

FICTION

4TH & 5TH GRADE

RL.4.10 / 5.10

COMPREHEND LITERATURE



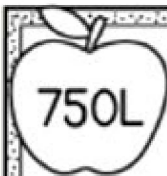
dramas, stories, & poetry

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Narrator: Mr. Mor
While Mr. Morrow
would brew up for
Archie: Mr. Morrow
Lady Gale: I haven't
Aria: I used to get te
Mayor Kazan: Mr. Mor
hero medall
Mr. Morrow: (blushing)

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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 home. 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.



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.

Table of Contents

*This product includes 15 stories, plays, and poems in Complexity Band. All stories have certified Lexile® levels (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

1. Mason Carter and the Dragon Who L
2. The Vesak Festival- 780L
3. Midnight's Incident- 750L
4. Journey to Manzanar- 850L

Test

- The Girl Who Cried Snake (D
- "I Dream'd in a Dream" By
- Charlie Wants a Rabbit (M



The Google Slid

s copy

[CLICK HERE TO](#)

* You MUST have c
need help setting

Drama Comprehend Literature

Name: _____

Date: _____

A Cure for Mr. Morrow

Characters: Narrator, Mr. Morrow, Lady Gale, Archie, Aria, and Mayor Kazan

SCENE 1: INSIDE MR. MORROW'S APOTHECARY, DAY
(Mr. Morrow's Apothecary is a vibrant, colorful shop full of smoking cauldrons, colorful beakers, and rows of rainbow powders. It's crammed to the windows with happy customers, and Mr. Morrow stands proudly at the counter.)



Narrator: Mr. Morrow's Apothecary was always one of the most bustling businesses in town. While Mr. Morrow didn't claim to be any kind of wizard, the medicines and tinctures that he would brew up for the town's inhabitants were nothing short of magical.

Archie: Mr. Morrow got rid of my chicken pox in a single day!

Lady Gale: I haven't had a migraine in over a decade thanks to Mr. Morrow.

Aria: I used to get terrible asthma until I started taking Mr. Morrow's special tonic.

Mayor Kazan: Mr. Morrow is truly one of the town's living legends. He's overdue for a local hero medal!

Mr. Morrow: (blushing) Oh, stop it. I just do my job; that's all

Narrator: He was as modest as he was talented, good old Mr. Morrow, and he was always there whenever he was needed. His apothecary was open for business seven days a week, twenty-four hours a day. When the town woke up one sleepy morning to find the apothecary shuttered with the lights off and the doors locked, everyone was very concerned.

Anchor charts and question sets

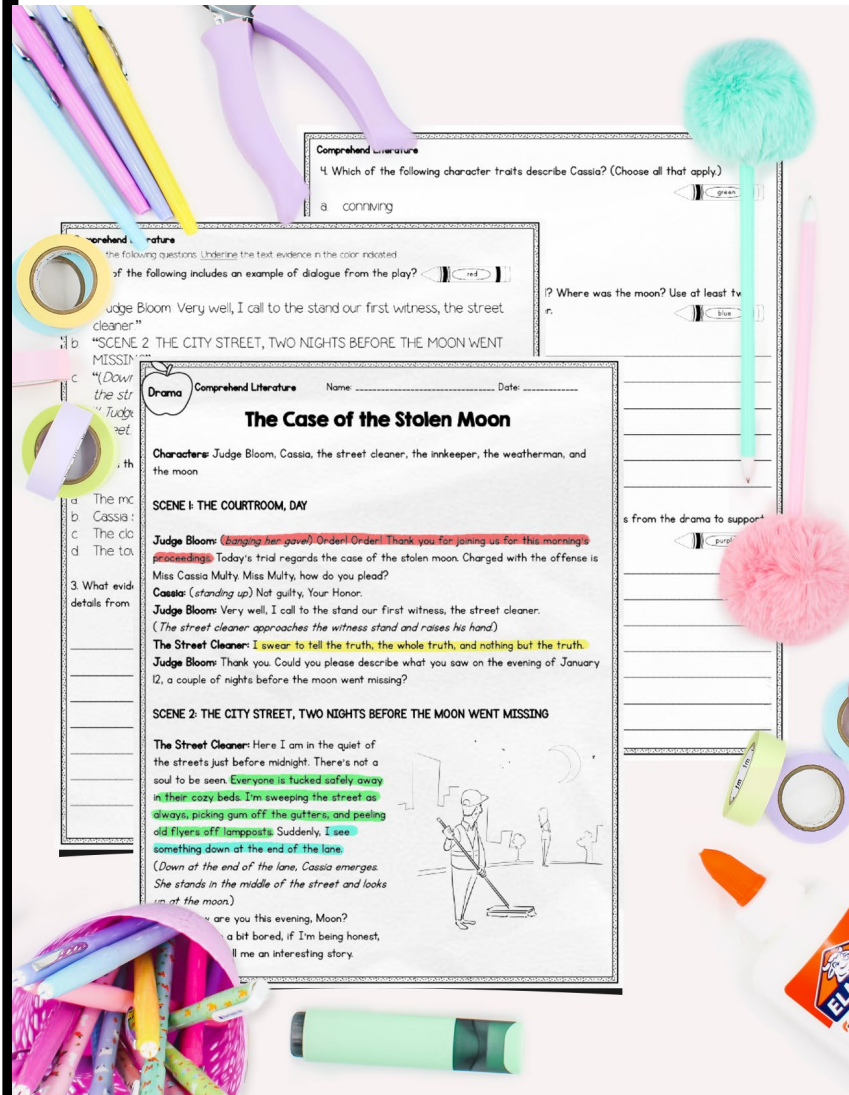
Color coding to encourage students to use text evidence

