

compare & contrast CHARACTERS, SETTINGS & EVENTS



TRUSTED BY OVER
3,000
TEACHERS

COMPARE SETTINGS

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

HOW TO COMPARE THE 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 thrabbled in faint echoes, other scores of couples moving, passing and re-passing, listening to the plash of the fountains and inhaling the sweet scent of the flowers.

WORDS & PHRASES THAT DESCRIBE SETTING 1

WORDS & PHRASES THAT DESCRIBE SETTING 2

HOW DOES SETTING 1 CONTRIBUTE TO THE PLOT?

HOW DOES SETTING 2 CONTRIBUTE TO THE PLOT?

COMPARE CHARACTERS

Characters are the people, animals, or creatures in a story or play. Good readers pay attention to details in a story and note the traits of characters.

HOW TO COMPARE CHARACTERS:

We can make inferences about characters through their words, thoughts, or actions:

1. What does the character say? What are his or her thoughts? What actions does the character take?
2. What kind of person would say, think, and do that? Identify the traits that match the character.
3. How are these traits similar and different from other characters in the story?
4. How do the characters interact with each other?

EXCERPT FROM CINDERELLA

Cinderella sighed and sighed. "I wish I might go to the ball, too, and see the handsome Prince and all the lovely ladies," she said.

"Scour your pots and pans," cried the stepmother. "That is all you are good for, you cinder-wench!"

So Cinderella went back to her work, but as she scrubbed and rubbed the tears ran down her cheeks so fast she could hardly see.

WHAT DOES CINDERELLA SAY, THINK & DO?

WHAT DOES THIS TELL YOU ABOUT CINDERELLA?

WHAT DOES THE STEPMOTHER SAY, THINK & DO?

WHAT DOES THIS TELL YOU ABOUT THE STEPMOTHER?

HOW DO CINDERELLA & HER STEPMOTHER INTERACT?

COMPARE EVENTS

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

HOW TO COMPARE 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?

EXCERPT FROM CINDERELLA

The Prince led her to the dais where sat the King and Queen. She made a deep reverence before them, a slighter but no less gracious one to the company, and withdrew. Although she had given no orders, her coach stood waiting for her. Slipping in, she was whisked home in the time it would take you to wink an eye.

With the last stroke of twelve, coach and footmen had whisked away, Cinderella barefoot now as well as in rags, panting homeward over roads where the night was black, and the owls and great moths blundered out of the bushes against her. It was worse, a thunderstorm broke before she had run half the distance, and she was in a terrible plight, muddy, drenched to the skin, and almost more dead than alive. It was fortunate she had outstripped her sisters, whose coach on the way had stopped to have a suspicion that Cinderella's godmother had something to do with this adventure.

EVENT 1

EVENT 2



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 5th grade text complexity band with Certified Lexile Levels.

CHARACTERS, SETTINGS & EVENTS

5th grade 740L

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

Let's Play Lava

It was a cloudy day as best friends Phil Sanders and Daniel Horshaw played on the nearby playground. They gleefully swung from the monkey bars.

"I bet I can swing across faster than you!" Phil exclaimed.

"No way! I'm way faster than you!" Daniel shouted back.

Phil grabbed the bars and swung across. He was fast, but Daniel had been a bit faster on his turn.

"I need to warm up first," grumbled Phil, annoyed that he had lost. "Let's play 'Lava' now."

Daniel happily agreed. The boys pretended that the ground was lava, and they could only move around on the playground. To make it more exciting, they pretended that there was a monster lurking within the lava.

The boys ran around the playground, swinging from the bars and going down the slides. As Daniel slid down the slide, he couldn't stop in time and had to shove his foot into the sand. He pretended to scream from the burning lava, but then something strange began to happen. The sand began to bubble!

"Phil, what's going on?" Daniel yelled as he crawled his way back up the slide. "The sand is bubbling like lava!"

