Storm at the Garden

Notice how details, dialogue, and pacing shape a problem-and-solution narrative.

7.T.T.1.e "Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two sensory details, circle each line of dialogue, and number the three words or phrases that show the order of actions. Notice how these choices build urgency and show a solution.

The Broken Window

1 At dusk, Maya carried the last box of seed packets into the community garden shed. Rain tapped the metal roof, faster and louder, while wind pushed the door against her shoulder. She heard a sharp crack from the greenhouse. "That did not sound good," Mr. Ortiz said, grabbing a flashlight. Maya followed him across the muddy path. The beam shook over bent tomato cages, then stopped at a broken window. Cold drops speckled Maya's arms as she stared at the dark opening.

2 "The storm could ruin the seedlings," Maya said. Mr. Ortiz nodded, but he did not rush toward the greenhouse. First, he checked the loose roof panel. Next, he pulled a tarp from the shed. Finally, he handed Maya a roll of tape. Together, they covered the window before the rain reached the trays inside. Maya exhaled. The tiny green leaves still stood upright, bright under the flashlight. Outside, thunder rolled away, and the rain softened to a whisper.

3 By morning, the garden path glittered with puddles. Maya returned with a notebook and counted every damaged plant. Only three basil sprouts had snapped. She sketched their bent stems, then wrote a sign asking neighbors to bring clear plastic bottles. "We can make covers for the next storm," she explained at Saturday's market. People filled a crate with bottles before noon. As Maya carried the crate back to the garden, she noticed new leaves turning toward the sun. The broken window had become a plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy one sensory detail from paragraph 1. What does it help the reader imagine?

2. How does Maya's line, "The storm could ruin the seedlings," increase the urgency of the problem?

3. How do the words "First," "Next," and "Finally" affect the pacing in paragraph 2?

4. How does the final sentence, "The broken window had become a plan," help achieve the passage's purpose?

3 YOUR TURN

Your own words

Write a 6- to 8-sentence narrative about responding to an unexpected problem at school or in your community. Include one line of dialogue, at least two sensory details, and time-order words such as "First," "Next," and "Finally" to build urgency and show a solution.

ANSWER KEY

Storm at the Garden

GRADE 7 · 7.T.T.1.e

PART 1 · READ AND MARK

Underline two sensory details, circle each line of dialogue, and number the three words or phrases that show the order of actions. Notice how these choices build urgency and show a solution. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy one sensory detail from paragraph 1. What does it help the reader imagine?	**"Cold drops speckled Maya's arms" helps the reader imagine the wet, uncomfortable storm.**
2	How does Maya's line, "The storm could ruin the seedlings," increase the urgency of the problem?	**It tells the reader what could be lost if Maya and Mr. Ortiz do not act quickly.**
3	How do the words "First," "Next," and "Finally" affect the pacing in paragraph 2?	**They show the actions in clear, step-by-step order, making the response feel organized and urgent.**
4	How does the final sentence, "The broken window had become a plan," help achieve the passage's purpose?	**It turns the damage into a hopeful solution and shows how the community can prepare for future storms.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

During lunch, the library's ceiling began to drip onto the new books. The sharp smell of wet paper filled the quiet room. "Move the cart," I told Devon as water splashed beside our shoes. First, we rolled the books away from the leak. Next, we spread plastic bags across the shelves. Finally, the custodian arrived with a bucket, and the steady dripping slowed to a soft plink. As I dried the last cover, I understood that quick teamwork can protect something important.

Accept different quoted sensory details if the student explains the image or feeling created. For the open response, look for a clear problem and solution, dialogue, sensory language, and ordered actions that create pacing.