Boat on the Run

Read how actions, dialogue, and time words shape a story.

C.3.3 "Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. With guidance and support from adults..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that show when events happen, then number three important actions in the order they happen to trace how the problem is solved.

The Boat with a Star

1. On Saturday morning, I carried a paper boat to the creek behind our apartment. My little brother, Leo, had painted a bright red star on its sail. "Let me send it off!" he said. I set the boat in the slow water, but a gust pushed it under a low branch. Leo's smile vanished. The boat was stuck where neither of us could reach.

2. First, I tried to grab the boat with my hands, but the muddy bank was too steep. Leo picked up a long stick. "Maybe this will work," he said, holding it out. I felt nervous when the stick bent near the water. Then Leo gently nudged the branch, and the boat slipped free. It floated straight toward a pile of rocks.

3. For a moment, we both froze. I ran along the bank while Leo pointed at the boat. Near the rocks, I reached out with the stick and pulled the boat to shore. "Our star made it!" Leo cheered. I laughed and brushed wet leaves off the sail. At last, we took the boat home to dry, and Leo drew a blue wave beside his red star.

2 ANSWER WITH EVIDENCE

Use the passage

1. What problem starts the story? What new problem comes after Leo uses the stick?

2. What does Leo say when he has an idea, and what does he do next?

3. What action makes the narrator feel nervous? How do you know?

4. How does the ending show that the boat's trouble is over? Give two details.

3 YOUR TURN

Your own words

Write a six-sentence story about a character who loses something at a school event and finds it in a surprising place. Show where the story begins, include dialogue and a feeling, use First, Then, and At last, and end by telling what happens to the found item.

ANSWER KEY

Boat on the Run

GRADE 3 · C.3.3

PART 1 · READ AND MARK

Underline words that show when events happen, then number three important actions in the order they happen to trace how the problem is solved. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What problem starts the story? What new problem comes after Leo uses the stick?	**The boat gets stuck under a branch. After Leo frees it, the boat floats toward a pile of rocks.**
2	What does Leo say when he has an idea, and what does he do next?	**Leo says, "Maybe this will work." He uses the stick to nudge the branch.**
3	What action makes the narrator feel nervous? How do you know?	**The stick bends near the water. The narrator says, "I felt nervous."**
4	How does the ending show that the boat's trouble is over? Give two details.	**The children take the boat home to dry, and Leo draws a blue wave on its sail.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the school art show, Mina could not find her yellow mitten. First, she checked the coat hooks and felt worried. "Look under the paint table," her friend Sam said. Then Mina saw the mitten hanging from a clay dinosaur's tail. She laughed because it looked like the dinosaur had a yellow flag. At last, Mina took her mitten home and told her family about the silly dinosaur.

For the marking job, accept any three important actions numbered in story order, such as the boat getting stuck, Leo freeing it, and the narrator pulling it to shore. For the questions, accept accurate paraphrases supported by the passage.