

# Same Storm, Three Structures

Compare how three stories organize the same storm.

**CCSS.ELA-Literacy.RL.8.5** "Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** These are fictional versions of one event. Circle two time or cause signals in each. Label the structure: chronological order, cause and effect, or a present-past-present frame. Explain each label using a signal you circled. Compare what each structure emphasizes.

### Storm at Harbor Point: Three Invented Narratives

- ① Text A, Before the Wind: At 4:40, Inez watched clouds cover Harbor Point and told the crew to pull in the nets. At 5:05, wind snapped a worn dock rope. The boat struck the pier, splintering its rail. Inez sent the passengers below deck and called for help while the crew tied a second rope. At 5:20, dock workers arrived with extra lines and held the boat steady. By 5:30, the wind eased. Inez counted the passengers twice; everyone was safe. Only then did her hands stop shaking.
- ② Text B, Why the Rail Broke: The rail was splintered because the boat had struck the pier. That impact followed the snapping of a worn dock rope under the wind's pressure. Because the damaged deck was unsafe, Inez sent the passengers below and called for help while the crew tied a second rope. The second rope alone could not hold the boat steady, so dock workers brought extra lines. Their help kept the boat at the pier until the wind eased. Inez looked from the broken rail to the safe passengers: a small weakness had needed many helping hands.
- ③ Text C, Inez's Memory: The broken rail hangs above my desk now. Whenever I look up, I return to that afternoon: clouds gathering at 4:40, then the rope snapping at 5:05. I hear the hull scrape the pier again. I see passengers moving below while I call for help and the crew ties a second rope. Then I remember the dock workers arriving with extra lines at 5:20. By 5:30, the wind is quiet and everyone is safe. Back at my desk, I touch the rough wood. I keep it for the hands that helped, not for the storm.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

- 1** How does Text A arrange events? Give two signals and explain how the order affects a reader's experience of danger and relief.

---

---

---

- 2** Compare Text B's opening and organization with Text A's. How does B guide readers toward a different meaning?

---

---

---

- 3** How does Text C move between the present and the past? Explain how that frame contributes to its reflective style.

---

---

---

- 4** Texts B and C both value help from others. Compare how their different structures develop that shared idea, using one detail from each.

---

---

---

**3 YOUR TURN**

Your own words

Write two 35-45-word fictional accounts of the SAME event. Keep its people, actions and outcome consistent. Use chronological order in Account 1 and cause and effect in Account 2. Then compare what each structure makes readers notice. Count only each account's body, excluding its heading.

**Account 1: Chronological**

Tell what happens in time order. Use 35-45 words and at least two time signals.

---

---

---

---

---

---

**Account 2: Cause and effect**

Retell the same facts by linking causes, effects and responses. Use 35-45 words and at least two cause-and-effect signals.

---

---

---

---

---

---

**Compare the effects**

Write one or two sentences explaining how the structures create a difference in meaning or style. Point to a specific choice in each account.

---

---

---

---

**PART 1 • READ AND MARK**

These are fictional versions of one event. Circle two time or cause signals in each. Label the structure: chronological order, cause and effect, or a present-past-present frame. Explain each label using a signal you circled. Compare what each structure emphasizes. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                                | ANSWER                                                                                                                                                                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How does Text A arrange events? Give two signals and explain how the order affects a reader's experience of danger and relief.          | <b>Text A is chronological: 4:40 precedes 5:05, then 5:20 and 5:30. Moving through the danger before the safe outcome builds tension and then relief; Inez's shaking hands reinforce this.</b>                                                             |
| 2 | Compare Text B's opening and organization with Text A's. How does B guide readers toward a different meaning?                           | <b>B begins with the broken rail, an effect, then traces its causes and the responses. A follows time order. B highlights how a worn rope created a problem requiring shared help, while A makes readers experience the danger unfolding.</b>              |
| 3 | How does Text C move between the present and the past? Explain how that frame contributes to its reflective style.                      | <b>It begins at Inez's desk, recalls the storm, then returns to the desk. The present-day rail frames the memory as lasting gratitude, giving the events a personal, reflective meaning.</b>                                                               |
| 4 | Texts B and C both value help from others. Compare how their different structures develop that shared idea, using one detail from each. | <b>B links a weak rope to damage and successive help, ending with many helping hands. C returns from a memory of the workers to Inez keeping the rail for those hands. B emphasizes connected causes and responses; C emphasizes gratitude that lasts.</b> |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

**Account 1: Chronological.** At noon, Maya left the greenhouse vent open. An hour later, cold rain soaked the seedlings. Maya hurried inside, closed the vent, and covered the trays. By sunset, the sheltered plants stood upright again, and she finally breathed easily.

**Account 2: Cause and effect.** Because Maya left the greenhouse vent open, cold rain soaked the seedlings. The bent plants frightened her, so she closed the vent and covered the trays. That shelter helped the plants stand upright again by sunset, easing her worry.

**Comparison.** The chronological account follows Maya through the crisis before the relief at sunset. The cause-and-effect account links her mistake to the damage and her repair to the recovery, emphasizing responsibility.

### TEACHER ASSESSMENT NOTES

All three readings are literary classroom narratives, not historical logs or scientific reports. Accept equivalent structural labels and supported interpretations. A: time signals include the four times and 'Only then'; B: 'because', 'followed', 'so', 'until'; C: 'now', 'Whenever', 'that afternoon', 'Then', 'By 5:30', 'Back at my desk'. C contains chronological events inside a present-past-present frame. Count each sample account separately without its heading. Both greenhouse accounts preserve the open vent, cold rain, closed vent, covered trays and recovery by sunset; minor compatible emotional details may vary. Require consistent central events in student versions, not identical wording. Key samples are possibilities, not the only correct interpretations.