

Scene by Scene

Track how each scene moves the story forward.

CCSS.ELA-Literacy.RL.3.5 “Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each scene label. Underline one detail in Scene 2 that grows from Scene 1 and one detail in Scene 3 that grows from Scene 2.

The Map by the Pond

- ① Scene 1: At the park, Nia spreads a hand-drawn treasure map on a bench. She and her brother Leo plan to follow it after lunch. A gust of wind lifts the map and drops it near the duck pond. Nia points to the water. “We must get it before it gets wet,” she says. Leo looks for a safe path around the pond.
- ② Scene 2: Leo finds a long stick beside a tree, but it is too short to reach the map. The map floats farther from the edge. Nia remembers a small wooden bridge across the narrow end of the pond. “The bridge will get us closer,” she says. They hurry to the bridge quickly, carrying the stick.
- ③ Scene 3: From the bridge, Leo holds the stick over the water while Nia guides him. The map catches on the stick and slides onto the bridge. It is damp at one corner, but the drawing is clear. Nia smiles. “Now we can begin our treasure hunt,” she says. Leo folds the map and puts it in his pocket.

2 ANSWER WITH EVIDENCE Use the passage

1 What problem begins in Scene 1, and why must Nia and Leo act quickly?

2 How does Scene 2 build on Scene 1? Describe the trouble the children face and their new plan.

3 How does Scene 3 build on Scene 2? Use one detail from each scene in your answer.

4 Explain how the scenes work together to tell the story from problem to solution.

3 YOUR TURN Your own words

Write a new three-scene mini-play about a problem and its solution. Label Scene 1, Scene 2, and Scene 3, write two sentences in each scene, and make each later scene use a detail from the scene before it.

PART 1 • READ AND MARK

Circle each scene label. Underline one detail in Scene 2 that grows from Scene 1 and one detail in Scene 3 that grows from Scene 2. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What problem begins in Scene 1, and why must Nia and Leo act quickly?	Wind blows the map near the duck pond, and they must get it before it gets wet.
2	How does Scene 2 build on Scene 1? Describe the trouble the children face and their new plan.	The map floats farther away, and Leo's stick is too short. Nia plans to use the bridge to get closer.
3	How does Scene 3 build on Scene 2? Use one detail from each scene in your answer.	In Scene 2, the children go to the bridge with the stick. In Scene 3, Leo uses the stick from the bridge to pull the map out of the water.
4	Explain how the scenes work together to tell the story from problem to solution.	Scene 1 starts the problem when the map blows toward the pond. Scene 2 adds a plan to reach it from the bridge. Scene 3 shows the children getting the map back.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Scene 1: Omar brings his red kite to the field. A tree branch catches the kite string when it rises. Scene 2: Omar sees that the string is too high to reach. His friend June finds a long rake in a nearby shed. Scene 3: June lifts the rake, and the string slips free. Omar pulls the kite down and thanks June.

Accept answers that correctly name scenes and explain how an event, problem, object, or plan in one scene leads to the next. For the open task, accept any original three-scene sequence with two sentences per scene and clear connections between successive scenes.