The Google Slide is a copy of this page. [CLICK HERE TO](#) You MUST have a need help setting u

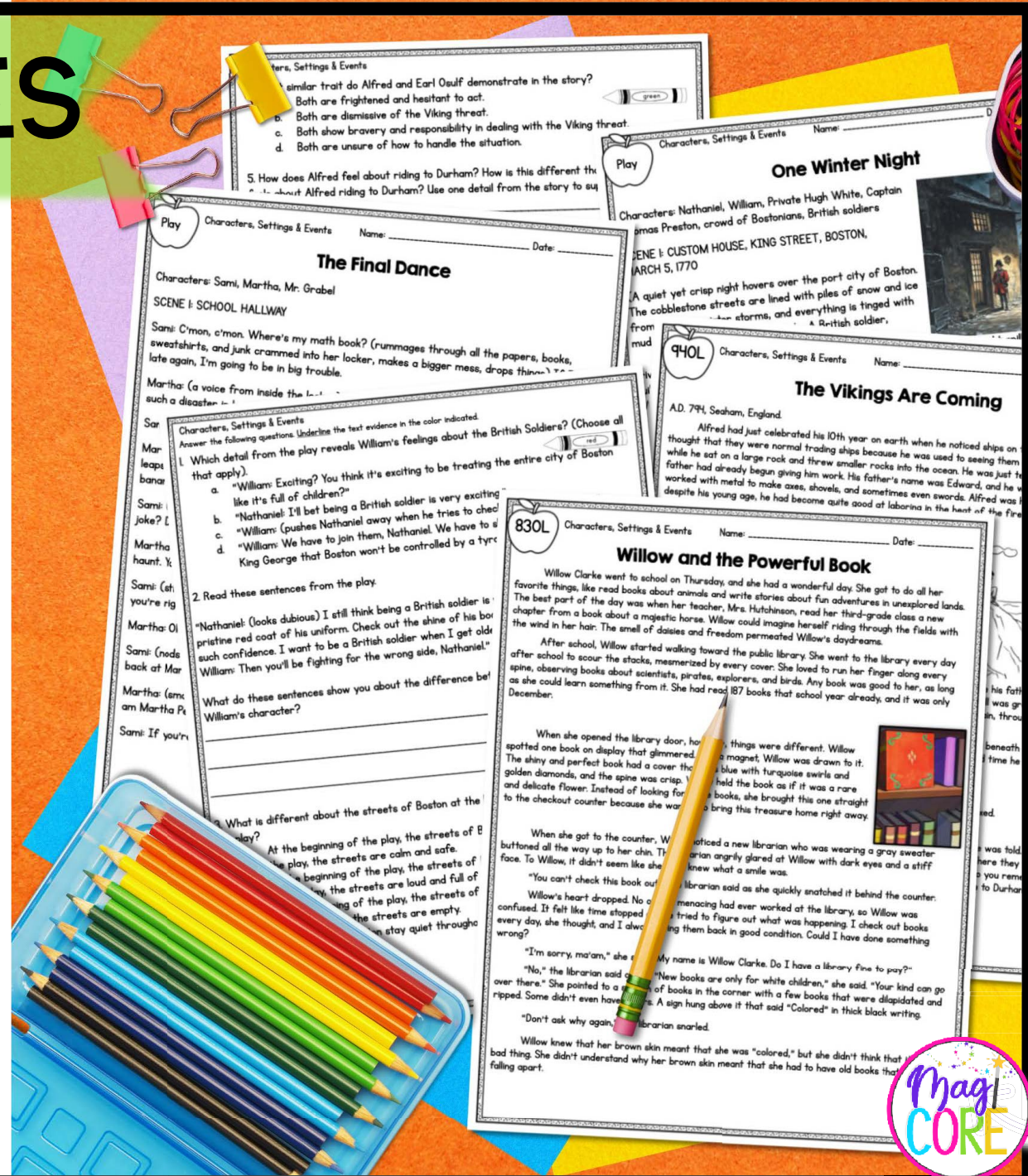
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable and Google Slides Included



10 FICTION PASSAGES

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



QUESTIONS

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



Characters, Settings & Events
Answer the following questions. Underline the text evidence in the color indicated.

1. What happens when Daniel pretends the sand is lava compared to when it actually becomes lava?
a. Daniel doesn't notice any change.
b. At first, it's just a game, but later the sand turns into real bubbling lava.
c. The sand remains safe for the boys to walk on.
d. Both times, the boys safely step off the playground.