AND two assessments on nonfiction reading passages

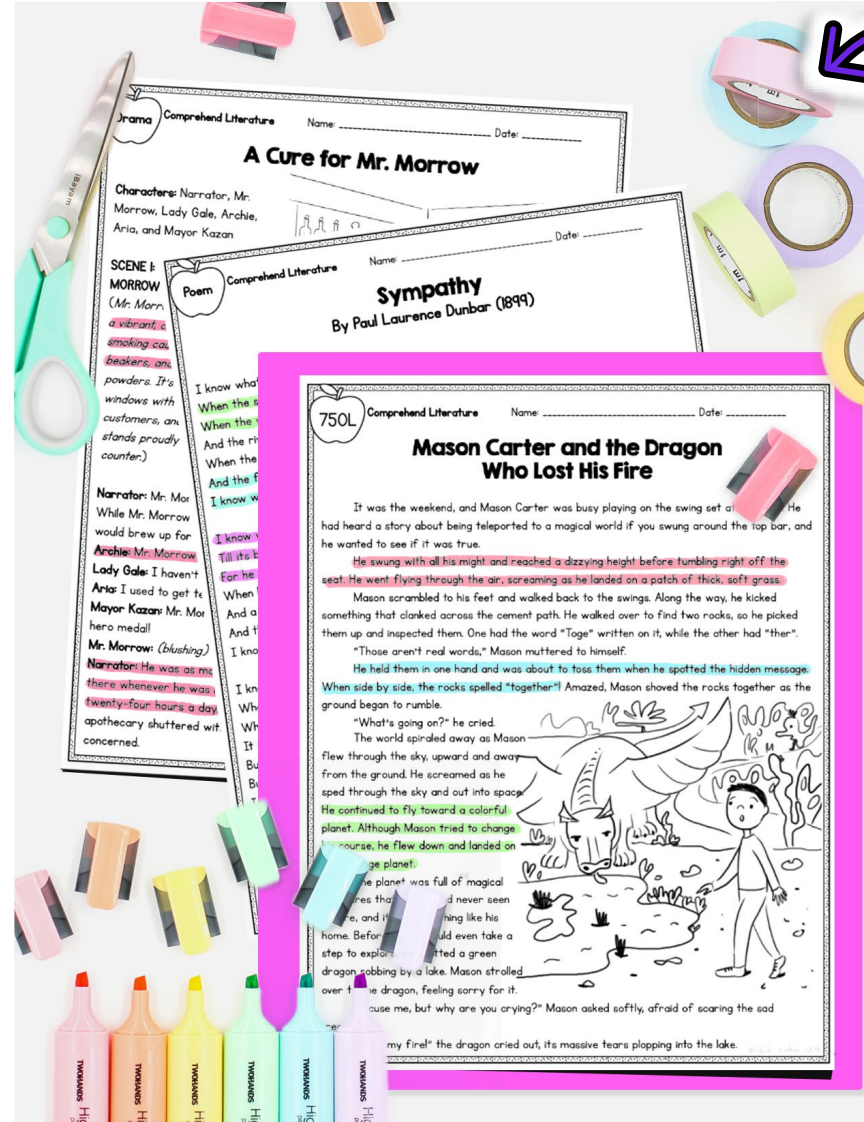
Printable and
Google
Slides Included



12 FICTION PASSAGES



- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



- Variety of text structures to spark comprehension AND curiosity.
- Dive into literary texts including stories, dramas, and poems.

