

COMPREHEND LITERATURE

~ Skill Pack ~



4th & 5th Grade



LESSON PLANS

4th & 5th GRADE

COMPREHENSION SKILL: Comprehend Literature



Week 1

MONDAY

LESSON

- Introduce the skill by explaining that good readers know how to comprehend stories, dramas and poems.



PRACTICE

Reading a story and completing the story map.

Let's Try!

After reading "The Wizard of Oz" by Chris Van Allsburg, study the text by filling in the chart.

Characters	Setting
Wicked Witch	
Scarecrow	
稻草人	
Theme	

GUIDED READING

"The Wonderful Wizard of Oz" leveled guided readers.

Meet with two groups and complete "pre-reading" activities."

CENTER

Task Cards

- Comprehend Literature



TUESDAY

- Guided Practice Whole Class
- Practice reading a story and completing the story map.

Let's Try!

After reading "Cubikitty the Mouse" by Crystal Hubbard, study the text by filling in the chart.

Characters	Setting
Wicked Witch	
Scarecrow	
稻草人	
Theme	

Independent Reading

- Choice text to read independently and practice filling out a story map.

Read pages 1-4 of "The Wonderful Wizard of Oz" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

- Guided Practice Whole Class
- Watch a drama and answer the questions.

Let's Try!

After watching the excerpt from "Matilda" by Roald Dahl, study the play by answering the questions:

- Describe the setting. Why is it important for the author of a drama to describe the setting?

Independent Reading

- Choice text to read independently and practice filling out a story map.

Read pages 5-8 of "The Wonderful Wizard of Oz" leveled guided readers. Complete "During Reading" discussions.

Comprehend Literature Lesson

Read and Comprehend Stories and Plays

Stories and plays are usually organized in sequential order:

1 → 2 → 3

In stories and plays, characters often learn lessons or morals.



SETTING

SOLUTION

CHARACTERS

Who is in the story?



Where and when does the story take place?



PROBLEM

What goes wrong?



How is the problem solved?



4th & 5th
Grade

Comprehend Literature in Fiction

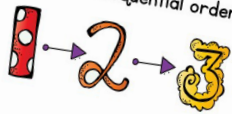
DIGITAL Mini lessons





Read and Comprehend Stories and Plays

Stories and plays are usually organized in sequential order.



In stories and plays, characters often learn lessons or morals.



Who is in the story?



Where and when does the story take place?



What goes wrong?



How is the problem solved?





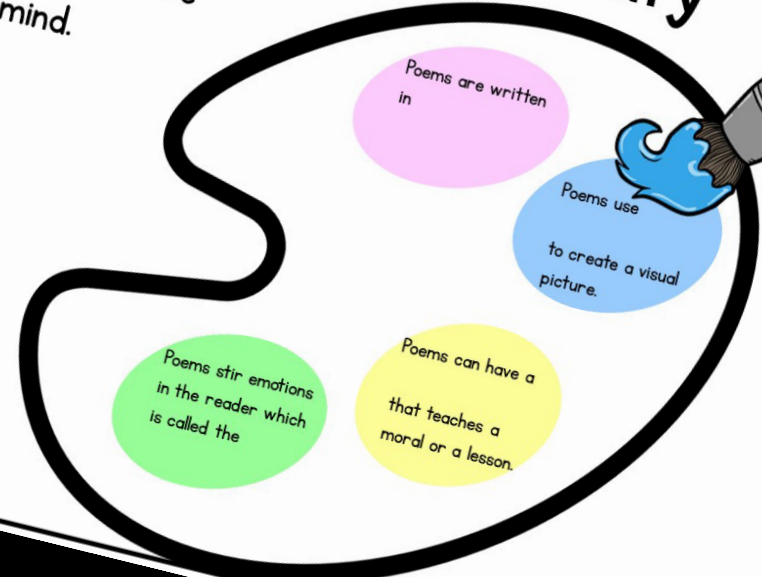
Let's Watch!

