



# WHAT'S INCLUDED?

TEN 4<sup>th</sup> & 5<sup>th</sup> Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

- Aligned with 4<sup>th</sup> & 5<sup>th</sup> Grade Lexile Levels
- Includes an Anchor Chart and Journal Page for 1<sup>st</sup> Person and 3<sup>rd</sup> Person
- Students can highlight the text for easy comprehension

## COMPARE & CONTRAST POINT OF VIEW

4<sup>th</sup> & 5<sup>th</sup> grade

### Table of Contents

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

- [Anchor Chart/Journal Pages for 1<sup>st</sup> and 3<sup>rd</sup> Person Narrations](#)
- 1. [Three's a Crowd- 740L](#)
- 2. [Robin's Mistake- 760L](#)
- 3. [The First Battle of Manassas- 770L](#)
- 4. [Mermaid vs. Human- 790L](#)
- 5. [The Divali Party- 790L](#)
- 6. [Snow Beasts- 860L](#)
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- 9. [Timmy's Terrible Tuesday- 950L](#)
- 10. [The Bell-Ringers of Baneford- 960L](#)
- Test
- [Shawn and Rover Find a Magic Toy- 810L](#)
- [Birthday Wishes- 790L](#)

Created  
with  
**GOOGLE  
SLIDES**



# FICTION PASSAGES

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

790L Compare & Contrast Point of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Mermaid vs. Human

One summer, my family took a holiday to the coast to stay in my aunt's beach house. It was a beautiful house right on the edge of the sand, and we had a long and quiet stretch of beach all to ourselves.

One morning, I strayed quite a distance from the house as I was searching for seashells. That's when I first saw the mermaid. The beautiful maiden swam right up to the shallows and poked my ankle as if I was a strange creature and not the other way around.

"Hello," she said in a singsong voice.

Her head was above the waves, so I figured that she could breathe above water, unlike fish, but under the surface, I could see that she had a resplendent purple fishtail that caught the light of the water and sparkled like crystals.

"Are you a real mermaid?" I asked.

"I sure am," the mermaid said as she laughed and flicked her tail up, splashing me with salt water.

"What's your name?" I asked.

"Kea," the mermaid replied, blowing bubbles. "What's yours?"

"Katie," I said.

"Katie! That almost sounds like Kea, don't you think? Maybe we're long-lost sisters," Kea said excitedly.

"Have you ever been on land?" I asked Kea.

"No," Kea sighed and looked forlorn. "I wish that I could."



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

#### Compare & Contrast Point of View

4. How does the point of view shape the story? 

- a. The narrator is telling the story from the outside, which makes the story serious.
- b. The narrator is telling the story from the outside, which makes the story unbelievable.
- c. The narrator is telling the story from her perspective, which makes the story realistic.
- d. The narrator is telling the story from her perspective, which makes the story believable.

5. Look at the table below. Label which version of the story is told from first person narration and which version is told from third person narration. Fill in the blanks to show how the point of view may change in each version. 

<input type="checkbox"/> Person Narration	<input type="checkbox"/> Person Narration
<input type="checkbox"/>	She told Kea that life on land seemed dull compared to under the water, what with their silly skyscrapers, noisy cars, and frightening airplanes.
The next day, I brought my little brother's wagon down to the shore and helped Kea crawl into it.	<input type="checkbox"/>
Kea grabbed my hand and pulled me under the water.	<input type="checkbox"/>

How are these versions different? Why do you think the author chose to use this narration?

Students type their answers right in the text box.

# ASSESSMENTS

Color coded highlighting can also be done on the assessments!

790L Compare & Contrast Point of View Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**TEST: Birthday Wishes**  
Most normal kids looked forward to their tenth birthday...double digits

810L Compare & Contrast Point of View Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**TEST:**  
**Shawn and Rover Find a Magical Toy**

Shawn Burk was a petite boy with a vast heart for adventure who never liked sitting around and enjoyed being outside. His best friend was Rover, a German Shepherd that had spent most of his days playing with Shawn they were both little.

