

# COMPARE STORY ELEMENTS

## ~ Skill Pack ~



Print & Digital

5th Grade



# What's Included?

## *Skill Focused Lesson Plans*

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

## *Digital Lessons*

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

## *Guided Reading Packet (Digital & Printable)*

Skill focused guided reader differentiated on three levels.

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

## *Core Comprehension Passages & Questions (Digital & Printable)*

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

## *Task Cards (Digital Boom Card & Printable Formats)*

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

# ABOUT LEXILE LEVELS

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



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

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

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, “It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards’ grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards.”



# LESSON PLANS

5<sup>th</sup> Grade

COMPREHENSION SKILL: Compare Story Elements

Week 1

MONDAY

## LESSON

- Introduce why it is important to pay attention to key details about the characters, setting, and events.
- Review the “Compare Characters” anchor chart and video.

## PRACTICE

- Guided Practice Whole Class  
Read *The Empty Pot*.
- Pay close attention to Ping and the Emperor. Use the chart to compare the characters.



## GUIDED READING

- “The Prankster” leveled guided readers.
- Meet with two groups and complete “pre-reading” activities.”

## CEN

- Task Cards
- Story E



TUESDAY

- Guided Practice Whole Class
- Review the anchor chart and video for describing settings.
  - Work together to compare the settings in *The Empty Pot*.

## Independent Reading

- Choice text with a focus on comparing key details about the setting.

- Read pages 1-4 of “The Prankster” leveled guided readers. Complete “During Reading” discussions.



SDAY

- Guided Practice Whole Class
- Review the anchor chart and video for describing events.

## Independent Reading

- Choice text with a focus on comparing key events.

- Read pages 5-7 of “The Prankster” leveled guided readers. Complete “During Reading” discussions.

## COMPARE KEY DETAILS

It is important to pay attention to key details about the character, setting, and events. Readers analyze stories by comparing and contrast these story elements.

While reading a story, ask yourself:

1. How is the main character  to and  from another character?



2. How are the settings  and ?



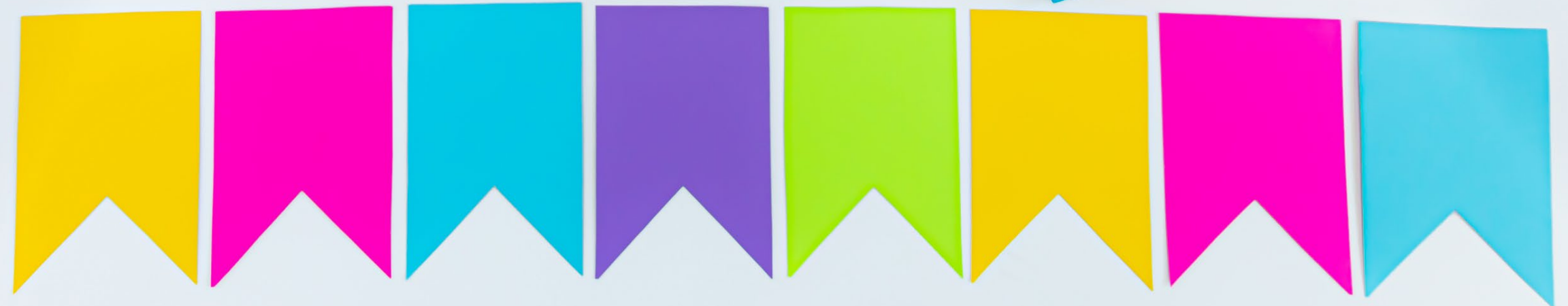
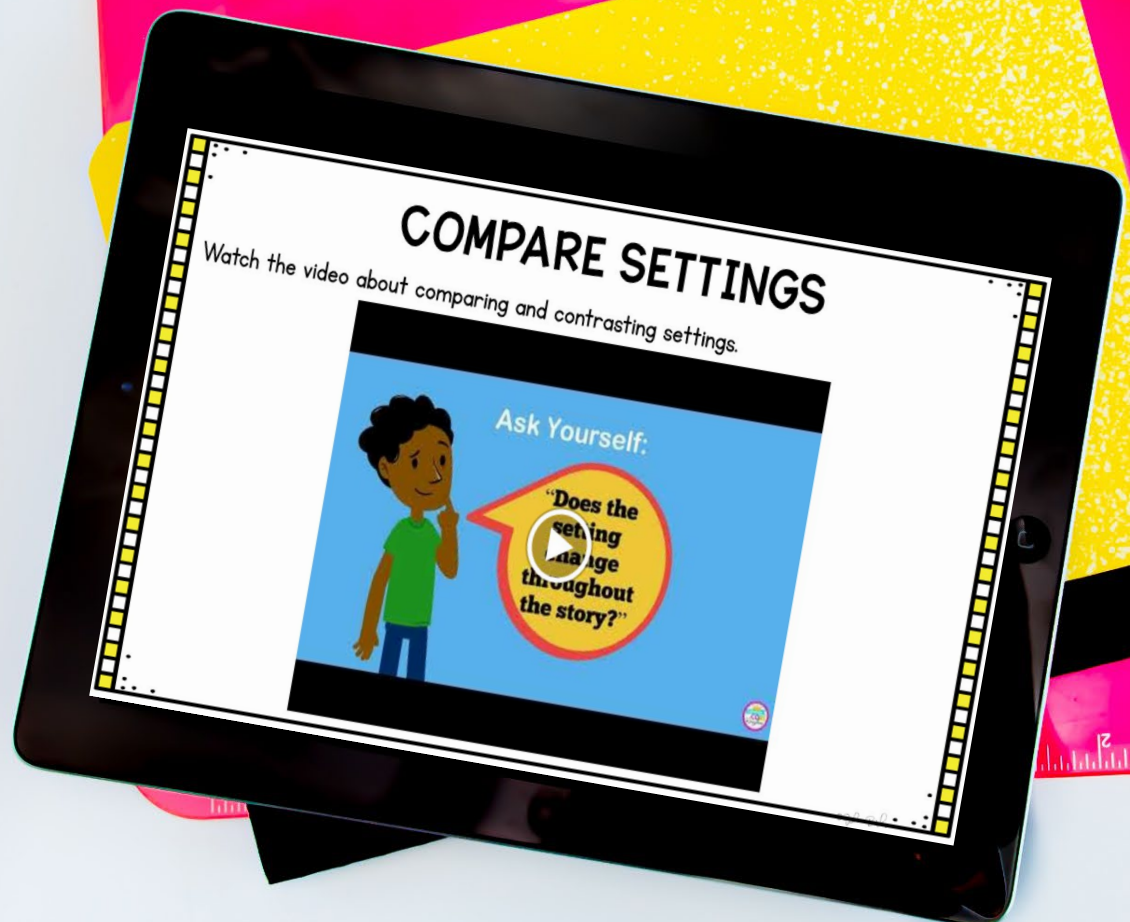
3. How are the events  and ?