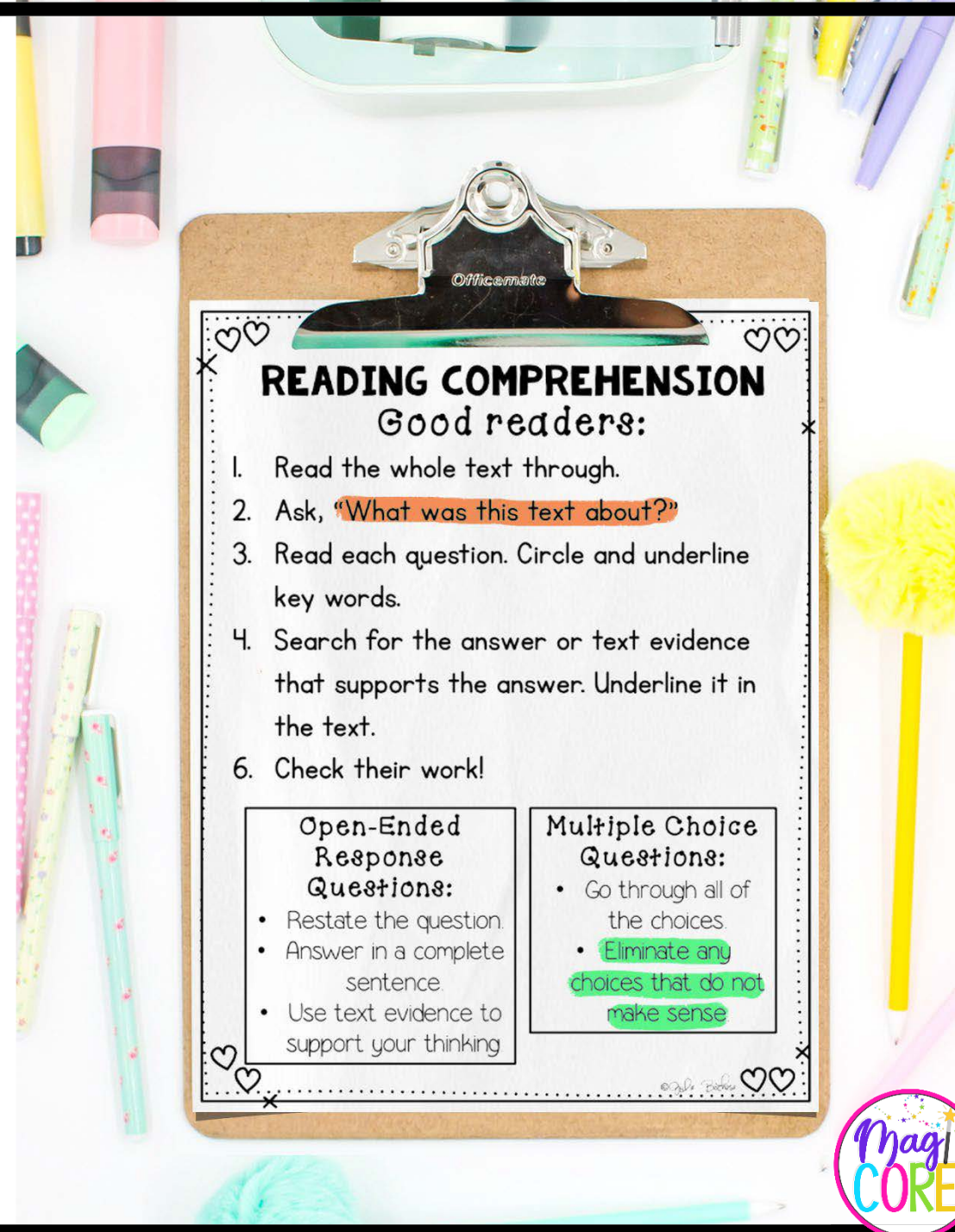
QUESTIONS

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



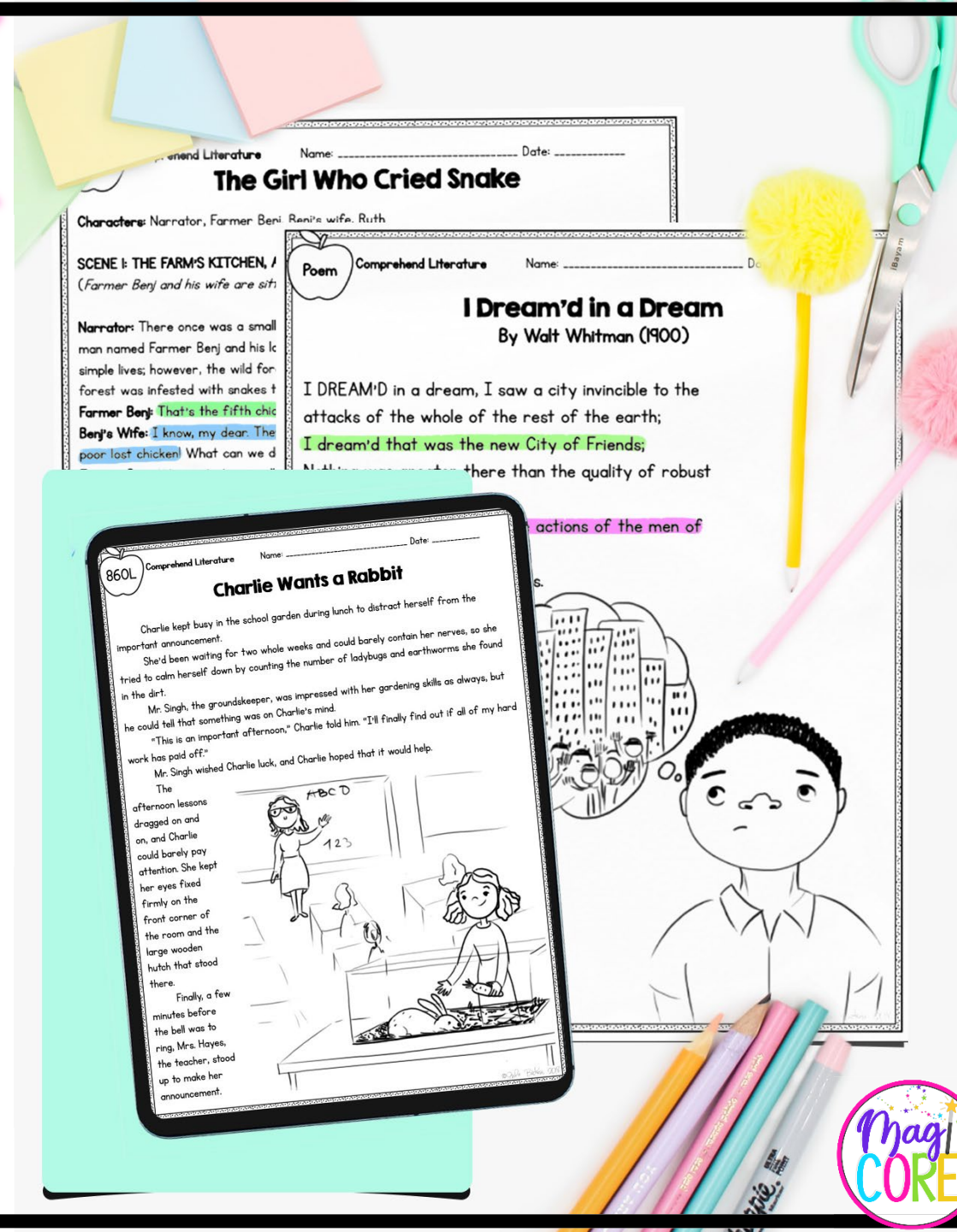
ANCHOR CHART

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