Shawn paced back and forth across the kitchen as he decided what should do to break out of the afternoon's deafening boredom. Rover contentedly beside Shawn, sniffing the ground for a treat or two.

"I have an idea!" Shawn exclaimed, stopping abruptly. Rover had been paying attention and crashed into Shawn's now statuesque frame. Sh Shawn chuckled a bit, his hand descending to pet Rover's now sore head, as he suggested, "Let's go play ball in the back yard."

Rover barked, almost as though he understood. The best friend was running through the house and into the back yard to play fetch. Rover was playing fetch, especially when Shawn threw his ball far into the yard. When Shawn threw the ball for the first time, Rover barked happily and galloped across the yard.

"Good boy, Rover," Shawn yelled after his puppy.

Shawn waited for Rover to return from behind the shed, but he never did. Perplexed, Shawn moseyed over to see what the mischievous puppy had gotten into. He loved eating things he wasn't supposed to, so Shawn wanted to make sure that he wasn't eating his own poop...or another puppy's poop. Rover was gross like that.

When Shawn rounded the corner of the shed, however, he found Rover nibbling on a piece of circular rock that was green and had a hole in the middle. Shawn pulled it out of Rover's mouth to inspect it.



**Compare & Contrast Point of View**  
Answer the following questions. Underline the text evidence in the color indicated.

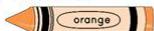
1. Read this sentence from the story.   
"Shawn Burk was a petite boy with a vast heart for adventure."  
What does this sentence tell you about whose point of view is used to tell this story?

a. Shawn is telling the story.

b. It is told from Rover's point of view.

c. The owner of the magical rock is telling the story.

d. The story is told from an outside narrator's point of view.

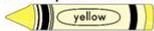
2. In the first few paragraphs, how does the narrator of the story help the reader understand Shawn? (Choose all that apply.) 

a. by telling what he says

b. by describing what he sees

c. by telling what he looks like

d. by describing what Shawn likes to do

3. How do Shawn's feelings about Rover change from the beginning of the story to the end? 

a. In the beginning, Shawn is disrespectful toward Rover. In the end, he learns to respect him.

b. In the beginning, Shawn sees Rover as a dog. In the end, he sees Rover as a creature with feelings.

c. In the beginning, Shawn doesn't care much about Rover. In the end, he realizes that Rover needs attention.

d. In the beginning, Shawn loves to play outside with Rover. In the end, he realizes that Rover should relax more.

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

# COMPARE & CONTRAST POINT OF VIEW

4th & 5th grade

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- Anchor Chart/Journal Pages for 1<sup>st</sup> and 3<sup>rd</sup> Person Narrations
1. Three's a Crowd- 740L
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  10. The Bell-Ringers of Baneford- 960L

### Test

- Shawn and Rover Find a Magic Toy- 810L
- Birthday Wishes- 790L





# ABOUT LEXILE LEVELS



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

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

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> 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	925-1185L

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."



## Robin's Mistake

Robin liked to play; that was no secret. He raced home from school every single day, scarfed down his lunch, grabbed his baseball bat, and went to play. It was not unusual for him to show up only a few minutes before dinner, often getting reprimanded for not cleaning up for dinner.

On this particular morning, Robin was late for school. He grabbed his backpack from where he had thrown it yesterday afternoon and raced down the stairs. He managed to slide into his seat just as the morning bell was ringing. His teacher, Mr. Peters, was standing in front of the class.

"Good morning, students! Please pass your homework worksheets up to the front so that I can collect them," he requested to the class.

Robin felt his stomach sinking. He had been out late playing baseball the previous evening, and doing the worksheet had completely slipped his mind. He sank lower in his seat as Mr. Peters came around to collect the work. He didn't have anything to turn in. Robin decided to talk to Mr. Peters after class; maybe he could apologize and turn it in tomorrow. When the bell rang for lunchtime, his peers left for the cafeteria, while Robin made his way to the teacher's desk.



"Mr. Peters, I forgot to do my homework last night. May I turn it in tomorrow?" he questioned.

"You may, but points will be deducted for late work. I'm sorry, Robin, but rules are rules," Mr. Peters explained gently.