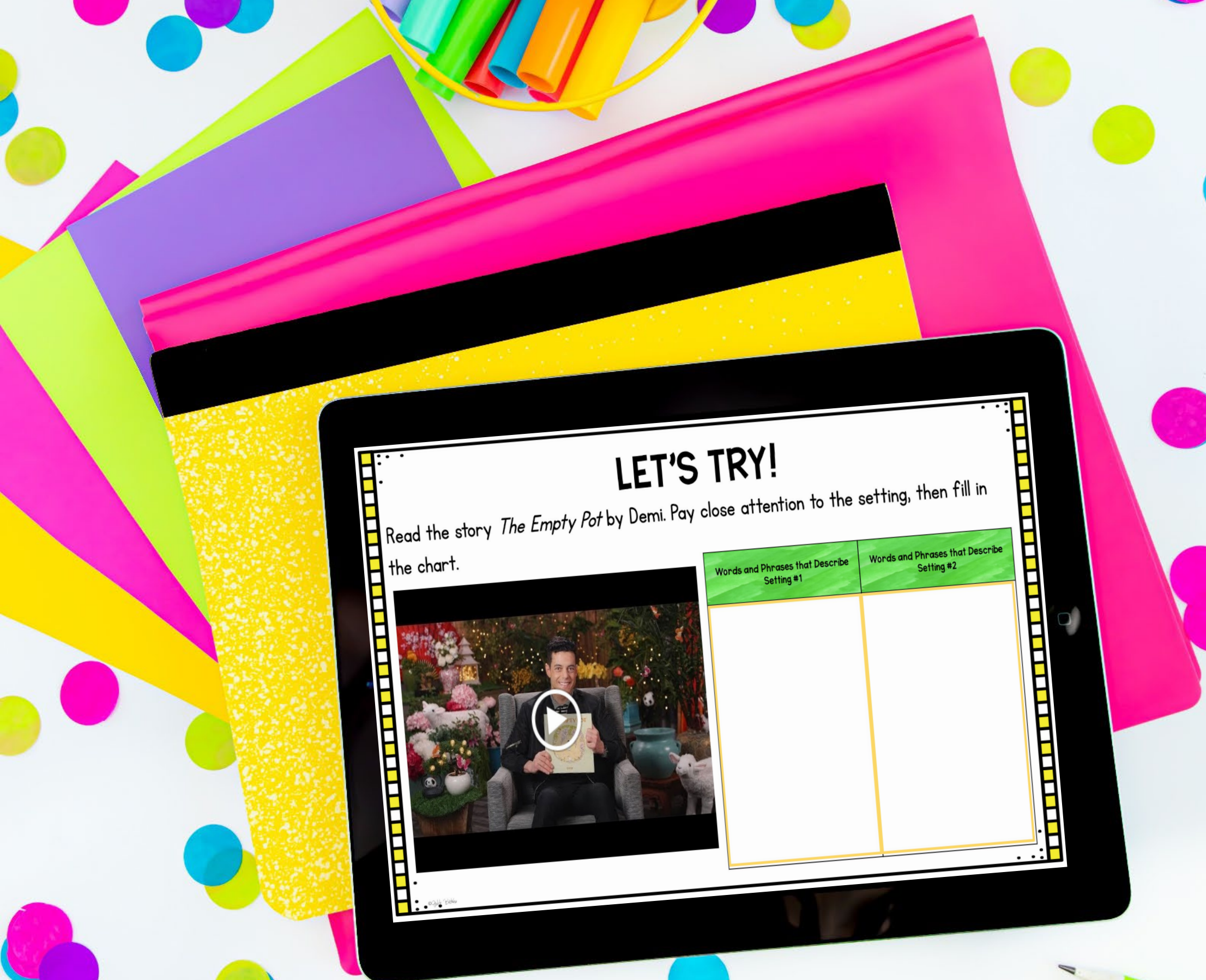
5<sup>th</sup>  
Grade

Compare Story Elements

**DIGITAL** Mini lessons







## LET'S TRY!

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