Watch the excerpt from the play "Matilda."



Read and Comprehend Poetry

Poetry **paints** a picture
in the reader's mind.



Poems are written
in

Poems use
to create a visual
picture.

Poems stir emotions
in the reader which
is called the

Poems can have a
that teaches a
moral or a lesson.



GUIDED READERS

Printable & Digital



4th – 5th
Grade



comprehend literature

Date: _____
to the text to support

PLANS Week of: _____

Fiction Comprehension
"I am never going to catch anything," Jonah moaned. He had been fishing for hours and they had not gotten even one bite. Jonah could hear his grumble. He was hot, hungry, and ready to go home. "Just a little while longer, we'll have a feeling we will get a big one soon." Jonah let out a deep breath and eyes. He didn't understand why Dad thought this was fun. Suddenly, there was a splash. Almost lost control of his pole. He felt his heart jump out of his chest. "Dad, a little...reel in slowly...a little faster...that's it." Dad was whispering in his ear. "Wow! I got one, Dad. It's huge!" Jonah said. "Let's stay a little while longer," he suggested.

more like his dad by the end of the story?
like his dad does.
hungry.
fishing.
fish is huge.

Comprehension
ds left on the game clock. Mark was feeling
ce to make the winning shot. If they won
mpionship. He glanced over in the crowd
ok a deep breath and waited for the
ay by heart. They had practiced it a
e pass. As soon as the ball touched his
ams. Instinct took over, and he made
eemed like slow motion, the ball spun
nally going in. He raised his hands in
ling teammates.
ualize the text?
all leaving his hands

Comprehend Literature

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

1. What was peculiar about the two rocks Mason found? (Choose all that apply.)

- a. They made Mason fly.
- b. When joined, they spelled "together."
- c. They caused the ground to rumble.
- d. They had words written on them.

2. What does Mason see when he first starts?

- a. aliens
- b. unicorns
- c. a crying dragon
- d. a colorful planet

3. Which of the following character traits support your choice.

- a. waru

750L

Comprehend Literature

Name: _____ Date: _____

Mason Carter and the Dragon Who Lost His Fire

It was the weekend, and Mason Carter was busy playing on the swing set at the park. He had heard a story about being teleported to a magical world if you swung around the top bar, and he wanted to see if it was true.

He swung with all his might and reached a dizzying height before tumbling right off the seat. He went flying through the air, screaming as he landed on a patch of thick, soft grass.

Mason scrambled to his feet and walked back to the swings. Along the way, he kicked something that clanked across the cement path. He walked over to find two rocks, so he picked them up and inspected them. One had the word "Toge" written on it, while the other had "ther".

"Those aren't real words," Mason muttered to himself.

He held them in one hand and was about to toss them when he spotted the hidden message. When side by side, the rocks spelled "together"! Amazed, Mason shoved the rocks together as the ground began to rumble.

"together?" he cried.



Mason asked softly, afraid of scaring the sad

it, its massive tears plopping into the lake.

Fiction Comprehension

When Mom and Dad told me

Chapter 1

Dorothy lived in the midst of the great Kansas prairies with her parents, Mr. and Mrs. Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor, and a roof. There was only one room in the house. This room contained a rusty stove and a cupboard. It had a table, a few chairs, and beds. Uncle Henry and Aunt Em had a big bed in one corner. Dorothy had a little bed in another corner.

There was no attic and no cellar. There was just a small hole in the ground called a cyclone cellar. This was where the family could go in case a great whirlwind arose. It could be mighty enough to crush any building in its path. There was a trap door in the middle of the floor. It had a ladder that led down into the small, dark hole.

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. There was not even a tree or a house that broke the broad sweep of flat country. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades. They were now the same gray color.

That was seen everywhere. The house had been painted once, but the sun blistered the paint and the rains washed it away. Now the house was as dull and gray as everything else.

