name: _____ Date: _____

The Merry Wives

Origin: Denmark

There were three houses in a row. In one house there lived a tailor, in another a carpenter, and in the third a blacksmith. All three were married. Their wives were very good friends. They often talked about how foolish their husbands were, but they could never agree as to which of them had the most foolish husband. One day, the wives decided to see whose husband was the most foolish.

The tailor's wife said to her husband, "I have some girls coming today to help me sew. There is a great deal to do, and we will be very busy. We need a watchdog. You must be the watchdog yourself."

And so, that evening she got the tailor dressed up in a shaggy fur coat, tied a black wool cloth round his head, and chained him up beside the dog's kennel.

He barked and growled at everyone that moved in his neighborhood. The wives were greatly amused at this.

On the day after this the carpenter had been out at work, and came home quite merry. As soon as he entered the house, his wife clapped her hands together and cried,

"My dear, what makes you look like that? You are ill!"

The carpenter knew nothing about being ill. He only thought that he wanted something to eat, so he sat down at the table and began his dinner.

His wife sat straight in front of him, with her hands folded, and shook her head, and looked at him worriedly.



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"You are getting worse, my dear," she said. "You are quite pale now. You have a serious illness. I can see it by your looks."

The husband began to grow anxious, and thought that he was ill. Then she got him to lie down and gave him medicine.

"You will never get over it," she said, "I am afraid you are going to die."

"Do you think so?" said the carpenter, "I am feeling very ill.'

In a little while she said again, "Ah, now I must part with you. Here comes Death. Now I must close your eyes." And she did so.

The carpenter believed everything that his wife said, and so he believed now that he was dead. He lay still.

She called her neighbors, and they helped to lay him in the coffin. She made a soft bed under him, and put a coverlet over him. Soon he was sleeping sweetly, and dreaming that he was in heaven.

Meanwhile, word had gone around the village that the carpenter was dead, and was to be buried next day.

It was now the smith's wife's turn. Her husband was sleeping, so she dressed him like a clown.

The funeral had started. The smith's wife came rushing in to her husband.

"Husband! Wake up! The funeral has begun."

The smith had no idea his wife had dressed him to look foolish. He grabbed his hat and ran to the funeral.

The people at the church turned around and saw the man coming. They erupted with laughter.

The carpenter woke up from the noise. He opened the lid of the coffin and looked out. Recognizing the smith, he said to him, in a low voice, "My good neighbor, if I hadn't been dead already, I should have laughed myself to death now to see you coming like this to my funeral."

From that time on, everyone agreed the carpenter was the most foolish husband.

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630L Compare & Contrast Stories Name: _____ Date: _____

The Emperor's New Clothes

Origin: Denmark

Once there was an Emperor, who was obsessed with new clothes. He spent all his money on clothes. He loved to put them on and then show off at parties and around town. He had so many clothes that he had a different suit for each hour of the day.

One day, two robbers, who pretended they were weavers, came to see the Emperor. The robbers told the Emperor they could weave clothes of the most beautiful colors, but there was one detail. Their clothes were only visible to the wise and would be invisible to everyone who was unfit for their job.

"If I had this suit, I could find out what men in my kingdom are unfit for their jobs. I could also tell the wise from the foolish! It must be woven for me immediately," thought the king.

He gave large sums of money to the weavers. The two pretend weavers set up two looms, and got to work. They requested the most delicate silk and the purest gold thread. When the requests were fulfilled, they put the thread into their own bags to steal.

The Emperor wanted to know how his suit was coming along. He was worried when he remembered that a person unfit for his job, would be unable to see the suit. To be sure, he decided to send his trusted minister to see the weavers.

So the faithful old minister went into the hall, where they were working at their empty looms. "What can be the meaning of this?" thought the old man, opening his eyes very wide. "I cannot see the least bit of thread on the looms." However, he did not say anything aloud.

"Oh, it is excellent!" replied the old minister, looking at the loom through his spectacles. "This pattern, and the colors! I will tell the Emperor how very beautiful it is."