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



# DESCRIBE EVENTS

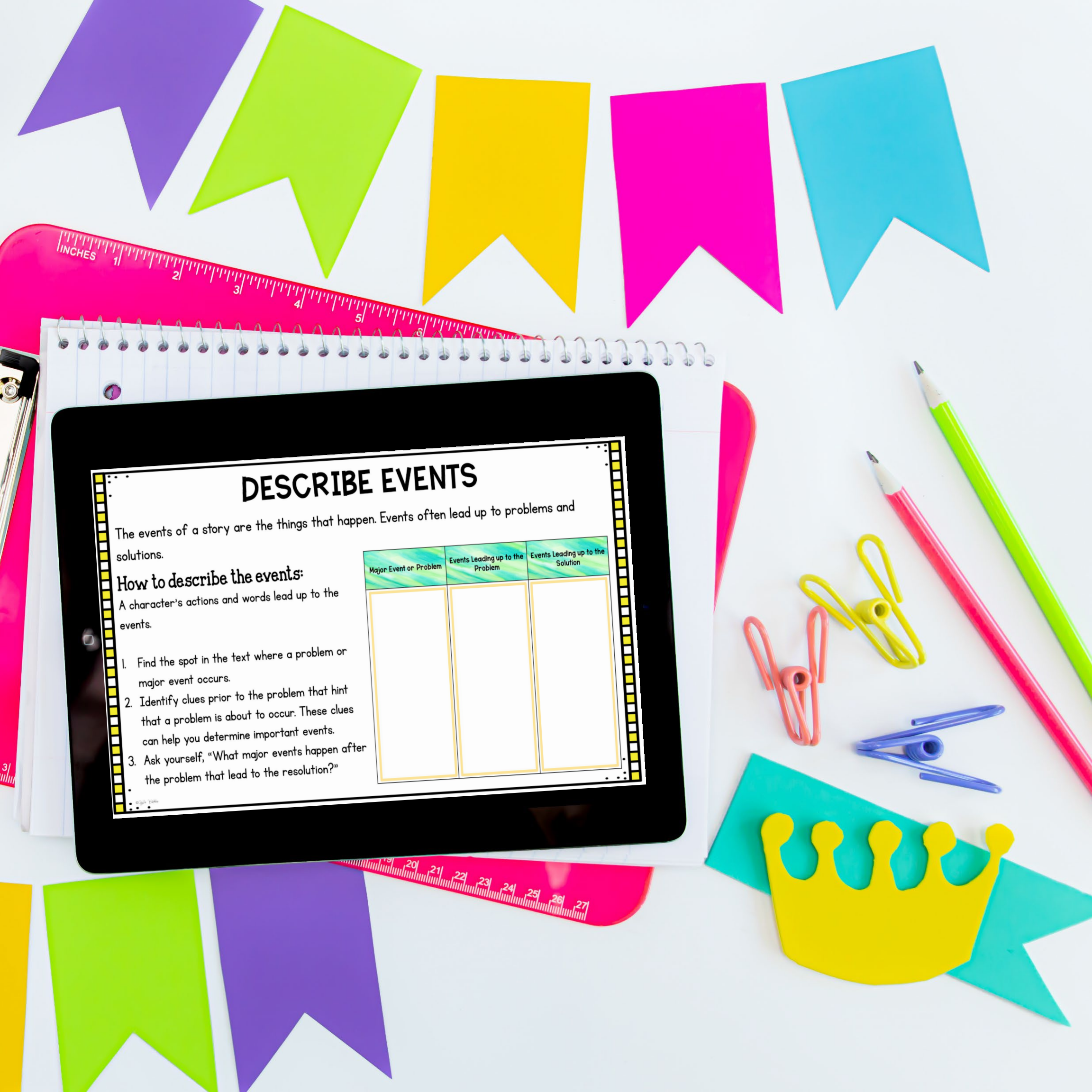
The events of a story are the things that happen. Events often lead up to problems and solutions.