Comprehend Literature

Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Title: _____

Characters

Comprehend Literature

Name: _____ Date: _____

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What is the purpose of this chapter of the story?
 - a. to explain a plot change in the story
 - b. to build on the previous chapter
 - c. to introduce the characters and setting
 - d. to express the narrator's point of view
2. Which word best describes the tone of this text?
 - a. somber
 - b. joyous
 - c. comical
 - d. Energetic
3. What does this chapter reveal about the setting of the story?
 - a. the location
 - b. the time of day
 - c. the date and year
 - d. the time period
4. Pick two characters from the text and describe their interactions, thoughts and/or feeling towards one another?

5. Make an inference about the next chapter. What do you think will happen (e.g., mood, etc.)? What led you to make this prediction?

READING SMALL GROUP F

Students: _____

Focus Skill: _____

Start: _____

MON. Pre-Reading
Build Schema: What prediction?
Example: I think this is the front is in the pre

☐ Picture Walk
☐ Oral Predictions
☐ Review vocabulary in glossary

NOTES:

TUES. During
Students read pages 2-3 quietly
read, ask:
1. Who is the main character?
2. What do we know about
Students read page 4 quietly
How is Dandelion different from the other flowers?



Suddenly Uncle Henry stood up and said, "There's a cyclone coming. Em, I'll go look after the stock." Then, he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"



Toto jumped out of Dorothy's arms and hid under the bed. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto and started to follow her aunt. When she was halfway across the room, there came a great shriek from the wind. The house shook so hard that she lost her balance and sat down suddenly upon the floor.



FICTION

4TH & 5TH GRADE

RL.4.10/5.10

COMPREHEND



dramas, poetry, & stories

Comprehend Literature

The Case of the Stolen Moon

Characters: Judge Bloom, Cassia, the street cleaner, the innkeeper, the weatherman, and the moon

SCENE 1: THE COURTROOM, DAY

Judge Bloom: (banging her gavel) Order! Order! Thank you for joining us for this morning's proceedings. Today's trial regards the case of the stolen moon. Charged with the offense is Miss Cassia Multy. Miss Multy, how do you plead?

Cassia: (standing up) Not guilty, Your Honor.

Judge Bloom: Very well, I call to the stand our first witness, the street cleaner. (The street cleaner approaches the witness stand and raises his hand.)

The Street Cleaner: I swear to tell the truth, the whole truth, and nothing but the truth.

Judge Bloom: Thank you. Could you please describe what you saw on the evening of January 12, a couple of nights before the moon went missing?

SCENE 2: THE CITY STREET, TWO NIGHTS BEFORE THE MOON WENT MISSING

The Street Cleaner: Here I am in the quiet of the streets just before midnight. There's not a soul to be seen. Everyone is tucked safely away in their cozy beds. I'm sweeping the street as always, picking gum off the gutters, and peeling old flyers off lampposts. Suddenly, I see something down at the end of the lane. Cassia emerges. In the middle of the street and looks

the truth.
of January
king at all of
usual.
outside your
several
ther. The
the night
ee it
bed.
is for
and I
up at
an
vo
support

MOON WENT
in the middle of
out in the
least two
blue
orange
apply.)

Print & Digital

Magi
CORE

WHAT'S INCLUDED?

FIFTEEN 4th & 5th Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & **THREE** assessments!

- Aligned with 4th & 5th Grade Lexile Levels
- Includes dramas, poems, and stories!
- Students can highlight the text for easy comprehension

Created with
**GOOGLE
SLIDES**

COMPREHEND STORIES

4th & 5th grade

Table of Contents

*This product includes 15 stories, plays, and poems in the 4th-5th Grade Common Core Text Complexity Band. All stories have certified Lexile® levels (the range for 4th-5th grade is 740-1010).