2. How does the playground change from the beginning of the story to the end? Provide two details from the story to support your answer.

Characters, Settings & Events
Answer the following questions. Underline the text evidence in the color indicated.

1. What do Percy's actions show about him?
a. Percy is clumsy.
b. Percy is obedient.
c. Percy is disorderly.
d. Percy is mischievous.

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

Characters, Settings & Events
Answer the following questions. Underline the text evidence in the color indicated.

1. How is Percy's bedroom different from the rest of the Pesky Isles?
a. Percy's bedroom is messier than the rest of the Pesky Isles.
b. Percy's bedroom is full of clutter, like the rest of the Pesky Isles and chaotic.
c. Percy's bedroom is neat and spotless, while the rest of the Pesky Isles are messy.
d. Percy's bedroom has magical decorations, unlike the rest of the Pesky Isles.

2. How does Mrs. Pepper's view of Percy change throughout the story?

740L Characters, Settings & Events Name: _____ Date: _____

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"No way! I'm way faster than you!" Daniel shouted back.

Phil grabbed the bars and swung across. He was fast, but Daniel had been a bit faster on his turn.

"I need to warm up first," grumbled Phil, annoyed that he had lost. "Let's play 'Lava' now."

Daniel happily agreed. The boys pretended that the ground was lava, and they could only move around on the playground. To make it more exciting, they pretended that there was a monster lurking within the lava.

and the playground, swinging down the slides. As Daniel didn't stop in time and had to pretend to be careful, but then something unexpected began to happen.

"The sand is melting!" Daniel yelled as he stepped on the sand.

"Phil said as he stretched across the top of the monkey bars, he yelled.

"I turned to look, horrified at what he saw. The ground then, a lava glob monster appeared! The boys screamed and ran for safety! The glob monster stood tall as lava.

"What's happening?" Daniel whispered.

"Now," Phil replied.

770L Characters, Settings & Events Name: _____ Date: _____

The Organized Pixie

Mrs. Pepper's Training Academy for Mischievous Pixies was the most respectable school in all of the Pesky Isles. Everyone knew that it was the best place to go to learn the trade of causing mischief and mayhem. After all, causing mischief and mayhem was what every pixie wanted to do, except for Percy Sharp-Ears. Percy was falling all his assignments at Mrs. Pepper's, and his latest report card was another disappointment.

"Look at this!" his mother wailed, waving the scribbled report card in the air. "Mrs. Pepper says that you're organized, obedient, and tidy, which are the worst things for a pixie to be!"

Percy sadly slipped up to his spotless bedroom to let his mother lament in peace. He swept the floor, as he always did, and then sunk into his perfectly-made bed. No matter how hard he tried, Percy just couldn't get the knack of being messy and mischievous. He didn't think that he would ever fit in.

The next day at the academy, Mrs. Pepper had an urgent announcement for the class.

"Something's wrong," Mrs. Pepper declared.

Percy wrinkled his nose uncomfortably in his seat as he wondered if he had made a mistake again.

"As you know, Mrs. Pepper continued, "as a part of your practical training at my academy, you're sent on assignments. Last week, Pamela Sooty-Nose overheard the Crabtree Family, the humans who live on Island Lane, say they no longer believe in pixies because they haven't seen any mischief for weeks. This is unacceptable. The Crabtree household is one of our prime targets."

Percy relaxed. The Crabtrees weren't one of his assignments. For once, he wasn't in trouble.

"I want to get to the bottom of this immediately," Mrs. Pepper said. "You must be restored!"

The pixies chatted nervously to get themselves.

"It doesn't make sense," Percy-Legs said. "I go to the Crabtree Farm every morning, and I move their shoes around to confuse them. I also replace their sugar with salt. That's a lot of mischief!"

"And," added Patty Quick-Fingers, "I go to the Crabtree Farm every afternoon. I also move their shoes around and replace their sugar with salt so they can't even more mischief!"

ANCHOR CHART

- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

COMPARE SETTINGS

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HOW TO COMPARE THE SETTINGS:

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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..."