## How to describe the events:

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

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

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



# COMPARE EVENTS

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

## How to describe the events:

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

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

Event 1	Event 2



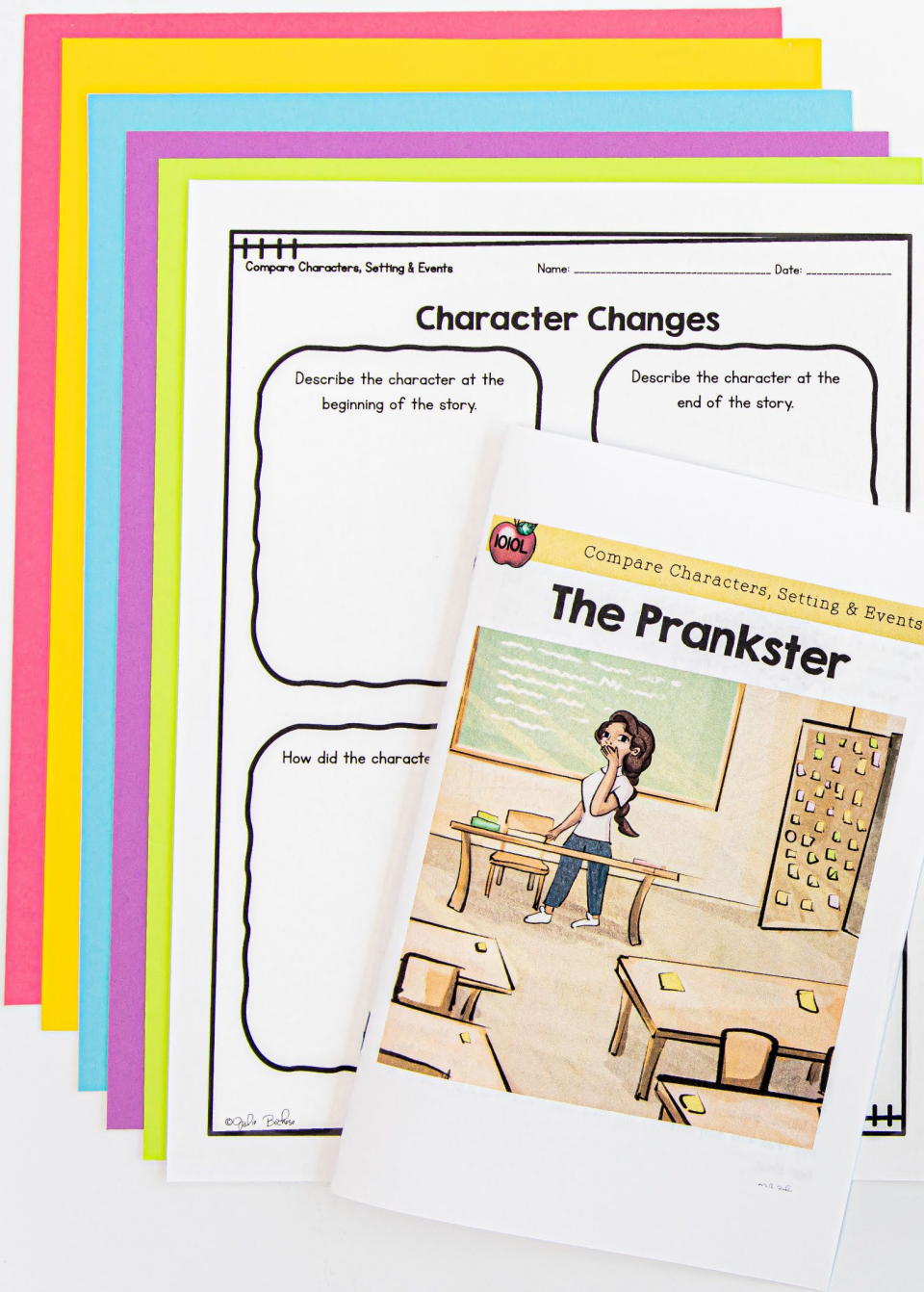
# GUIDED READERS

## Printable & Digital



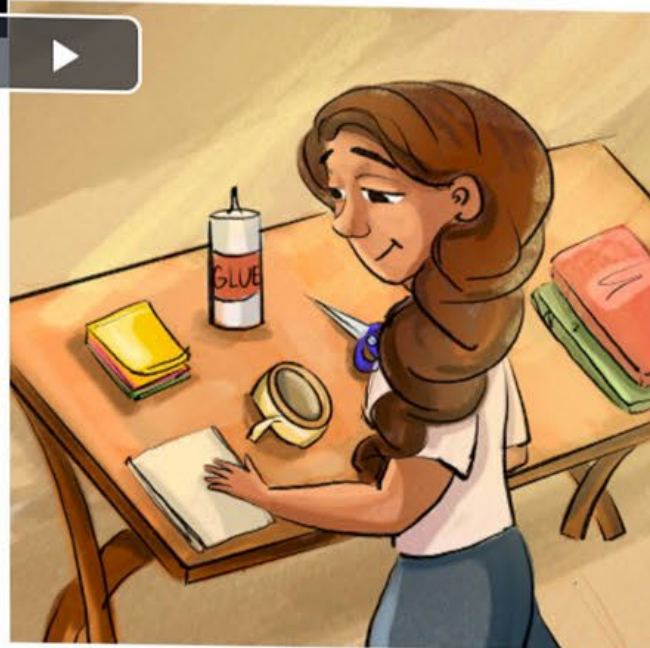
5<sup>th</sup>

Grade



compare characters, setting, events

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



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



Compare Characters, Setting & Events

# The Prankster



How did the characters

# Character Changes

Describe the character at the beginning of the story.

