

## **Grade 4 -- Narrative**

### **The Great No-Vacation Vacation**

The “Great No-Vacation Vacation” was Dad’s idea. He planned for Maggie’s whole family to visit Grandma and Grandpa at their farm. Everyone would spend the week doing repairs and other chores, because Dad said it was a lot of work for two people.

Maggie did not mind helping with repairs. She liked to do chores. In fact, she wanted to help. The problem was finding something she could do. Maggie’s cousins were either much older or much younger than she. Maggie was ten. She was five years older than the oldest preschooler, and she was five years younger than the youngest teenager. When the whole family was together, Maggie was right in the middle.

Once Maggie’s family arrived at Grandma and Grandpa’s farm, everyone hugged Maggie. They said they were happy to see her. A short while later, Aunt Mary took the younger cousins to feed the chickens. Maggie felt she was too old to go with them. Maggie’s other aunts and uncles started working, and the older cousins divided up other jobs. They felt Maggie was too young to help them.

Some cousins scraped paint off the toolshed. One cut the grass. Another trimmed the lilac bushes. Others weeded the garden. Maggie offered to help her cousins, but they always turned her down. They said they were almost finished or that the job was too hard for her.

For the next two days, Maggie tried to find ways to help. She watched everyone trim trees, paint fences, and hang wallpaper. She stood by while the others fixed a broken window and repaired the barn. People scurried everywhere. Grandma and Grandpa’s farm looked like a beehive. Maggie began to feel left out.

“It’s hard to be in the middle,” Maggie said to herself as she watched the others. Then she had an idea.

Maggie ran inside and grabbed her camera from her backpack. She went back outside to catch her relatives in action. She still watched everyone, but this time she saw them through the lens of her camera: Grandpa was on a ladder in the garage, tearing out the old ceiling. Cousin Mike was hauling tree branches to the pasture with Grandpa’s tractor. Aunt Terry was brushing thick, red paint onto the barn. Cousin Leah was cleaning out the goldfish pond. Grandma was planting flowers along the side of the house. Maggie took a picture of each of them. By the end of the day, she had a record of all events.

On Saturday, Maggie and her mother went to a store in town and printed out the pictures. They also bought a photograph album. They spent the afternoon arranging the photos in the album.

Sunday was the last day of the “Great No-Vacation Vacation.” Everyone gathered in the backyard for a picnic lunch. Uncle Pat said, “We did so much work this week! How will we remember everything?”

That’s when Maggie showed the family the photograph album she had made for Grandma and Grandpa. Everyone crowded around her to see the pictures.

“Oh, look,” Grandpa said, “that’s me!”

Everyone began to recall the events of the week. One picture showed Uncle Mark with a wet paintbrush stuck to his overalls. Aunt Laura’s favorite picture showed her with twigs sticking out of her hair from clipping hedges. She looked like a deer with antlers.

Grandma said, "Maggie you did a great job of helping us remember this week! I would like to add one more picture to the album. Let's get a picture of the whole family together."

Dad set the camera on a timer so that everyone could be in the picture. Grandma and Grandpa, Mom and Dad, and all the aunts, uncles, and cousins smiled at the camera. And there was Maggie—right in the middle.

1) What is the setting of "The Great No-Vacation Vacation"? (LA.4.1.6.b)

- a) Maggie's backyard
- b) Aunt Terry's barn
- c) Uncle Pat's house
- d) Grandpa and Grandma's farm

2) Who is the main character in this story? (LA.4.1.6.b)

- a) Dad
- b) Maggie
- c) Grandpa
- d) Aunt Mary

3) In the last paragraph, what does the word **recall** mean? (LA.4.1.5.c)

- a) redo
- b) remember
- c) smile about
- d) complain about

4) Which sentence from the story is an opinion? (LA.4.1.6.f)

- a) Maggie was right in the middle.
- b) Maggie ran inside and grabbed her camera.
- c) Maggie felt she was too old to go with them.
- d) Maggie and her mother went to a store in town.

5) Which organizational pattern does this story follow? (LA.4.1.6.f)

- a) sequence
- b) description
- c) cause and effect
- d) compare and contrast

6) "Grandma and Grandpa's farm looked like a beehive." Which literary device is this quote? (LA.4.1.6.d)

- a) alliteration
- b) metaphor
- c) rhythm
- d) simile

7) Which two words best describe Maggie? (LA.4.1.6.d)

- a) pouty and quiet
- b) careless and loud
- c) creative and helpful
- d) young and unhelpful

# C4L Reading - Item Writing Tally Sheet

## Grade 4 - Narrative

**Enter Passage Name Here:**

Gr4 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b>LA 4.1.5.a</b> <i>Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)</i>	1, 2				
<b>LA 4.1.5.c</b> <i>Apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words</i>	2		1		1
<b>LA 4.1.5.d</b> <i>Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)</i>	1, 2				
Gr4 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>					
<b>LA 4.1.6.a</b> <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text</i>	3				
<b>LA 4.1.6.b</b> <i>Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)</i>	1, 2	1	1		
<b>LA 4.1.6.c</b> <i>Summarize narrative text including characters, setting, and plot with supporting details</i>	2		1		1
<b>LA 4.1.6.d</b> <i>Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				1
<b>LA 4.1.6.g</b> <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)</i>	1, 2				

<p><b>LA 4.1.6.h</b>  Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)</p>	2				
<p><b>LA 4.1.6.j</b>  Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text</p>	1, 2, 3				