Model

Characters, Settings & Events Name: _____ Date: _____

Read the following text. Use the passage to answer the questions below.

After School Thrill

At school, Jake and Sam were huddled together during recess, their conversation filled with excitement and nerves. Jake, always the adventurous one, had heard about a haunted house at the edge of town that was rumored to be haunted. "We should check it out after school," Jake suggested, his eyes sparkling with daring enthusiasm. Sam, who was usually cautious, gulped and hesitated. "I don't know, Jake. Haunted houses are pretty scary," he said, trying to sound brave but failing to hide the tremor in his voice.

The school bell rang, and the two boys set off toward the old house, their feet crunching on the leaves that had fallen in the autumn chill. As they approached the dilapidated structure, Sam's anxiety grew. The house loomed ominously in the distance, its broken windows and sagging roof adding to the eerie atmosphere. Jake, undeterred, pushed open the heavy, rusted door with a loud groan. Suddenly, a swarm of bats burst out, screeching in the dim air. Sam, overwhelmed by fear, screamed and bolted, tripping and falling as he ran down the street.

Jake stood frozen for a moment, watching Sam disappear into the darkness. In a moment of chaos, his heart raced with excitement rather than fear. With a grin, Jake entered the darkened house, the thrill of the adventure filling him with a sense of excitement. He explored the spooky, shadow-filled rooms, Jake felt a rush of excitement and satisfaction as he embraced the adventure that had terrified his friend.

COMPARE CHARACTERS

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HOW TO COMPARE CHARACTERS:

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1. What does the character say? What are his or her thoughts? What actions does the character take?
2. What kind of person would say, think, and do that? Identify the traits of the character.
3. How are these traits similar and different from other characters in the story? How do the characters interact with each other?

EXCERPT FROM CINDERELLA

"I wish I might go to the ball, too, and see all the lovely ladies," she said.

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The Prince led her to the dais where sat the King and Queen. She made a deep reverence before them, a slighter but no less gracious one to the waiting far. Her slipper, she had given no orders, her coach stood by to whisk her away.

With the last stroke of twelve, coach and footmen had whisked away, and poor Cinderella was left barefoot now as well as in rags, panting homeward over roads where the flints cut her until she was almost blind. A thunderstorm broke before she had run half the distance, and she arrived home in a terrible plight, muddy, drenched to the skin, and almost more dead than alive. In one thing only was she fortunate: she had outstripped her sisters, whose coach on the way home lost a wheel—and she had a suspicion that Cinderella's godmother had something to do with this misadventure too.

EVENT 1 **EVENT 2**

Magi CORE

WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!... To help students grow their reading skill

The image displays a collection of educational worksheets designed for reading comprehension. The central focus is on three main activities:

- COMPARE SETTINGS:** This section explains that the setting of a story or drama is where and when it takes place. It includes a lightbulb icon and the heading "HOW TO COMPARE THE SETTINGS:". Below this, it instructs students to use words and phrases to describe the setting and to create a visualization supported by text evidence. A question asks, "Does the setting change throughout the story?"
- COMPARE CHARACTERS:** This section defines characters as people, animals, or creatures in a story or play. It notes that good readers pay attention to details in a story and notice the traits of characters. It includes a lightbulb icon and the heading "HOW TO COMPARE CHARACTERS:". Below this, it instructs students to make inferences about characters through their words, thoughts, or actions. A list of four questions guides the analysis: 1. What does the character say? What are his or her thoughts? What actions does the character take? 2. What kind of person would say, think, and do that? Identify the traits that match the character. 3. How are these traits similar and different from other characters in the story? 4. How do the characters interact with each other?
- COMPARE EVENTS:** This section defines events as the things that happen in a story, often leading to problems and solutions. It includes a lightbulb icon and the heading "HOW TO COMPARE EVENTS:". Below this, it provides a three-step process: 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?