Describe the character at the end of the story.



Compare Characters, Setting & Events

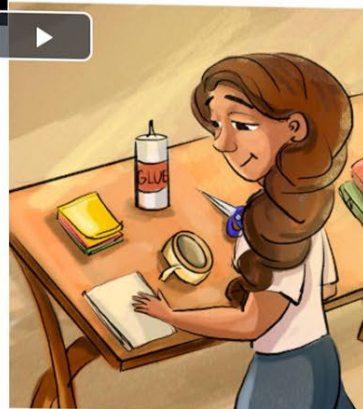
# The Prankster



How did the character



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



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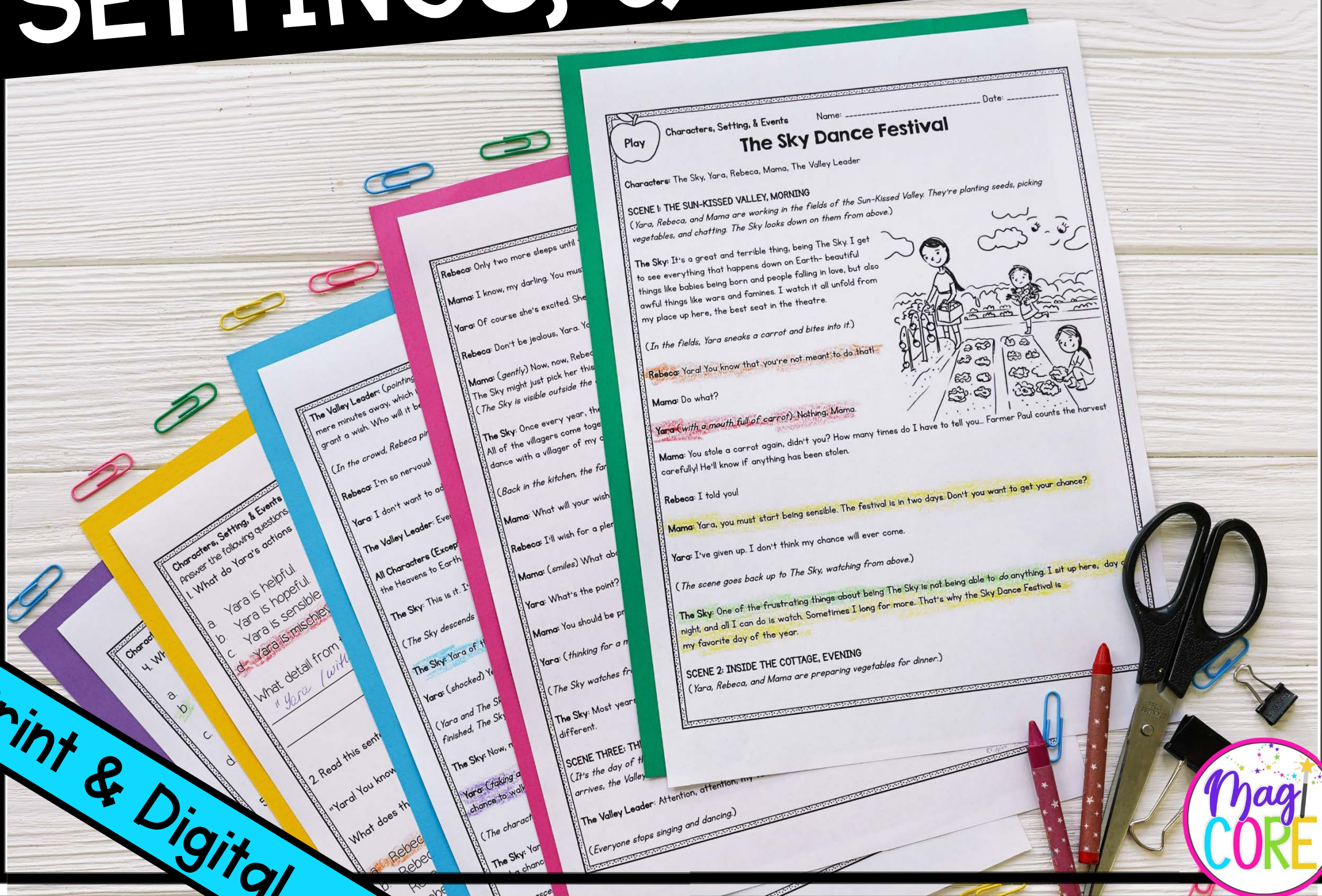