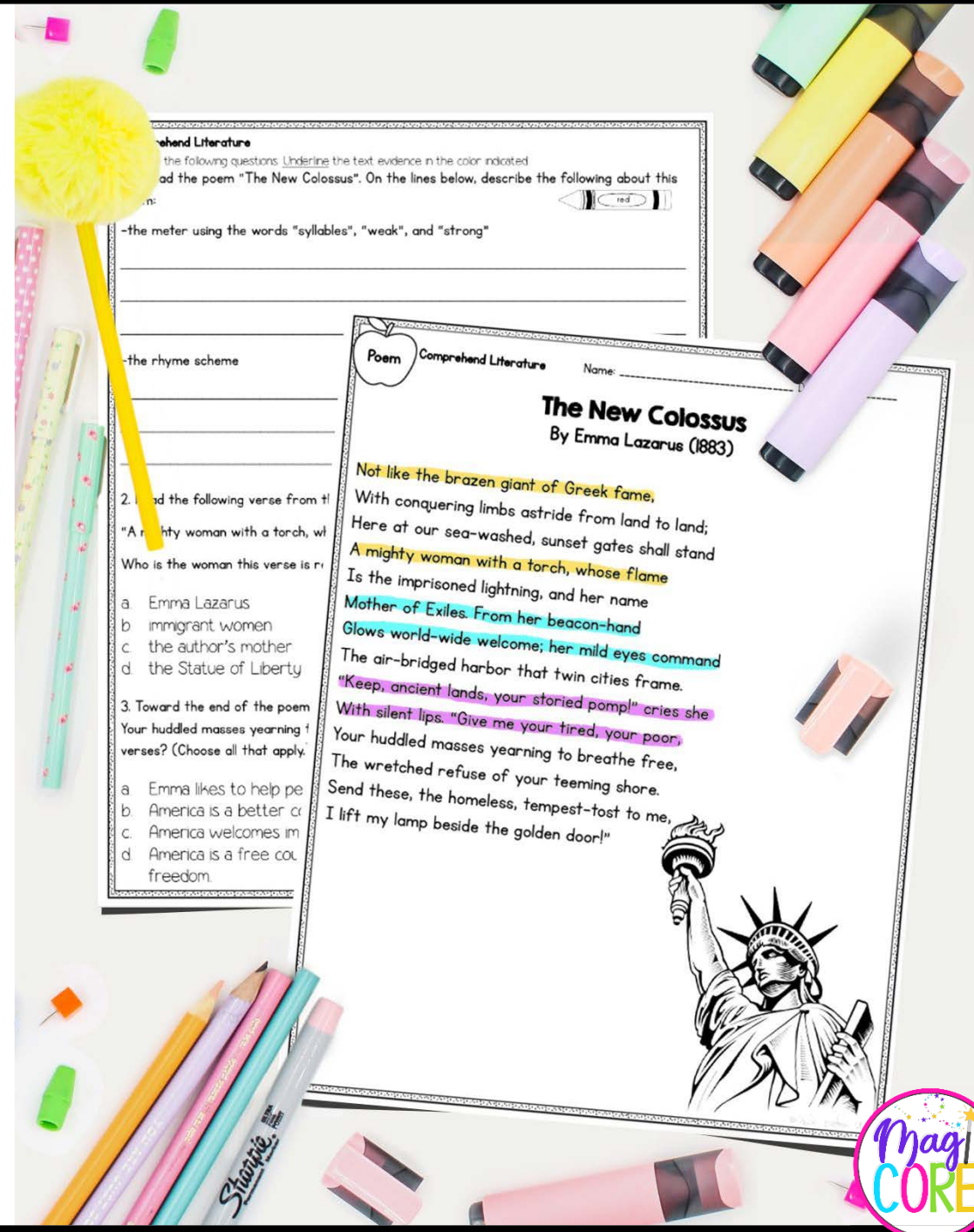
ASSESSMENTS

- Same format as practice
- Three tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



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 200 teachers... and counting!... To help students grow their reading skill



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

 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.

