

Glow Trail Story

Study how a model narrative orders events and adds details.

CCSS.ELA-Literacy.W.5.3 "Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Find these four events: the boy reaches the gate; Maya chooses stones; Maya places the stones; Maya paints stripes. Write 1, 2, 3 and 4 beside their sentences in story order. Underline two sensory details that help you imagine the scene.

Maya's Night Walk

- ① On Saturday evening, Maya carried a jar of glow paint to the community garden. The path beside the tomato beds was hard to see after sunset, and the garden club planned a night walk. Maya wanted to paint small rocks so visitors could follow the trail safely. Crickets chirped under the fence while she set the jar beside a watering can.
- ② First, she chose flat stones from a dry corner near the shed. She brushed off soil with an old towel and painted one bright stripe across each stone. As the paint dried, Maya lined the stones along the path, leaving a few steps between them. A cool breeze lifted the smell of basil, and silver clouds slid across the moon.
- ③ Then the first walkers arrived with flashlights tucked under their arms. They paused when the rocks began to glow like tiny green lanterns. Maya watched a little boy point from one shining stone to the next, and he reached the gate without stepping into the muddy grass. When the walk ended, Maya tucked the empty paint jar into her bag and smiled.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 How does the first paragraph establish Maya's goal for the evening?

2 What does Maya do after she paints the stripes on the stones?

3 Name one sensory detail from the passage. What does it help the reader imagine?

4 How does the final paragraph show the result of Maya's actions?

3 YOUR TURN

Your own words

Write a three-paragraph narrative of 90 to 120 words about making a place safer or easier for others. Include a clear beginning, middle, and ending, at least three sequence words, two sensory details, and an ending that shows the result.

Tell a connected story

Write the beginning, middle and ending as three paragraphs. Include at least three sequence words and two sensory details. Make the ending show the result of the character's actions. Keep the whole story within 90-120 words and leave a blank line between paragraphs.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1 • READ AND MARK

Find these four events: the boy reaches the gate; Maya chooses stones; Maya places the stones; Maya paints stripes. Write 1, 2, 3 and 4 beside their sentences in story order. Underline two sensory details that help you imagine the scene. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph establish Maya's goal for the evening?	Maya wants to paint rocks so visitors can safely follow the garden path after sunset.
2	What does Maya do after she paints the stripes on the stones?	She lines the stones along the path, leaving a few steps between them.
3	Name one sensory detail from the passage. What does it help the reader imagine?	Possible answer: "Crickets chirped under the fence" helps the reader imagine the sounds of the garden at night.
4	How does the final paragraph show the result of Maya's actions?	The glowing rocks help a little boy reach the gate without stepping into the muddy grass.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Narrative: Before the school art show, Eli noticed that visitors bumped the loose sign near the gym door. He decided to make a welcome sign from cardboard and string. The hallway smelled like floor wax, and rain tapped against windows.

First, he measured the cardboard and drew large blue arrows with a marker. Next, he punched two holes and tied the sign to a rolling stand. His fingers felt sticky from the tape, but the arrows pointed clearly toward the gym.

Finally, Eli placed the stand by the front entrance before families arrived. Soon, people followed the arrows without stopping to ask for directions. When Eli saw a grandfather reach the gym with a smile, he knew his sign had helped.

TEACHER ASSESSMENT NOTES

The passage and model are fictional narratives. Mark the target events in story order: 1 Maya chooses flat stones; 2 she paints a bright stripe on each; 3 she lines the stones along the path; 4 the boy reaches the gate. The second target shares its sentence with brushing off soil; number that whole sentence. Accept sensory details such as crickets chirping, the smell of basil, a cool breeze or the glowing green stones. Require three real narrative paragraphs, 90-120 words, at least three sequence words, two sensory details and an ending connected to the character's actions. Model examples include Before, First, Next and Finally; floor-wax smell, tapping rain and sticky fingers supply sensory detail. Keep the activity focused on writing, not carrying out a night walk.