FICTION

5<sup>TH</sup> GRADE

RL.5.3

# compare & contrast CHARACTERS, SETTINGS, & EVENTS



Print & Digital



# WHAT'S INCLUDED?

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

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

Created with  
GOOGLE  
SLIDES

## CHARACTERS, SETTINGS, & EVENTS

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 Characters, Setting, & Events](#)

Stories



# Compare Settings

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

## How to compare settings:

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

### Excerpt from Cinderella

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

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



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

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

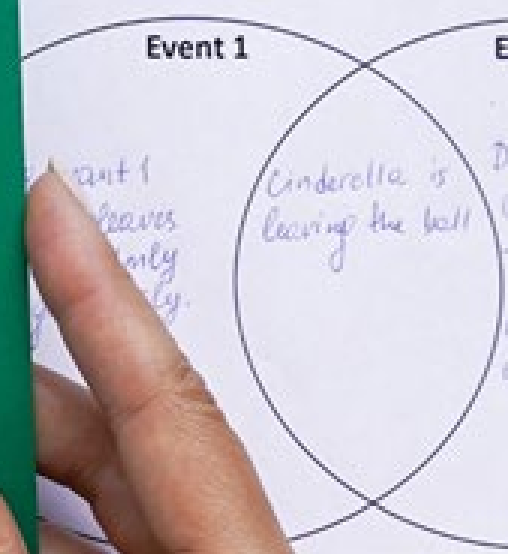
1. Find the spot in the text where a problem or major event occurs.
2. Identify important events leading up to the problem and the event.
3. How are the events similar? How are they different?

### Excerpt from Cinderella

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

With the last stroke of twelve, coach and footmen had withdrawn as well as in rags, panted homeward over roads where great moths blundered out of the bushes against the moon before she had ran half the distance, and to the skin, and almost more dead than alive. In the end her sisters, whose coach on the way home had been told her mother had something to do with this misadventure...

### Event 1



# STORIES & DRAMAS

830L

Characters, Setting, & Events

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Willow and the Powerful Book

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

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

When she opened the library door, however, things were different.

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



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

Characters, Setting, & Events

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

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



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

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

Students type their answers right in the text box.

2. Read this sentence from the story.



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

What does this sentence show you about the librarian?

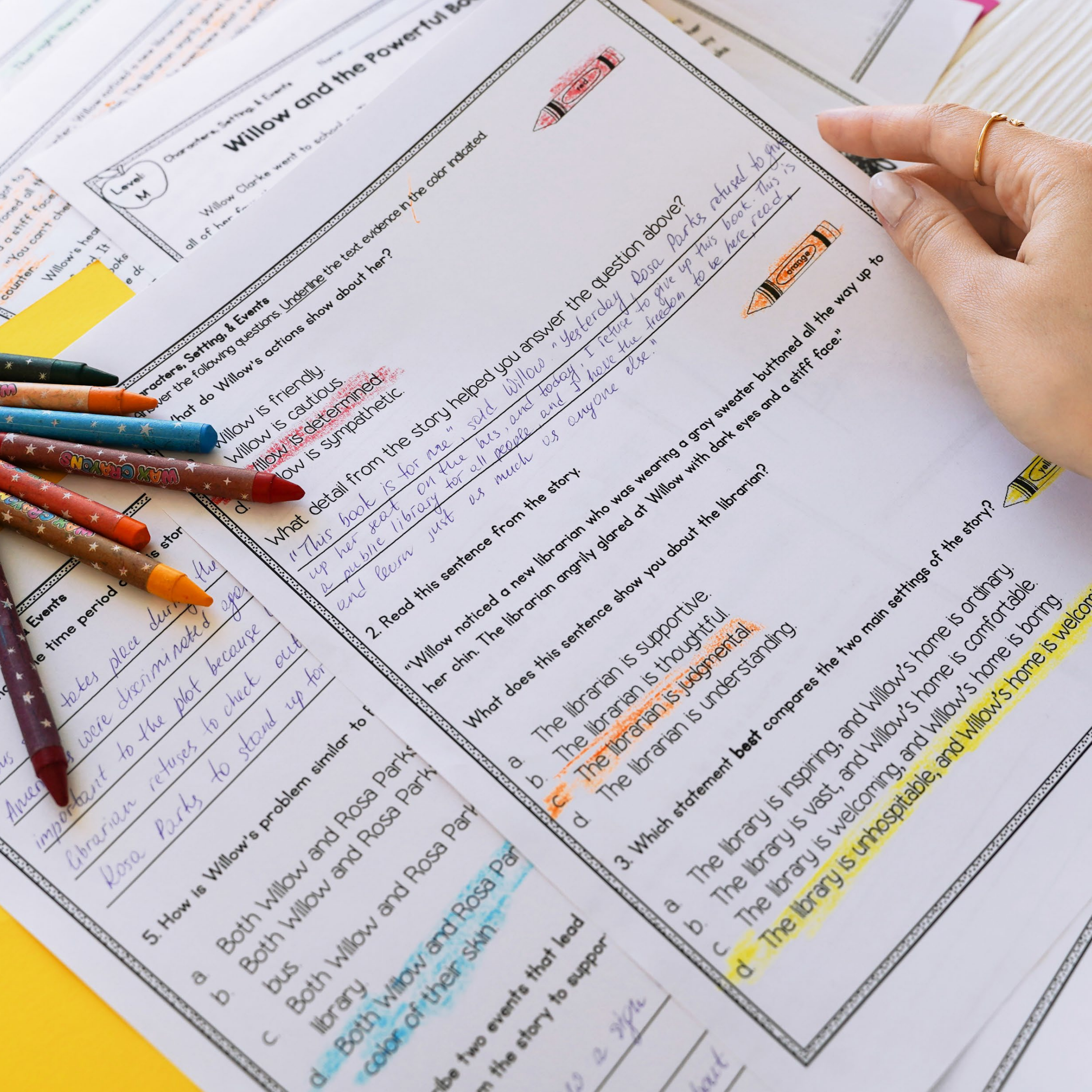
- a. The librarian is supportive.
- b. The librarian is thoughtful.
- c. The librarian is judgmental.
- d. The librarian is understanding.

