

Lesson 15 Text Structures, Part 2: Chronology and Problem-Solution

Lesson Objectives

Describe the overall structure (e.g., chronology . . . problem/solution) of events, ideas, concepts or information in a text or part of a text.

Reading

- Identify and describe the features of a chronological text structure.
- Describe sequence in a text.
- Identify and describe the features of a problem–solution text structure.

Writing

• Draw evidence from informational text to support analysis and reflection.

Speaking and Listening

• Pose and respond to specific questions and contribute to discussions.

Language

- Use context to determine the meaning of unknown words and phrases.
- Use academic vocabulary.

Academic Talk

See Glossary of Terms, pp. TR2-TR9

- text structures
- problem-solution
- chronology

Learning Progression

Grade 3

Students use text features and search tools, including key words and sidebars, to locate information on a topic.

Grade 4

Building on Grade 3, students expand their understanding of how a text is constructed by identifying basic organizational patterns, including chronological and problem–solution text structures.

Grade 5

Grade 5 increases in complexity by requiring students to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

Lesson Text Selections

Modeled and Guided Instruction



Treating the Red Fox by Mark B. Champlin Genre: Memoir

Guided Practice



30 Seconds of Fuel by Theresa Baker **Genre:** History Article

Independent Practice



Tiger of the Snows by Tenzing Norgay **Genre:** Autobiography

Lesson Pacing Guide

Whole Class Instruction 30–45 minutes per day

Day 1

Teacher-Toolbox.com Interactive Tutorial

Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.

Introduction pp. 230–231

- Read Text Structures, Part 2: Chronology and **Problem-Solution** 10 min
- Think 10 min Graphic Organizers: Problem-Solution Chart and Two-Column Chart
- Talk 5 min Quick Write (TRB) 5 min

Day 2

Modeled and Guided Instruction pp. 232–233, 236

- Read Treating the Red Fox 10 min
- Think 10 min Graphic Organizer: Two-Column Chart
- Talk 5 min
- Write Short Response 10 min

Day 3

Guided Practice pp. 234–235, 237

- Read 30 Seconds of Fuel 10 min
- Think 10 min
- Talk 5 min
- Write Short Response 10 min

Day 4

Independent Practice pp. 238–243

- Read Tiger of the Snows 15 min
- Think 10 min
- Write Short Response 10 min

Day 5

Independent Practice pp. 238–243

- Review Answer Analysis (TRB) 10 min
- Review Response Analysis (TRB) 10 min
- Assign and Discuss Learning Target 10 min

Language Handbook

Lesson 12 Using Commas with Coordinating Conjunctions, pp. 486-487

20 min (optional)

Ready Writing Connection

During Ready Reading Days 1-5, use: **Lesson 4 Writing to Inform: Blog Post**

- · Think It Through
- Step 4 Organize Your Evidence
- Step 5 Draft

See Ready Writing TRB, p. 90a for complete lesson plan.



Small Group Differentiation

Teacher-Toolbox.com

Reteach

Ready Reading Prerequisite Lesson

Grade 3

- Lesson 3 Reading About Time and Sequence
- Lesson 4 Describing Cause and Effect
- Lesson 18 Describing Connections Between Sentences and Paragraphs

Teacher-led Activities

Tools for Instruction

Text Structure

Personalized Learning i-Ready.com

Independent

i-Ready Close Reading Lessons

- Grade 3 Text Features
- Grade 4 Chronology and Problem-Solution





Get Started

- Explain to students that in this lesson they will be reading about people's real-life adventures and exploring two ways an author can organize the information in a text.
- Tap into what students already know about text structures. Mention a biography with which students are familiar. Discuss what students learned about organization from this text.
- Guide students to talk about how the structure of the text helped them better understand what it was about.

The text structures authors choose depends on their purposes for writing. For instance, if the biography described events in the order they happened, the author put information in chronological order. Or, if the biography presented problems a person faced and solved, the author used a problem-solution structure to describe that person's life.

- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk word and phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.



Genre Focus

Read

- Read aloud the Read section as students follow along. Restate to reinforce:
 - Sometimes authors organize information by telling the chronology, or order of events. Sometimes they structure the text by explaining a problem and exploring possible solutions to it. When you read, look for signal words that show whether the author is using a chronological or a problem-solution text structure. Identifying the text's structure will help you better understand it.
- · Direct students' attention to the two short passages. Tell students to look for signal words that give clues about how the information in each passage is organized.