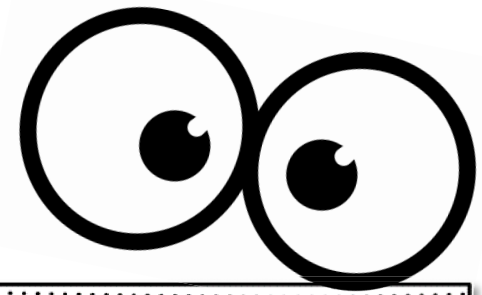
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1200L
6-8	

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 recognize that the expectation that scaffolding will be built into the Standards' grade-by-grade text complexity general movement, however, should be toward developing independence both within and across the text complexity bands."



TAKE A PEEK



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

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2. The Vesak Festival- 780L
3. Midnight's Incident- 750L
4. Journey to Manzanar- 850L

Test

- The Girl Who Cried Snake (Drama)
- "I Dream'd in a Dream" By Walt Whitman (Poem)
- Charlie Wants a Rabbit (M; Story)- 860L



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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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."

READING COMPREHENSION

Good readers:

1. Read the whole text through.
2. Ask, "What was this text about?"
3. Read each question. Circle and underline key words.
4. Search for the answer or text evidence that supports the answer. Underline it in the text.
6. Check their work!

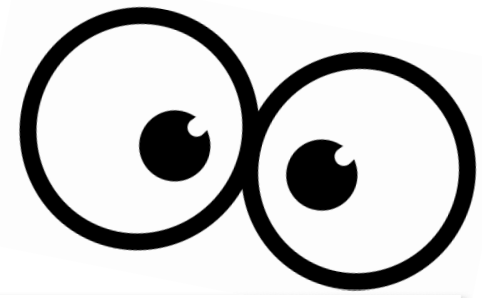
Open-Ended Response Questions:

- Restate the question.
- Answer in a complete sentence.
- Use text evidence to support your thinking.

Multiple Choice Questions:

- Go through all of the choices.
- Eliminate any choices that do not make sense.

AND ANOTHER PEEK



Drama

Comprehend Literature

Name: _____ Date: _____

The 6 O'clock Story with Vanessa Vine

Characters: Vanessa Vine, Dave the cameraman, Tommy Winter, and Professor Kuri

SCENE 1: THE TV STUDIO, EVENING
(*Vanessa Vine is sitting at her desk on the TV set, shuffling through her script. Dave the cameraman has his camera pointed on her.*)

Dave the Cameraman: We're on in three, two, one...

Vanessa Vine: Good evening, everyone! Welcome to the "6 O'clock Story with Vanessa Vine". Tonight, we have a very special guest on the show who will be talking about his latest blockbuster hit, *Sink or Swim*. Please give a very warm welcome to Hollywood legend, Tommy Winter! (*Tommy Winter, a typical movie star, enters and takes a seat next to Vanessa.*)

Tommy Winter: It's a pleasure to be here with you today, Vanessa, and, of course, with your lovely audience.
(*Tommy gives a wink, and the audience cheers.*)

Vanessa Vine: Thank you for taking the time out of your busy schedule to chat with us, Tommy. Now, your latest movie is about your character's whirlwind life of crime and adventure, but you've also had a tumultuous year of ups and downs, haven't you?

Tommy: (*sighing*) You're right, Vanessa. This year has definitely been an eventful one. I was nominated for Best Actor for my last movie, only to miss out to Hunter Collins, and a few weeks after that disappointment, I sadly ended my marriage of five years.

Vanessa: That must have been a tough month for you, Tommy. Here at the "6 O'clock Story", you know that we like to delve into the lives of our guests and ask the questions that matter. Do you mind telling me a bit more about your recent breakup?

Tommy: That's what I'm here for, Vanessa. I wonder where to start...



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SCENE 2: VANESSA'S OFFICE, LATER THAT EVENING
(*Vanessa is packing up her things when Dave the cameraman knocks to come in.*)

Dave the Cameraman: Sorry to bother you, Vanessa. You left this notebook behind in the studio.