The worksheets also feature excerpts from the story "Cinderella". One excerpt is titled "EXCERPT FROM CINDERELLA" and describes Cinderella's situation with her stepmother and the prince. Another excerpt is titled "EXCERPT FROM CINDERELLA" and describes Cinderella's appearance and the prince's reaction. The worksheets include various interactive elements such as a Venn diagram for comparing events, a flowchart for character analysis, and a table for comparing settings. The worksheets are decorated with colorful paper clips and a pencil.

ALIGNS TO SCIENCE OF READING

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

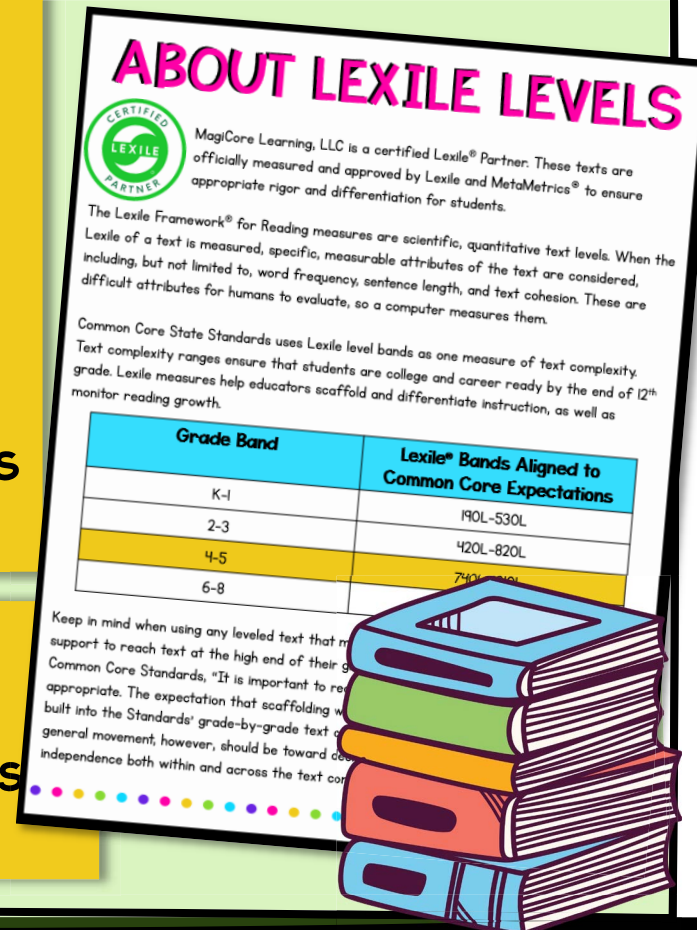
Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed 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.



ABOUT LEXILE LEVELS

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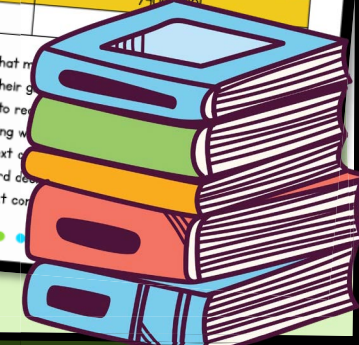
MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

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.

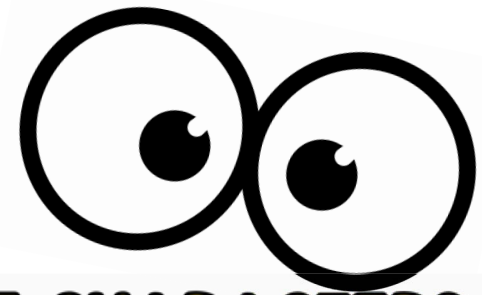
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1140L
6-8	1140L-1540L

Keep in mind when using any leveled text that must support to reach text at the high end of their grade level. Common Core Standards, "It is important to reach the appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text of general movement, however, should be toward independence both within and across the text complexity bands."



TAKE A PEEK



CHARACTERS, SETTINGS & EVENTS

5th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740-1010).

• Anchor Chart/Journal Pages for Characters, Settings & Events Stories

1. Let's Play Lava- 740L
2. A Perfect Snow Day- 740L
3. Willow and the Powerful Book- 830L
4. The Vikings Are Coming- 940L
5. The Organized Pixie- 970L

Dramas

1. The Final Dance
2. Waiting for Soup
3. Thinking to the Rescue
4. Hopeful
5. One Winter Night

Test

- The Housewarming Ceremony- 820L
- The Right Match (Play)

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.