Dramas

1. [A Cure for Mr. Morrow](#)
2. [Lunch with Lenny](#)
3. [The 6 O'clock Story with Vanessa Vine](#)
4. [The Case of the Stolen Moon](#)

Poems

1. ["Sympathy" By Paul Laurence Dunbar](#)
2. ["The New Colossus" By Emma Lazarus](#)
3. ["A Wounded Deer" By Emily Dickinson](#)
4. ["The Unwanted Gift"](#)

Stories

Who Lost His Fire- 750L



NONFICTION PASSAGES

750L

Comprehend Literature

Name: _____ Date: _____

Mason Carter and the Dragon Who Lost His Fire

It was the weekend, and Mason Carter was busy playing on the swing set at the park. He had heard a story about being teleported to a magical world if you swung around the top bar, and he wanted to see if it was true.

He swung with all his might and reached a dizzying height before tumbling right off the seat. He went flying through the air, screaming as he landed on a patch of thick, soft grass.

Mason scrambled to his feet and walked back to the swings. Along the way, he kicked something that clanked across the cement path. He walked over to find two rocks, so he picked them up and inspected them. One had the word "Toge" written on it, while the other had "ther".

"Those aren't real words," Mason muttered to himself.

He held them in one hand and was about to toss them when he spotted the hidden message. **When side by side, the rocks spelled "together"**. Amazed, Mason shoved the rocks together as the ground began to rumble.

"What's going on?" he cried.

The world spiraled away as Mason flew through the sky, upward and away from the ground. He screamed as he sped through the sky and out into space. He continued to fly toward a colorful planet. Although Mason tried to change his course, he flew down and landed on the strange planet.

The planet was full of magical creatures that Mason had never seen before, and it looked nothing like his home. **Before Mason could even take a step to explore, he spotted a green dragon sobbing by a lake.** Mason strolled over to the dragon, feeling sorry for it.



"Excuse me, but why are you crying?" **Mason asked softly, afraid of scaring the sad creature.**

"I lost my fire!" the dragon cried out, its massive tears plopping into the lake.

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

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

Comprehend Literature

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

1. What was peculiar about the two rocks Mason found? (Choose all that apply.)

red

☐

a. They made Mason fly.
b. When joined, they spelled "together".
c. They caused the ground to rumble.
d. They had words written on them in a different language.

2. What does Mason see when he first arrives at the new planet? (Choose all that apply.)

orange

☐

a. aliens
b. unicorns
c. a crying dragon
d. a colorful planet.

3. Which of the following character traits best describes Mason? Use text evidence to support your choice.

yellow

a. wary
b. nervous
c. generous
d. sympathetic

Students type their answers right in the text box.

4. What is Mason on a quest to find?

green

ASSESSMENTS

Color coded highlighting
can also be done on the
assessments!

Poem Comprehend Literature Name: _____ Date: _____

I Dream'd in a Dream
By Walt Whitman (1900)

Drama Comprehend Literature Name: _____ Date: _____

The Girl Who Cried Snake

Characters: Narrator, Farmer Benj, Benj's wife, Ruth

SCENE 1: THE FARM'S KITCHEN, AFTERNOON

(Farmer Benj and his wife are sitting at the kitchen table. They look despondent.)

Narrator: There once was a small farm near the edge of a wild forest. The farm was run by a man named Farmer Benj and his lovely wife. They were sweet, simple people who lived sweet, simple lives; however, the wild forest was a constant source of nuisance for Benj and his wife. The forest was infested with snakes that had an appetite for their chickens.

Farmer Benj: That's the fifth chicken we've lost this year to those greedy snakes.

Benj's Wife: I know, my dear. They come in the night, and in the morning, we wake to find another poor lost chicken! What can we do?

Farmer Benj: We can't stay up all night to keep watch. I've got a bad leg, and your eyesight is too weak. Plus, we work so hard during the day; we need our sleep.

Benj's Wife: Well, why don't we hire someone to keep a watch for us?

