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4th Grade Fiction Reading Comprehension Topics and Skills Curriculum Map

Includes 6 fiction reading stories. The before, during, and after reading exercises incorporate effective, research-based reading comprehension strategies including activating prior knowledge, predicting, visualizing, questioning, drawing inferences, summarizing, synthesizing, monitoring and repairing comprehension, and evaluation.

Each subject area covers the following reading format:

- **Before I Read** which develops reasoning, critical thinking skills, and vocabulary development skills to be used prior to reading the passage.
- **While I Read** which develops comprehension, analysis, application, and critical thinking skills during the reading of the passage.
- **After I Read** which focuses on comprehension, summary, and evaluation skills after the passage has been read.

Teacher Notes and Assessments: teacher and student rubrics and read aloud observation form. *Answer Key for all 6 Reading Passages*

Story Topics and Skills:

Story One: Big Sister

RL 4.1 Ask and answer questions to show understanding of text and details.
RL 4.7 Use illustrations to describe characters, events and settings to represent ideas.
RL 4.10 Read and comprehend grade level literature
W. 4.9 Connect personal experiences to ideas and information in the text.

Story Two: Captured by Aliens!

RL 4.7 Use illustrations to describe characters, events and settings to represent ideas.
RI 4.10 Read and comprehend grade-level informational text.
W 4.2 Write an explanatory text to express ideas clearly.
W. 4.9 Connect personal experiences to ideas and information in the text.

Story Three: The Dingledorf

RL 4.1 Ask and answer questions to show understanding of text and details.
RI 4.10 Read and comprehend grade-level informational text.
W. 4.9 Connect personal experiences to ideas and information in the text.

Story Four: Princess Falling Rock

RL 4.1 Ask and answer questions to show understanding of text and details.

RI 4.10 Read and comprehend grade-level informational text.

L 4.4 Determine the meaning of unknown vocabulary.

W. 4.9 Connect personal experiences to ideas and information in the text.

Story Five: The New Ballerina

RL 4.1 Ask and answer questions to show understanding of text and details.

RI 4.10 Read and comprehend grade-level informational text.

L 4.4 Determine the meaning of unknown vocabulary.

W. 4.9 Connect personal experiences to ideas and information in the text.

Story Six: The Vanishing Bracelet

RL 4.1 Ask and answer questions to show understanding of text and details.

RI 4.10 Read and comprehend grade-level informational text.

L 4.4 Determine the meaning of unknown vocabulary.

W 4.3 Write a narrative to develop ideas real or imagined experiences or events.

W. 4.9 Connect personal experiences to ideas and information in the text.



The dingledorf

1. What is the most unusual person you have ever met? Include a description of this character.

A large, empty rounded rectangle with a black border, intended for a student to write their answer to question 1.

3. The Dingledorf poet describes a particularly bad day in his life. Describe a particularly bad day that you had to endure.

A large, empty rounded rectangle with a black border, intended for a student to write their answer to question 3.

2. The dingledorf is an unusual three-syllable animal name. Can you think of other unusual three-syllable animal names? You may have to brainstorm this one with one or two classmates.

A large, empty rounded rectangle with a black border, intended for a student to write their answer to question 2.

4. What is a mastadon?

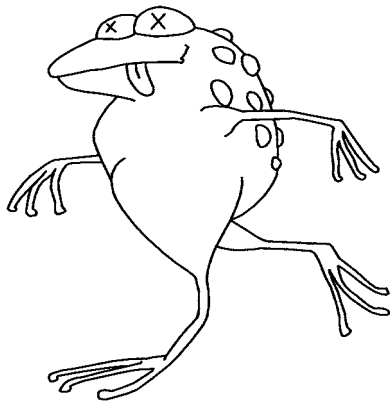
A large, empty rounded rectangle with a black border, intended for a student to write their answer to question 4.

The dingledorf

I met one day a dingledorf,
When I was traveling to
A country town not far from here
Who taught me everything he knew.
It wasn't much,
It took not long,
For he was such a dork.
All that he knew
Could fit into
The pocket of a stock.



Is there such an animal as a dingledorf? On what do you base your answer?



I met one day a three-toed toad,
He hopped a little funny.
He kept a-tripping o'er his feet
And landing on his tummy.
I think he'd had,
Too much to drink,
That was a little naughty!
I meant no ill,
but I slipped and fell,
And squashed his little body.

I met one day a camel herd,
Out back beyond the town,
They were grazing in my uncle's field,
Those two-humped mastodons.
I wonder just,
How quick they are,
I'll take one for a race.
But when I jumped,
Up on his humps,
He spit right in my face!





The dingledorf

1. Using your imagination, describe in detail, the appearance of a dingledorf.

2. From the poem, match each animal with the correct description.

dingledorf

clumsy

toad

rude

camel

not very clever

3. Which of the following idioms do you think would best describe the dingledorf?

(Underline the correct response.)

a) smart as a whip

c) dumb as a post

b) sly as a fox

d) sharp as a tack

4. Investigate: The poem's toad had only three toes on each foot. How many toes does a normal toad have?

5. Describe the toad's fate in this poem.

6. Investigate: Under what circumstances do camels spit at people?