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K-1	190L-530L
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."

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WHAT DOES CINDERELLA SAY, THINK & DO?

WHAT DOES THIS TELL YOU ABOUT CINDERELLA?

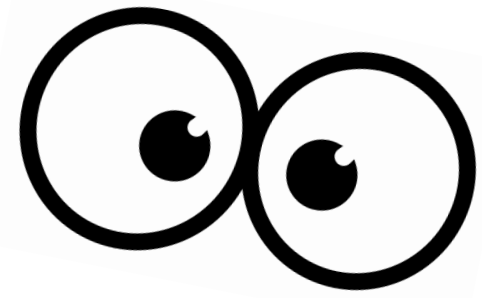
WHAT DOES THE STEPMOTHER SAY, THINK & DO?

WHAT DOES THIS TELL YOU ABOUT THE STEPMOTHER?

HOW DO CINDERELLA & HER STEPMOTHER INTERACT?



CHECK THIS OUT TOO!



Play Characters, Settings & Events Name: _____ Date: _____

Hopeful

Characters: Zortek, Lorux, Captain Michelle Nevers, Commander Daniel Yorke

SCENE I: THE PLANET VENTERRA

(Aliens Zortek and Lorux tend their simple garden on their home planet, Venterra.)

Zortek: *(drags a garden rake through the purple soil)* I hope our crops grow successfully this year. Last year's harvest was less than optimal.

Lorux: *(drops seeds into the soil)* Hopefully more moisture will fall from the sky than last year. That was our main obstacle to a prosperous growing season.


Zortek: If only there was more of that moisture to discover here, we could then be assured to have enough to keep the crops adequately wet to maximize growth.

Lorux: *(covers the seeds with soil)* Our scouts have not been able to get across those jagged peaks. *(points to a series of tall mountains that rim the settlement where they live)* We may never know what is beyond them.

Zortek: *(stares at the mountains)* There must be a way to traverse them. If we could just-


Lorux: It is hopeless, Zortek. If our scouts—the bravest among us—cannot find a safe passage, then one does not exist. Additionally, there may not be anything beyond those mountains, anyway. We must do the best we can with what we have access to here.

(Zortek nods, but his gaze stays focused on those mountains for a few moments longer until Lorux points to the next section of the garden that needs raking. The two of them work at raking and seeding, but a slight wind blows the dirt and seeds around, showing how difficult it is for them to garden in such dry conditions. As they wrap up for the day, a light in the sky approaches.)




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Characters, Settings & Events
Answer the following questions. Underline the text evidence in the color indicated.

1. What is the problem presented in Scene I? 


- Zortek and Lorux do not have enough moisture for their crops to thrive.
- Zortek and Lorux are bored and need something to do.
- Zortek and Lorux do not have enough seeds to plant their crops this year.
- Zortek and Lorux do not know how to farm.

What details from the play helped you answer the question above?

2. Read these sentences from the play. 

"Zortek: (stares at the mountains) There must be a way to traverse them. If we could just-
Lorux: It is hopeless, Zortek. If our scouts—the bravest among us—cannot find a safe passage, then one does not exist..."


What do these sentences show you about the difference between Zortek's character and Lorux's character?


3. How does the setting in Scene I differ from the setting in Scene II? 

- Scene I is set in a lush valley, while Scene II is on board a spaceship.
- Scene I is set on Earth, while Scene II is set in outer space.
- Scene I is set on a farm, while Scene II begins at a lake and ends back at the farm from Scene I.
- Scene I is set on a farm on an alien planet, while Scene II begins on a spaceship and ends back on the alien farm from Scene I.

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Characters, Settings & Events

4. Compare and contrast the reaction of the humans towards the aliens with the aliens' reaction toward the humans. What is different about their reactions? 

5. How does Zortek's reaction to the humans' offer of help in Scene II differ from Lorux's reaction? Does this fit with what we know about their characters from Scene I? Use at least two details from the story to support your answer. 

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