Narrator: That's what they did. They hired a young girl named Ruth from the local village to keep a watch out for those sinister snakes.

(Ruth enters, smiling and waving.)

Ruth: I'm so happy that I can help out with this, Farmer Benj.

Farmer Benj: We're glad to have you, Ruth. Now, do you understand what your responsibilities are?

Ruth: Yes, sir. If I spot a snake heading for the chickens, I ring the alarm, and you'll come out with your rod and net to catch the snake.

Benj's Wife: Perfect! Now, remember, Ruth, we're relying on you!

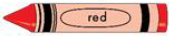
SCENE 2: OUTSIDE THE CHICKEN COOP, NIGHT

Narrator: While Ruth was a nice young girl, she had an unfortunate tendency to lie whenever she got bored. By her second week of keeping watch over the chicken coop, Ruth was getting terribly bored indeed.

Ruth: *(leaning against the chicken coop with a sigh)* This is such a dull job! It's boring to keep watch over these silly chickens night after night. I almost wish that a snake *would* come along just for a bit of excitement. Maybe I'll just pretend that one has!

Comprehend Literature

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

1. Which of the following lines includes an example of a stage direction from the play? (Choose all that apply.) 

a. "SCENE 1: THE FARM'S KITCHEN, AFTERNOON"

b. *"(Farmer Benj and his wife are sitting at the kitchen table. They look despondent.)"* ☐

c. "Ruth: Oh, dear... I must have been mistaken again!"

d. "Benj's Wife: *(shaking her head disapprovingly)* You *must* be more careful, Ruth! Benj needs his rest!"

2. What is this drama mostly about? 

a. Ruth loves helping the chickens.

b. Ruth loves adventure and excitement. ☐

c. Farmer Benji and his wife are too lazy to catch snakes.

d. Farmer Benji and his wife hire Ruth to catch the snakes that are eating their chickens.

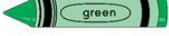
3. What happens on the first night that Ruth is watching the chickens? (Choose all that apply.) 

a. Ruth sees a snake.

b. Ruth claims that she sees a snake. ☐

c. Ruth catches a snake and saves the chickens.

d. Farmer Benji and his wife warn Ruth to be careful of false alarms.

4. What happens after a few weeks when Ruth is on her watch? (Choose all that apply.) 

a. Ruth spots a snake.

b. Ruth catches a snake. ☐

c. A chicken gets eaten by a snake.

d. Farmer Benji and his wife no longer believe Ruth's false alarms.

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

COMPREHENSION REVIEW *task cards*

4th & 5th GRADE





Fiction Comprehension



1. Fiction Comprehension

"I am never going to catch anything," Jonah moaned. He had been fishing with his dad for hours and they had not gotten even one bite. Jonah could hear his stomach grumble. He was hot, hungry, and ready to go home. "Just a little while longer, bud. I have a feeling we will get a big one soon." Jonah let out a deep breath and rolled his eyes. He didn't understand why dad thought this was fun. Suddenly, there was a tug so big, Jonah almost lost control of his pole. He felt his heart jump out of his chest. "Pull up on the pole a little...reel in slowly...a little faster...that's it," dad was hunched over his shoulder whispering in his ear. "Wow! I got one, dad. It's huge!" Jonah shouted. "I changed my mind. Let's stay a little while longer," he suggested.

How does Jonah become more like his dad by the end of the story?

- a. Jonah catches a fish like his dad does.
- b. Jonah and his dad are hungry.
- c. Jonah begins to enjoy fishing.
- d. Jonah agrees that the fish is huge.

Fiction Comprehension

My brothers are the worst! I was excited when mom and dad told me my big brother, but now that he is here, I want him to go back. He tells me to share and says she thinks it is sweet that he loves for her to say because he is not chewing on her favorite into my backpack at school looking for my pencil pouch, instead. Everyone burst out laughing. They better be happy by brother?

his things.
gone laugh.
still has a pacifier.
his teeth.
Mark making a jump shot
King George was calm.