Vanessa: Oh, thanks, Dave. You can leave it on my desk.

Dave: Great job again tonight, by the way. You have such a skill for asking those hard-hitting questions.

Vanessa: That's very kind of you, Dave! You've got a skill for the camera work. How long have you been in the business for?

Dave: Well, this year it will be...

(*Vanessa's mobile phone rings, interrupting Dave.*)

Vanessa: Sorry, Dave, I've got to take this. I'll see you tomorrow night!

SCENE 2: THE TV STUDIO, THE NEXT EVENING
(*the same setup as the previous evening*)

Dave the Cameraman: We're on in three, two, one...

Vanessa: Good evening, everyone, and welcome to the "6 O'clock Story with Vanessa Vine". You're in for a real treat with our guest tonight, a world-class astrophysicist who might have just discovered evidence of life beyond Earth! Please welcome Professor Kuri to the studio!
(*Professor Kuri enters and takes a seat next to Vanessa.*)

Professor Kuri: Thank you very much for welcoming me onto your esteemed show, Miss Vine.

Vanessa: Oh, thank you for joining us today, professor. I know that your schedule is very busy with important things like proving the existence of life beyond our planet.

Professor Kuri: (*chuckles*) Yes, that particular pursuit has kept me quite occupied for the last few years!

Vanessa: Indeed it has! Now, before we get stuck into this latest discovery, let's talk about how you got into the field of astrophysics. How did your story begin?

Professor Kuri: Well, ever since I was a child, I've been interested in space...

SCENE 4: VANESSA'S OFFICE, THE NEXT DAY
(*Vanessa is sitting at her desk. She is getting her papers organized for the evening's show when Dave the cameraman rushes in.*)

Dave: Vanessa, sorry to tell you, but tonight's guest, the Prince of Melvala, has had to cancel. There's been an issue with his private jet. What should we do?

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Comprehend Literature

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

1. Which of the following includes an example of dialogue from the play? 

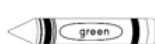
a. "Dave the Cameraman: We're on in three, two, one."
b. "(Tommy Winter, a typical movie star, enters and takes a seat next to Vanessa)"
c. "SCENE 2: VANESSA'S OFFICE, LATER THAT EVENING"
d. "(Vanessa looks at Dave, a smile spreading across her face)"

2. What is this drama mostly about? 

a. Dave becomes a celebrity.
b. Vanessa's guest canceled for the show.
c. Vanessa Vine is fascinated with celebrities.
d. Vanessa Vine's show makes a change for the better.

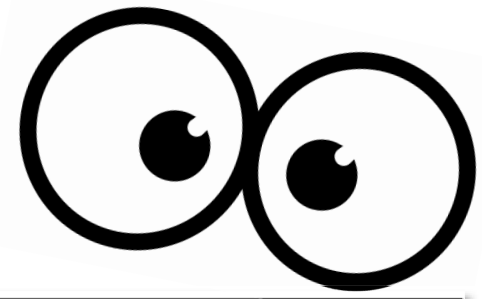
3. What news does Dave give to Vanessa in Scene 4? 

a. Dave is nervous to be in front of the camera.
b. The "6 O'clock Story with Vanessa Vine" is canceled.
c. The CEO of Sweet Things Ltd is about to have a baby.
d. The Prince of Melvala had to cancel his appearance on the show.

4. How does Vanessa solve her problem? 

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CHECK THIS OUT TOO!



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.

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"Well, I'll be happy to help you find it," Mason replied with a smile. "Do you know where it is?"

The dragon hugged Mason tightly, excited for the offer of help.

"I lost it by overusing it. I need to travel to the Bubbly Volcano to get my fire back, but I'm scared to go alone. I've never lost my fire before. Will you help me?" the dragon asked as Mason nodded yes. "Excellent! Hop on my back, and we can fly there."

Mason hopped onto the dragon's back and grabbed two scales for stability. In a blur, the dragon kicked off and flew into the sky. His massive wings flapped as Mason peered down at the magical land below.

"My name's Diego. I've never seen you in Mythic Land before. Welcome!" said Diego.