"I understand," Robin said dejectedly. He realized that it was his fault; he should have done the homework when everyone else had, too, but next time, he wouldn't forget.

That afternoon, Robin raced home like always, but after lunch, instead of running out like he always did, he went to his room where he was faced with an even bigger problem. He had been neglecting his chores for weeks now, which meant that his room didn't really look like his room anymore. There were so many of his possessions lying around; he couldn't even see his floor anymore! Just then, his mom walked in.

"Robin, thank goodness you're here. You have to clean your room today. Just look at this mess!" she exclaimed.

"Okay, Mom. I will clean right after I do my homework," Robin replied as he overturned his toys in search of his worksheet.

Robin searched and searched for his homework to no avail; he couldn't find it anywhere in his room. He remembered seeing it on the table, but that table was littered with pieces of paper. Suddenly, he spotted the corner of the worksheet peeking out from his pile of books. Smiling, he grabbed it and cleared a small area of his desk so that he could get to work. He finished his homework in half an hour, just in time to play a game before dinner; however, he couldn't find his baseball bat now. He made his way through the clothes that covered his floor, but he didn't have any luck.

"Moooooom," he called out, "I can't find my baseball bat, and I need to go play." His mom walked into the room and swept her gaze from one end of the room to the other. "Robin, I told you to clean your room. If you had done that, you wouldn't have to search for it," she sighed.

"I'll clean it later after the game," he mumbled, still sifting through his clothes. Realizing that it would take too long to find his bat, Robin decided that he could pitch today. He raced to the diamond with his mothers' warnings about his impending chores still ringing in his ears.

Robin got home late that night; his team had won the game, so they had gone out for milkshakes. After coming home, he went straight to bed.

The next morning, he was running late once again. It was only after he got to school that he realized that he had forgotten his homework at home. It was still on the desk. Dreading the conversation to follow, he once again made his way to the teacher's desk. After explaining what had happened, it came as no surprise when Mr. Peters reprimanded him for his behavior and promised a phone call to his parents.

From there, Robin's day only got worse. He had to sit out in PE because he had forgotten his baseball bat at home; he still hadn't found it under the mess. By the time he came home, he was very tired and upset. After a quick lunch, his mom sat down at the table with him.

"I know. I know. I'm going to clean my room," Robin sighed. He guessed that Mr. Peters had already talked to her.

"That's all great, but there is a problem that's bigger than the mess in your room," she said.

"Really?" he asked, sounding surprised.

"Yes, you have to learn time management. There is a time and a place for everything. When we postpone, or delay, things, we take up the time we have for another activity. If you had cleaned your room, you would not have had to do your homework late. If you had known where your bat was, you wouldn't have had to sit out in class. I'm sorry that you had a bad day, but bad time management is a mistake we've all made before. Like all mistakes, they become lessons if we can learn from them," she finished gently, hugging him.

Robin smiled at his mom because he felt better already. He made his way upstairs and started cleaning his room. Two hours later, he was finished. His room really had been very messy, but now he could now see all of his textbooks arranged neatly on his desk and his bat leaning on the wall beside the closet.

For the next week, Robin split his time between school, baseball, and his chores. He realized that things were a lot more manageable when you did them on time, and he never forgot his homework or his baseball bat again.

## Compare & Contrast Point of View

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

1. Read this sentence from the story.



“He raced home from school every single day, scarfed down his lunch, grabbed his baseball bat, and went to play.”

What does this sentence tell you about whose point of view is used to tell this story?

- a. Robin’s mom is telling the story.
- b. It is told from Robin’s point of view.
- c. A teacher is telling the story about one of his students.
- d. The story is told from an outside narrator’s point of view.

2. In the first paragraph, how does the narrator of the story help the reader understand the main character?



- a. by describing what he thinks
- b. by describing the way he looks
- c. by describing a typical afternoon for Robin
- d. by describing how Robin gets in trouble at school

3. How does the main character change from the beginning of the story to the end?



- a. In the beginning, Robin is motivated. In the end, Robin is weary.
- b. In the beginning, Robin is dishonest. In the end, Robin is truthful.
- c. In the beginning, Robin is foolish. In the end, Robin is thoughtful.
- d. In the beginning, Robin is disorganized. In the end, Robin learns to be orderly.

## Compare & Contrast Point of View

4. How does the point of view shape the tone of the story?



- a. The narrator is telling the story from the outside, which makes the tone neutral.
- b. The narrator is telling the story from the outside, which makes the tone biased toward Robin.
- c. The narrator is telling the story from his or her perspective, which makes the tone candid.
- d. The narrator is telling the story from his or her perspective, which makes the tone humorous.

5. Look at the table below. Label which version of the story is told from first person narration and which version is told from third person narration. Fill in the blanks to show how the point of view may change in each version.



_____ Person Narration	_____ Person Narration
He had been out late playing baseball the previous evening, and doing the worksheet had completely slipped his mind.	
That afternoon, Robin raced home like always, but after lunch, instead of running out like he always did, he went to his room where he was faced with an even bigger problem.	
	I made my way upstairs and started cleaning my room.

How are these versions different? Why do you think the author chose to use this narration?

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# The Jewelry Box

It all started when Mom and I went into the old antique shop on the other side of town. Mom was looking for some new silverware for the kitchen, and I wandered off into a dusty back corner of the shop to see if they had any interesting books. That was when I found the jewelry box.

It was the most beautiful jewelry box I had ever seen. It was made of smooth wood with leaves etched into it, and the inside was lined with red velvet. When you opened the lid, it played a lovely song, and a little maiden dressed in white spun around on a spring.

I never asked for much, but I couldn't help but take the jewelry box to Mom and ask her if I could have it for an early birthday present. Mom was delighted that I was finally taking an interest in the old things that I usually found boring, so she bought it for me in a heartbeat.

What we didn't know was that the jewelry box was cursed.

On Monday after we'd bought the box, everything went wrong. First, my alarm didn't go off, so I was late getting ready for school. Then, the bus was early, so I missed it. *Then*, a bird swooped at me when I was eating my lunch and stole my sandwich. On my way home from school, I dropped my schoolbag in a puddle and ruined all of the beautiful paintings I'd done in art class.

I thought that I might just be having a bad day, but then more terrible things happened on Tuesday, like falling and skinning my knee playing softball. Wednesday was a bad day, *too*, which ended with me breaking a shelf in the kitchen cupboard and smashing all of Mom's special plates.

"*Anna!*" Mom scolded. "What has gotten into you lately? You're being so clumsy. You can spend the rest of the night in your room."

I headed up to my room, feeling sorry for myself. As soon as I saw the jewelry box, I realized that everything had gone wrong since I had bought it.

I opened up the box and stared at the beautiful maiden as she spun around and around in front of the little mirror. I noticed that she wasn't actually that beautiful at all. In fact, she had a



terrible frown on her face that made her look almost ugly.

"Is this all your fault?" I asked, feeling like an idiot for talking to a jewelry box.

Just then, something happened that I could barely believe. A tear appeared on the little maiden's cheek right before my very eyes!

I slammed the lid of the jewelry box shut and slid it under my bed, deep into the shadows.

However, that didn't help. The next day was just as bad as the others, and I ended up bringing home a detention slip after accidentally breaking a window at school.

"Anna, seriously!" exclaimed Mom. "What has gotten into you?"

I had no choice but to be upfront. "It's the jewelry box, Mom. I think it's cursed," I said.

Mom placed her hands on her hips and replied, "Now really, Anna. Don't be ridiculous."

"Please, Mom," I pleaded. "We should take it back to the shop."

"They don't accept refunds, so that's not an option. You'll just have to clean up act up!" she responded.

I trudged upstairs and pulled the jewelry box out from under my bed. When I opened the lid, I noticed that now there wasn't just one tear, but there were two tears on the maiden's face!

"Why are you so sad?" I asked.

I almost expected the maiden to reply, but she didn't. She just continued doing her dance around and around and around.

Then I realized, wouldn't *I* be miserable, too, if I were stuck inside a jewelry box, doomed to spin around forever?

It was a long shot, but maybe if I rescued the maiden, the curse would be lifted.

After Mom had gone to sleep, I snuck into her toolbox and found a pair of metal pliers. Using the pliers, I carefully removed the spring that the maiden sat on from the jewelry box. Then I sat her on my windowsill and left the window open a crack.

"I might be going absolutely crazy," I whispered, "but if it's freedom you want, then it's freedom you'll have."

I had a peaceful sleep that night, uninterrupted by the bad dreams I'd been having lately. When I woke up, I wasn't surprised to find that the maiden was gone from my windowsill.

I spent the next day waiting and worrying that my bad luck would return, that I'd break something else, fall in another puddle, or hurt myself again. I made it to the end of the day without anything going wrong, and for the first time in a while, Mom had nothing to scold me about at dinner.

When I went upstairs, I opened the jewelry box again, unsure what I might find. There was still an empty space where the maiden had once spun, but there was now a strange-looking crack in the mirror that hadn't been there before. When I looked at the crack more closely, I realized that it spelled out a single phrase: *Thank you.*

## Compare & Contrast Point of View

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

1. Read this sentence from the story.



“It all started when Mom and I went into the old antique shop on the other side of town.”

What does this sentence tell you about whose point of view is used to tell this story?

- a. The mom is telling the story.
- b. It is told from Anna’s point of view.
- c. The ballerina inside the jewelry box is telling the story.
- d. The story is told from an outside narrator’s point of view.

2. In the first three paragraphs, how does the narrator of the story help the reader understand the main character? (Choose all that apply.)



- a. by explaining Anna’s daily routine
- b. by describing the way she looks
- c. by summarizing what Anna is doing
- d. by describing what she thinks

3. How does Anna change from the beginning of the story to the end?



- a. In the beginning, Anna is studious. In the end, Anna learns to balance things.
- b. In the beginning, Anna is clumsy due to a curse. In the end, Anna breaks the curse.
- c. In the beginning, Anna is bored. In the end, Anna sees how ordinary things can be exciting.
- d. In the beginning, Anna doesn’t like antiques. In the end, Anna learns to appreciate antiques.

## Compare & Contrast Point of View

4. How does the point of view shape the story?



- a. The narrator is telling the story from the outside, which makes the story humorous.
- b. The narrator is telling the story from the outside, which makes the story unbiased.
- c. The narrator is telling the story from her perspective, which makes the story unbelievable.
- d. The narrator is telling the story from her perspective, which makes the story thoughtful.

5. Look at the table below. Label which version of the story is told from first person narration and which version is told from third person narration. Fill in the blanks to show how the point of view may change in each version.



_____ Person Narration	_____ Person Narration
I never asked for much, but I couldn't help but take the jewelry box to Mom and ask her if I could have it for an early birthday present.	
	Anna almost expected the maiden to reply, but she didn't.
I had a peaceful sleep that night, uninterrupted by the bad dreams I'd been having lately.	

How are these versions different? Why do you think the author chose to use this narration?

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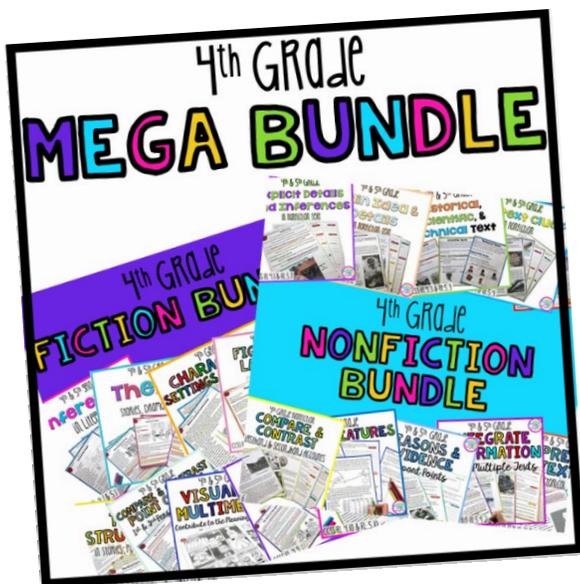


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