The Emperor now sent another man of his court to see how the weavers were doing. It was the same with this gentleman as with the minister. He looked at the looms on all sides, but could see nothing.

"Does the suit appear as beautiful to you, as it did to my lord the minister?" asked the impostors.

"I certainly am not stupid!" thought the messenger. "It must be, that I am not fit for my job! No one shall know anything about it."

He praised the suit he could not see. He declared that he was delighted with the colors and patterns.

The whole city was talking of the splendid cloth. Now the Emperor wished to see the suit. Accompanied by some officers of the court, he went to the crafty impostors.

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"Isn't it absolutely magnificent?" said the two impostors.

"How is this?" said the Emperor to himself. "I can see nothing! This is indeed terrible! Am I unfit to be an Emperor? That would be the worst thing that could happen."

"Oh! The cloth is charming," he said, aloud. And he smiled most graciously.

"Magnificent! Charming! Excellent!" everyone said.

The robbers sat up the whole night before the day of the parade when the king would show off his new suit. They cut the air with their scissors. They sewed with needles without any thread in them.

The Emperor came to the weavers. The robbers held up empty arms saying, "Here are your Majesty's trousers! Here is the scarf! Here is the mantle! The whole suit is as light as a cobweb; one might fancy one has nothing at all on, when dressed in it because of this delicate cloth."

"If your Majesty will take off your clothes, we will put on the new suit, in front of the mirror."

The robbers pretended to dress the emperor in his new suit.

"How splendid his Majesty looks in his new clothes, and how well they fit!" everyone cried out. "What a design! What colors! These are indeed royal robes!"

The Emperor started his parade through the streets. All the people standing by, and those at the windows, cried out, "Oh! How beautiful are our Emperor's new clothes! No one would admit that they could not see the clothes.

"But the Emperor has nothing at all on!" exclaimed a little child.

What the child had said was suddenly whispered from one to another, and the rumor grew through the crowd.

"But he has nothing at all on!" at last cried out all the people. The Emperor was angry. He knew that the people were right and he had been tricked. But the parade must go on! The lords took greater pains than ever to appear holding up the Emperor's train that did not exist, and to continue to pretend the Emperor was properly dressed. The robbers made away with the Emperor's money and all of the expensive threads they requested to weave and sew the Emperor's garment.

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Compare and contrast two or more versions of the same story.

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. How are the characters in "The Merry Wives" and "The Emperor's New Clothes" similar?



2. How are the characters in "The Merry Wives" and "The Emperor's New Clothes" different?



a. "The Merry Wives" has a weaver. "The Emperor's New Clothes" has a tailor.

b. In "The Merry Wives," the wives are tricksters. In "The Emperors New Clothes," the robbers are tricksters.

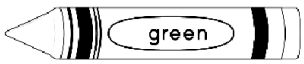
c. The main character in "The Merry Wives" is a foolish emperor. The main character in "The Emperor's New Clothes" is a foolish wife.

d. The husbands in "The Merry Wives" knew they were being tricked. The emperor in "The Emperor's New Clothes" did not know he was being tricked.

3. How are the settings of "The Merry Wives" and "The Emperor's New Clothes" similar?



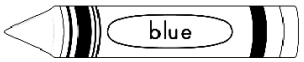
4. How are the settings of "The Merry Wives" and "The Emperor's New Clothes" different?



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Compare and contrast two or more versions of the same story.

5. How are the problems in "The Merry Wives" and "The Emperor's New Clothes" similar?



6. How are the solutions in "The Merry Wives" and "The Emperor's New Clothes" different?



a. A little boy tells the emperor he has no clothes on. The carpenter tells the smith he has no clothes on.
b. The Emperor in "The Emperor's New Clothes" spends his money foolishly. The smith in "The Merry Wives" dies.
c. The robbers in "The Emperor's New Clothes" get caught. The wives in "The Merry Wives" do not get caught.
d. The Emperor in "The Emperor's New Clothes" parades around with no clothes. The wives in "The Merry Wives" can not trick their husbands.

7. What is the lesson in "The Merry Wives"?

8. What is the lesson in "The Emperor's New Clothes"?

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