"What is this place?" asked Mason.

"It's where all magical creatures live in harmony. There are some bad creatures here, but it's amazing most of the time," Diego explained. "How did you travel here?"

"I found some rocks with writing on them," Mason stated, telling his new dragon friend what had happened.

The pair continued to travel through the sky until a vast ocean appeared below. It was calm and still, as if nothing lived in the water.

"I love ocean water. It tastes so fresh!" Diego shouted.

Just then, Diego dove head first toward the water. Mason screamed as he clung to the dragon's scales. To his relief, Diego straightened out just before hitting the surface. He took big gulps of water. Mason relaxed his grip on the scales just as Diego pulled back up.

"Diego, I'm slipping!" Mason hollered.

It was already too late. Mason slipped off and splashed into the water below. He quickly resurfaced and flapped his arms around to stay afloat. He peered up to find Diego way up in the clouds.

"Diego! Come back!" shouted Mason.

As Mason waved for his new friend, he suddenly spotted a shadow lurking in the water. He took a deep breath and dipped under the surface.

He had been right! It was a massive creature with numerous snakeheads. It was coming right at him as he popped back to the surface. As the creature was about to attack, Diego swooshed down and scooped Mason onto his back before flying back into the sky.

"Sorry about that, Mason," said Diego.

"What was that thing?!" Mason hollered, peering down to find the annoying creature staring at him with its many heads.

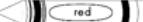
"That was a hydra, and you definitely don't want to be friends with it," Diego replied.

They continued flying away from the ocean as they reached a sky-high jungle. Diego zigzagged between the trees as Mason jumped over and under vines, desperate to remain on the dragon's back.

Comprehend Literature

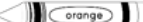
Answer the following questions. Underline the text evidence in the color indicated.

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



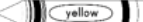
- a. They made Mason fly.
- b. When joined, they spelled "together".
- c. They caused the ground to rumble.
- d. They had words written on them in a different language.

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



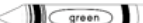
- a. aliens
- b. unicorns
- c. a crying dragon
- d. a colorful planet

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



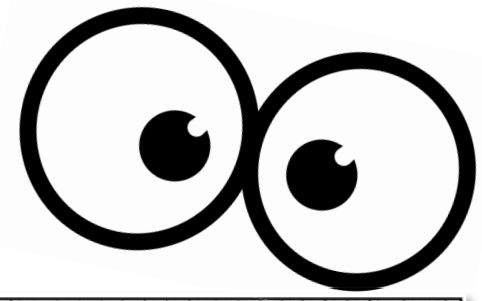
- a. wary
- b. nervous
- c. generous
- d. sympathetic

4. What is Mason on a quest to find?



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UPGRADE THEIR SKILLS!



Poem Comprehend Literature Name: _____ Date: _____

I Dream'd in a Dream

By Walt Whitman (1900)

I DREAM'D in a dream, I saw a city invincible to the attacks of the whole of the rest of the earth;
I dream'd that was the new City of Friends;
Nothing was greater there than the quality of robust love—it led the rest;
It was seen every hour in the actions of the men of that city,
And in all their looks and words.

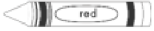


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Comprehend Literature

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

1. The poem "I Dream'd in a Dream" is considered free verse. How does this poem break the traditional rules of meter and rhyme? Why would the author choose to write in free verse?



2. Read the following lines from the poem.



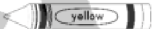
"I DREAM'D in a dream, I saw a city invincible to the attacks of the whole of the rest of the earth;"

What is Walt imagining in these lines?

- a. an invisible city
- b. a quiet and peaceful city
- c. an imaginary city free from judgement
- d. a large bustling city like New York City

3. What is the city a metaphor for?

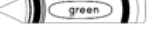
- a. people
- b. the world
- c. Walt Whitman's family
- d. Walt Whitman's friends



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Comprehend Literature

4. What can you infer are the most important qualities of society according to Walt Whitman? Use at least two pieces of evidence from the text to support your answer.



5. What is the theme of this poem? Use at least two examples from the story to support your answer.



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UPGRADE THEIR SKILLS!

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- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



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- ★ Questions focused on skills for each standard



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- ★ 21 reading passages
- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard