

Light in the Rain

Trace how a narrated moment builds meaning.

10.P.EICC.2.a "Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Number the three moments when the story moves from problem to response to reflection. Underline one detail in each moment that helps you picture or understand it.

The Last Lantern

- ① On the evening of the neighborhood lantern walk, I volunteered at the old train depot, where volunteers handed out paper lights to families. Rain had turned the gravel lot black and glossy. Just as the first group arrived, the power failed, and the string lights over our table went dark. My phone held only six percent battery. Behind me, a little boy began to cry because he could not find his mother in the crowd. I wanted to leave the problem for an adult, but every adult was searching for flashlights.
- ② I remembered the box of unused lanterns beneath the table. Their thin paper would not light the path, but their wooden handles could make a line. I asked two friends to hold the first lanterns high while I placed the rest along the edge of the lot. Then I called, "Walk toward the train door if you need help." The boy's mother heard us and hurried through the rain. When she reached him, she squeezed my wet shoulder before pulling him close. More families followed our small lantern trail into the depot.
- ③ Later, the electricity returned, and the planned walk continued, brighter than before. Yet I kept thinking about the dark minutes, when no one had given me instructions. I had assumed responsibility belonged to the people with radios and clipboards. That night showed me that responsibility can begin with noticing what is needed and using what is nearby. The lanterns were not magical, and I was still nervous, but a useful idea became real only after I spoke and acted. At the depot, I learned that courage sometimes looks like arranging ordinary objects in the rain.

2 ANSWER WITH EVIDENCE Use the passage

- 1 How do the rain, darkness, and crowded lot raise the stakes of the narrator's situation? Use two details from the story.

- 2 What choice does the narrator make instead of waiting for an adult, and how does that choice address the immediate problem?

- 3 Why does the author include the detail about the mother squeezing the narrator's wet shoulder?

- 4 What central insight does the narrator gain by the end, and how do the events lead to that insight?

3 YOUR TURN Your own words

Write a 120 to 150 word, three-paragraph narrative about a real or imagined moment when you faced an unexpected problem. Use concrete setting details, show the action you took, and end with a reflection about what the experience taught you.

PART 1 • READ AND MARK

Number the three moments when the story moves from problem to response to reflection. Underline one detail in each moment that helps you picture or understand it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the rain, darkness, and crowded lot raise the stakes of the narrator's situation? Use two details from the story.	The rain makes the lot slippery and hard to see, the power failure removes the lights, and the crowd makes it difficult for the boy to find his mother.
2	What choice does the narrator make instead of waiting for an adult, and how does that choice address the immediate problem?	The narrator uses the lanterns to create a visible trail and asks friends to hold them up, helping the boy's mother and other families find the depot.
3	Why does the author include the detail about the mother squeezing the narrator's wet shoulder?	It shows the mother's relief and confirms that the narrator's actions helped reunite her with her son.
4	What central insight does the narrator gain by the end, and how do the events lead to that insight?	The narrator learns that responsibility can begin by noticing a need and taking useful action. The power failure and the lost boy force the narrator to act without instructions.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At six Saturday morning, I opened the greenhouse for our community plant sale. Damp soil and tomato leaves scented the air. Before buyers arrived, the hose nozzle snapped off. Water raced across the concrete and soaked the labels beside the herbs. For a minute, I watched the puddle spread and imagined wilted plants. Then I moved trays away from the water and called my uncle. While he searched for a new nozzle, I filled buckets at the kitchen sink. My arms ached on the stairs, but each tray received water. By opening time, the floor was dry and the seedlings stood upright. I had not fixed the hose, but I had protected the sale. Before that morning, I thought responsibility meant knowing the answer immediately. Carrying buckets taught me to begin with the next useful action.

Accept equivalent interpretations that use accurate story evidence. For the narrative, accept real or imagined experiences that meet the length and paragraph requirements and include a setting, challenge, response, and reflection.