

A Story Takes Shape

Notice how a narrative organizes events and feelings.

ELA.3.C.1 "Communicating Through Writing"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline any three words or phrases that tell when events happen. Circle one phrase showing worry and one showing pride.

The Library Card

On Tuesday afternoon, I hurried into the library with my class. I had waited all week to borrow a book about sea turtles. Near the checkout desk, I reached into my backpack and felt only crumbs from my snack. My library card was gone, and my stomach tightened. I looked under my folders and inside my pencil case.

First, I told Ms. Ramos, the librarian, what had happened. "Take a slow breath," she said. "Where did you use the card last?" I remembered scanning it in our classroom before lunch. Next, my friend Tia and I walked back to look. Under a reading rug, I spotted the blue card. "There it is!" I shouted.

Finally, I returned to the library and checked out the sea turtle book. I thanked Ms. Ramos and Tia for helping me. As I opened the book, I felt proud because I had stayed calm and searched carefully. At home that night, I put my card in a small pocket of my backpack, ready for the next library day.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 What words tell the setting, including the time and place, at the beginning of the narrative?

2 Find First, Next, and Finally. How do these words help the reader follow the story?

3 How does Ms. Ramos's question help move the story forward?

4 What final action and feeling create the ending?

3 YOUR TURN _____ Your own words

Write a personal or imagined story about solving a small problem. Use the three spaces for three paragraphs. Include time words, dialogue, a feeling detail, and an ending that follows the solution.

Beginning

Introduce the person, time, place, and problem. Add a detail showing how the person feels. Write two or three sentences.

Middle

Tell the actions in order. Use at least two time words or phrases, and include one spoken line in quotation marks. Write about three sentences.

Ending and check

Tell what happens after the problem is solved. Show a final feeling or action. Write two or three sentences. Read all three paragraphs with a partner and improve one unclear part.

PART 1 • READ AND MARK

Underline any three words or phrases that tell when events happen. Circle one phrase showing worry and one showing pride. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What words tell the setting, including the time and place, at the beginning of the narrative?	"On Tuesday afternoon" and "into the library with my class."
2	Find First, Next, and Finally. How do these words help the reader follow the story?	They show the order of telling the librarian, returning to look, and coming back to borrow the book.
3	How does Ms. Ramos's question help move the story forward?	It helps the narrator remember using the card in the classroom before lunch.
4	What final action and feeling create the ending?	The narrator puts the card in a backpack pocket and feels proud.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On Saturday, I carried tomato seedlings toward our garden. A gust tipped one pot, spilling soil across the porch. My cheeks felt hot as I stared at the mess.

First, I called, "Dad, can you help me?" He brought a dustpan while I held the plant upright. Next, we scooped the soil back into the pot and gave the seedling a little water.

Finally, we placed the pot beside the fence, out of the wind. I felt relieved when the plant stood tall again. Next time, I would carry each pot with both hands.

TEACHER ASSESSMENT NOTES

This writing-cluster practice targets Grade 3 narrative writing. Accept any three accurate time markers, including On Tuesday afternoon, First, before lunch, Next, Finally, or At home that night. Worry: my stomach tightened; pride: I felt proud. The model visibly uses three paragraphs. Assess logical sequence, descriptive feeling detail, dialogue, varied transitions and a connected ending. Support planning and revision without replacing the child's ideas.