Fiction Comprehension



1. Fiction Comprehension

"I am never going to catch anything," Jonah moaned. He had been fishing with his dad for hours and they had not gotten even one bite. Jonah could hear his stomach grumble. He was hot, hungry, and ready to go home. "Just a little while longer, bud. I have a feeling we will get a big one soon." Jonah let out a deep breath and rolled his eyes. He didn't understand why dad thought this was fun. Suddenly, there was a tug so big, Jonah almost lost control of his pole. He felt his heart jump out of his chest. "Pull up on the pole a little...reel in slowly...a little faster...that's it," dad was hunched over his shoulder whispering in his ear. "Wow! I got one, dad. It's huge!" Jonah shouted. "I changed my mind. Let's stay a little while longer," he suggested.

How does Jonah become more like his dad by the end of the story?

- a. Jonah catches a fish like his dad does
- b. Jonah and his dad are hungry
- c. Jonah begins to enjoy fishing
- d. Jonah agrees that the fish is huge



FICTION COMPREHENSION

Digital Task Cards

30 Cards
Includes an
audio reading of
each passage.

Fiction Comprehension

"I am never going to catch anything," Jonah moaned. He had been fishing with his dad for hours and they had not gotten even one bite. Jonah could hear his stomach grumble. He was hot, hungry, and ready to go home. "Just a little while longer, bud. I have a feeling we will get a big one soon." Jonah let out a deep breath and rolled his eyes. He didn't understand why Dad thought this was fun. Suddenly, there was a tug so big, Jonah almost lost control of his pole. He felt his heart jump out of his chest. "Pull up on the pole a little...reel in slowly...a little faster...that's it." Dad was hunched over his shoulder whispering in his ear. "Wow! I got one, Dad. It's huge!" Jonah shouted. "I changed my mind. Let's stay a little while longer," he suggested.

© Julie Bachner

How does Jonah become more like his dad by the end of the story?

Jonah catches
a fish like his
dad does.

Jonah and his
dad are hungry.

Jonah begins to
enjoy fishing.

Jonah agrees
that the fish
is huge



Hosted at



Boom Cards

FICTION COMPREHENSION BOOM CARDS



Click here
for a
Playable
Preview!

I. Fiction Comprehension

"I am never going to catch anything," Jonah moaned. He had been fishing with his dad for hours and they had not gotten even one bite. Jonah could hear his stomach grumble. He was hot, hungry, and ready to go home. "Just a little while longer, bud. I have a feeling we will get a big one soon." Jonah let out a deep breath and rolled his eyes. He didn't understand why Dad thought this was fun. Suddenly, there was a tug so big, Jonah almost lost control of his pole. He felt his heart jump out of his chest. "Pull up on the pole a little...reel in slowly...a little faster...that's it." Dad was hunched over his shoulder whispering in his ear. "Wow! I got one, Dad. It's huge!" Jonah shouted. "I changed my mind. Let's stay a little while longer," he suggested.

How does Jonah become more like his dad by the end of the story?

- a. Jonah catches a fish like his dad does.
- b. Jonah and his dad are hungry.
- c. Jonah begins to enjoy fishing.
- d. Jonah agrees that the fish is huge.

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

You may be eligible for a free trial from Boom Learning. Read here for details: <http://bit.ly/BoomTrial>. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

FICTION COMPREHENSION BOOM CARDS



Fiction Comprehension

Ryder knew he was going to be in big trouble when Dad got home from work. Today was report card day, and he had already peeked to see what he had earned. He had tried his hardest, but he could not bring up his math grade. Ryder was pretty sure that today would be his last day of baseball practice. Dad would take him off the baseball team for sure!

Which detail tells you this text is written in third-person narration?

- a. The author is writing about himself.
- b. The author used the boy's real name.
- c. The author uses the pronoun "he."
- d. The text is written in the present tense.