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



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

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



# Willow and the Powerful Book

Characters, Setting, & Events

Level M

Willow Clarke went to school all of her life.

Characters, Setting, & Events

Answer the following questions. Underline the text evidence in the color indicated that do Willow's actions show about her?

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

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

2. Read this sentence from the story:

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

- What does this sentence show you about the librarian?
- a. The librarian is supportive.
  - b. The librarian is thoughtful.
  - c. The librarian is judgmental.
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- b. The library is vast, and Willow's home is comfortable.
- c. The library is welcoming, and Willow's home is boring.
- d. The library is un hospitable, and Willow's home is welcoming.

5. How is Willow's problem similar to Rosa Parks?

- a. Both Willow and Rosa Parks were discriminated against.
- b. Both Willow and Rosa Parks refused to stand up for their rights.
- c. Both Willow and Rosa Parks were in a public library.
- d. Both Willow and Rosa Parks were discriminated against because of their skin color.

Write the two events that lead to the problem in the story to support your answer.

to a sign

last

Events  
the time period of the story

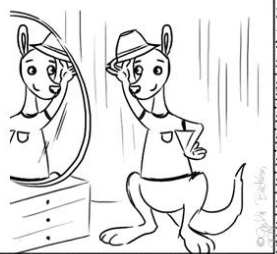
Ames takes place during the time period of the story. The events were discriminated against. The librarian refuses to check out the book. Rosa Parks to stand up for her rights.

# ASSESSMENTS

Color coded highlighting can also be done on the assessments!

820L Characters, Setting, & Events Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**TEST: The Housewarming Ceremony**  
Sudath was peering through his gate at the busy people unloading furniture from a vehicle. It looked like a new family had moved in right across from where they lived. "It is a bit noisy," muttered Sudath under his breath. "I

Play Characters, Setting, & Events Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**TEST: The Birthday Party**  
**Characters:** Kanga, Len  
**SCENE 1: DENSE FOREST, DAYTIME**  
(Len the Zebra is seen walking toward Kanga the Kangaroo's treehouse. Kanga was getting ready to attend Kubo the Bear's birthday party.)  
**Kanga:** (waving excitedly at Len) Hi there, mate! Just clearing my mind on what to wear. (He points at the red and blue shoes on the bed.) Which do you think I should wear?  
**Len:** (after a short and thoughtful pause) Maybe the red ones.  
**Kanga:** Thanks, mate. That's what I thought, too. Now, where's the red one?  
**Len:** (He adjusts the hat while looking at himself in the mirror, chuckling.) Ha! I look like the birthday boy.  
**Len:** We better hurry. We're almost late.  
**Kanga:** No, we're not.  
**Len:** (in an exhausted tone) Yes, we will be if you take all day to dress up.  
**Kanga:** Do cheer up, buddy. (Kanga winks at Len.) The party doesn't start until Kanga walks in.  
**Len:** Oh, you're always full of yourself. Kanga, what did you get for Kubo?  
**Kanga:** (Kanga gives a blank expression and blinks. He looks startled.) Oh, dear god! I TOTALLY forgot about the present! What do we do, Len? We can't possibly show up at a party WITHOUT a present! Can we?  
**Len:** (Calmly nodding his head) No, of course not. Now, let's see. What should we get him?  
**Kanga:** I know! What about a pair of boots?  
**Len:** Don't be ridiculous. Bears can't climb trees with boots. They'd fall.  
**Kanga:** The boots or the bear?  
**Len:** (sighing and rolling his eyes) Never mind.



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

## Characters, Setting, & Events

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

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



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

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

Students type their answers right in the text box.

