Cue the Storm

Trace how transitions move a story from problem to solution.

7.W.3.b "Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline four phrases or clauses that tell when or where events happen. Number the tablet failure, Maya's improvised sound cue, and her backup plan 1 to 3 to trace the event sequence.

The Storm Cue

1 An hour before the school play, Maya tested every sound cue on the tablet behind the curtain. The storm scene needed thunder just as the actor playing the captain shouted, "The sky is breaking!" During rehearsal, the recording had worked perfectly. Now the tablet showed a frozen screen, and tapping it did nothing. In the auditorium, families were already finding their seats. Maya tried restarting the tablet, but the screen stayed dark. Without the thunder, the captain's startled pause would seem strange.

2 As the first scene began, Maya hurried into the prop room across the hall. She remembered the large drum the cast had used that morning, but someone had carried it to the band room. Instead, she grabbed a thin metal tray from a shelf. Backstage again, she shook it gently. Its rattle sounded like rain, not thunder. The captain walked toward the storm scene, and Maya's hands began to sweat. Then she noticed a wooden stool beside the curtain and formed a plan.

3 When the captain cried, "The sky is breaking!" Maya struck the stool with her palm and shook the tray above it. A deep thud followed by a sharp rattle filled the auditorium. The captain paused, looked up, and hurried across the stage as the script required. After the final bow, the director found Maya backstage and asked how she had made the sound. Maya showed her the stool and tray. The next morning, she wrote an emergency sound plan for every scene before putting the tablet away.

2 ANSWER WITH EVIDENCE

Use the passage

1. What earlier time does "During rehearsal" take you to? How does that moment contrast with the problem Maya faces now?

2. How does "As the first scene began" make Maya's trip to the prop room feel urgent?

3. What two actions does Maya take when the captain cries his line? How do they make his next action believable?

4. Which phrase moves the story to the next day? What does Maya do then to prevent the same problem?

3 YOUR TURN

Your own words

Write one paragraph about a student whose planned shortcut home is blocked. Show the problem, a turning point, and a solution in logical order; use at least three different time or place transitions, including one that shifts to a new setting.

ANSWER KEY

Cue the Storm

GRADE 7 · 7.W.3.b

PART 1 · READ AND MARK

Underline four phrases or clauses that tell when or where events happen. Number the tablet failure, Maya's improvised sound cue, and her backup plan 1 to 3 to trace the event sequence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What earlier time does "During rehearsal" take you to? How does that moment contrast with the problem Maya faces now?	**It takes the reader to an earlier rehearsal, when the recording worked. Now the tablet has failed before the play.**
2	How does "As the first scene began" make Maya's trip to the prop room feel urgent?	**The play is already underway, so Maya has little time to find a replacement sound before the storm scene.**
3	What two actions does Maya take when the captain cries his line? How do they make his next action believable?	**She strikes the stool and shakes the tray, making a thud and rattle. Those sounds give the captain a reason to pause and look up.**
4	Which phrase moves the story to the next day? What does Maya do then to prevent the same problem?	**"The next morning" shifts the time. Maya writes an emergency sound plan for every scene.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

After school, I headed down the alley behind the bakery, hoping to beat the rain. At the corner, a locked gate blocked the path I usually took. While thunder rolled overhead, I remembered the covered walkway beside the library. Across the street, I spotted its blue roof, but a wide puddle hid the curb. When the traffic light changed, I crossed at the marked crosswalk and reached the walkway. Minutes later, I arrived home dry, with a new route for rainy days.

Accept other accurate descriptions of how a transition establishes time or setting. In Part 3, look for a clear cause-and-effect sequence and at least three varied transitions, one of which moves to a new setting.