Storm Scene Moves

Notice how dialogue, description, and pacing show a character responding to a problem.

CCSS.ELA-Literacy.W.5.3b "Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each line of dialogue. Circle two descriptions that show the storm or Lena's feelings, and number three action moments that make the storm scene move quickly.

A Sudden Storm

1. Rain tapped the greenhouse roof as Lena carried a tray of young tomato plants to the school garden. Dark clouds pressed low over the playground, and muddy water curled around her boots. She saw the wind bend the tallest sunflower. "We need to cover the plants," Lena said. Her partner, Omar, looked at the sky, then at the thin plastic sheets beside the shed.

2. Omar grabbed one edge, but a gust tore the sheet from his hands. It flew across the garden. Lena ran after it, slipped, and caught herself on the wet path. For one long second, she watched the sheet race toward the fence. Then Omar splashed past her. Together, they trapped it against a wooden post. Lena laughed once, breathless, and held on tightly.

3. At last, the rain softened to a whisper. The two students spread the plastic over the tomato plants and tucked stones along its edges. "That should keep them safe," Omar said. Lena nodded, but her hands still shook. She looked at the bent sunflower and gently tied its stem to a stake. When the bell rang, she and Omar hurried inside, leaving the garden covered and quiet.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Lena say when she first sees the danger? What do her words show that she wants to do?

2. Name two descriptions that help you picture the storm. How do these details make the problem feel urgent?

3. What action is slowed down by the words "For one long second"? How does this slower moment affect the scene?

4. After the plants are covered, what two details show that Lena is still affected by the storm?

3 YOUR TURN

Your own words

Write 4 to 6 sentences about a character protecting something important during sudden weather. Include one line of dialogue, at least two sensory or action descriptions, and a pacing change with one longer scene-setting sentence followed by at least two short sentences during the tense moment.

ANSWER KEY

Storm Scene Moves

GRADE 5 · W.5.3b

PART 1 · READ AND MARK

Underline each line of dialogue. Circle two descriptions that show the storm or Lena's feelings, and number three action moments that make the storm scene move quickly. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Lena say when she first sees the danger? What do her words show that she wants to do?	**"We need to cover the plants." Her words show that she wants to protect the plants.**
2	Name two descriptions that help you picture the storm. How do these details make the problem feel urgent?	**Possible details include "Dark clouds pressed low" and "muddy water curled around her boots." They show worsening weather and make it seem important to act quickly.**
3	What action is slowed down by the words "For one long second"? How does this slower moment affect the scene?	**Lena watches the plastic sheet race toward the fence. The slower moment builds suspense before Omar reaches it.**
4	After the plants are covered, what two details show that Lena is still affected by the storm?	**Her hands still shook, and she gently tied the bent sunflower to a stake.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Clouds rolled over the park as Jada carried her kite toward the picnic shelter, while cold raindrops dotted her arms and the wind snapped the string. "Hold this pole!" she called to Ben. A gust yanked the kite free. Jada lunged. She caught the wet tail beside a puddle, then pressed the kite safely under her jacket.

Accept other accurate text evidence when students explain how dialogue, description, or pacing develops Lena's response. For Part 3, check for the required sentence count, dialogue, descriptions, and a clear shift from slower setup to faster action.