2. Read this sentence from the play.

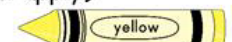


"Don't be ridiculous. Bears can't climb trees with boots. They'd fall."

What does this sentence show you about Len?

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

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



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



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

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



Level: **M** Characters, Setting, & Events Name: \_\_\_\_\_ Date: \_\_\_\_\_

### TEST: The Housewarming Ceremony

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

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

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

left. Later that day, Sudath's mom had exciting news to share with her new neighbors. "Mr. and Mrs. Pujith were so kind," she said. "They had a housewarming ceremony this Thursday. In the meantime, Malith is staying here, and I've asked if it would be alright to send Malith here to

play with you. He did not like the idea of sharing his toys with Malith, but his mother insisted, so he had to go. Malith was waiting for Sudath and greeted Sudath's parents about ten minutes, Sudath returned with three toys. Malith was excited and grabbed one of the toys. He ran with it across the room and making sounds. Sudath tried to divert Malith's attention away from the

toys by saying, "Malith, rotating its propellers quite fast. It's broken." He pointed to Sudath, "because..." Before he could finish, Malith's propellers hit the ground, breaking into a few pieces. Malith exclaimed, "You broke my helicopter! This is an accident."

"If you had been careful," snapped Malith.

- Characters, Setting, & Events
4. Which detail below helps you understand Sudath's character?
- a. "Just then, a boy came walking toward him."
  - b. "Later that day, Sudath returned with three toys."
  - c. "The very next day, Sudath's parents cheerfully welcomed the new neighbors."
  - d. "Sudath didn't seem to care about sharing his toys with others, especially Malith."
5. What happens as a result of the housewarming ceremony?
- a. Malith apologizes to Sudath.
  - b. Sudath is irritated with Malith.
  - c. Sudath refuses to go to school.
  - d. Sudath's mother promises to buy him a new toy.

6. Describe the events that occur during the housewarming ceremony. Use at least two details from the text to support your answer.

At the housewarming party, Malith and Sudath played with their toys, ate oil cakes and miki rice, and had fun. At the end of the party, Sudath's mother gave him a battery-operated helicopter as a gift. He was thankful for the gift and played with it with his friends.

Characters, Setting, & Events

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

1. What do Sudath's actions show about him?
- a. Sudath is selfish.
  - b. Sudath is outgoing.
  - c. Sudath likes to be on his own.
  - d. Sudath is lonely and wants new friends.

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

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

2. Read this sentence from the story.
- "Hello," said the boy to Sudath, "I'm Malith Pujith. We moved in there a while ago." He pointed across the street. "Is your mom home? My mom would like to meet her."
- What does this sentence show you about Malith? How is he different from Sudath? Use details from the text to support your answer.
- This shows me Malith is outgoing and friendly. He doesn't know Sudath, but wants to befriend him. Sudath is a boy who seems introverted and prefers to play by himself.

3. Why is the setting of the story important to the plot?
- a. This story takes place in a new house and a new school for Malith.
  - b. This story takes place in the past when people had housewarming parties.
  - c. This story takes place in the summertime when Malith and Sudath have plenty of time to play.
  - d. This story takes place after Malith moved to Sudath's neighborhood. His family is having a housewarming party.



# Compare Characters, Settings & Events



## 1. Compare and Contrast

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

What physical trait did all three triplets have in common?

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

...they  
...so often that  
...or the other.  
...d full lips. His ears  
...conscious about  
...something they  
...with short, curly black

elo's appearances?



# Compare Characters, Settings & Events Digital Task Cards

30 Cards  
Includes an  
audio reading of  
each passage.

## Compare Characters, Settings & Events

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©julie bochese

What physical trait did all three triplets have in common?

They had the same eye color.

They were all the same height.

They were all thin.

They were the same age.



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# BOOM CARDS

# COMPARE STORY ELEMENTS BOOM CARDS



## Compare Characters, Settings & Events

Shawna stood at the top of the waterslide with Carlos and Vivian. Her stomach twisted as she looked down at the long drop into the pool below. *What if someone just slipped right off the edge of the slide?* she thought. Carlos stood casually beside her, snapping his gum and resting his arms on top of the wooden platform. "Wow, feel how fast the water is moving!" Vivian squealed, running her hands through the flowing liquid at the mouth of the slide. "Who's first? That person should take a video of the others coming down!" Shawna shook her head frantically and backed away.

© Julie Bochese

Which statement best matches how each character is feeling?

Shawna is scared,  
Carlos is relaxed,  
Vivian is excited.

Shawna is annoyed,  
Carlos is bored,  
Vivian is enthusiastic.

Shawna is upset,  
Carlos is neutral,  
Vivian is nervous.

Shawna is afraid,  
Carlos is distracted,  
Vivian is hyper.

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

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# COMPARE STORY ELEMENTS BOOM CARDS



## Compare Characters, Settings & Events

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

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**What is the main difference between the two injuries?**

The narrator’s  
reaction

The level of  
severity

The type of  
injury

The part of the  
narrator’s body  
that was injured