Lesson 15 **Text Structures, Part 2: Chronology and Problem-Solution**



Describing the way an author organizes events, ideas, or information will help you better understand the text.

Read Writers use **text structures** to organize their ideas.

- **Chronology** is a text structure that describes events in the order they occur. Words such as first, next, during, and finally signal this text structure, as do dates that tell when the events happened.
- A problem-solution text structure describes a problem first and then its solution. Words such as problem, solution, challenge, fixed, issue, and resolved signal a problem-solution

Read the passages below. Circle signal words that indicate the text structure of each passage.

I'll never forget the storm last October. Before the storm started, I found some blankets and flashlights. During the storm, I played games with my family. Finally I turned on the radio and listened to the local weather report. Crack!

The ground shook as a tree in our front yard toppled over, falling across power lines and cutting off our electricity. We faced the challenge of getting through the night without lights or heat. We resolved that first issue with flashlights and candles. Dad fixed the second problem by making a fire in the fireplace.

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English Language Learners **Develop Language**

Concept Vocabulary To support understanding of chronological order, work with students to create a time line of four daily classroom events.

- Draw a blank time line on the board. Invite several students to plot the daily events along the time line based on the time they occur.
- Emphasize to students that they are recording the chronology of the events. That is, they are arranging the events in the order in which they
- When the time line is complete, have students complete the following sentence frames: First, _ happens. Next, ____ happens. Then _____ happens. Finally, _____ happens.

Genre Focus

Autobiography

Remind students that in this lesson they will be reading true stories about real people's experiences. In Independent Practice, they will be reading a passage taken from a person's autobiography. Authors of autobiographies describe major events in their own lives. They use pronouns such as I and me as they tell their personal stories. They also share their thoughts and feelings about the things that happened to them.

Provide some examples of autobiographies students might have read, such as My Life with Chimpanzees by Jane Goodall or *I Am Rosa Parks* by Rosa Parks. Then ask students to name other autobiographies they've read.

Think What have you learned about chronological and problem solution text structures? Match each chart to the passage featuring that text structure. Then complete the charts using details from each passage.

Problem-Solution Text Structure Passage: 2

Problem

Solution

A tree fell, cutting off electricity and robbing the family of light and heat.

The family used flashlights and candles to see. They lit a fire in the fireplace to stay warm.

Passage: __1_ **Chronological Text Structure**

Order	Event	
1	The writer gathered supplies before the storm started.	
2	The writer's family played games during the storm.	
3	The writer listened to the weather report on the radio.	

Talk Share your charts with a partner. Did you choose the same chart for the passages? Did you list the events in the same order in the Chronology Chart? Did you write a similar problem and solution in the Problem–Solution Chart? What signal words from each passage helped you?



Academic Talk

Use these words to talk about the text.

- text structures
- chronology
- problem-solution

Monitor Understanding

If... students struggle to understand the chronology of events,

then... demonstrate with an example. Explain that if you want to describe your early morning school schedule to someone, telling the events in the order they happen makes the most sense.

I arrive at 7:30 a.m. First, I unlock the classroom door. Next, I pull up the shades. After that, I sit at my desk to plan my day. At 8:00, my students come into the classroom, and at 8:05 we listen to the school announcements.

Ask students whether they think hearing these events out of order would make your story difficult to understand. Confirm the importance of chronology by saying:

At 8:00 my students come into the classroom. I arrive at 7:30. I sit down at my desk to plan my day, but first I unlock the classroom door and pull up the shades. We listen to school announcements at 8:05.

Have students talk with a partner about their schedules before the school day begins. Remind them to tell what happens in chronological order.

Think

- Have students read aloud the Think section. Explain that the Problem-Solution Text Structure and Chronological Text Structure charts will help them organize their thinking.
- Have partners complete the charts. Remind students to use the signal words they circled in the passages on p. 230 to help match each passage to its text structure.
- As students work, circulate and provide assistance as needed.
- Make certain students understand that even though both passages tell about the same topic, passage 1 has a chronological text structure and passage 2 has a problem-solution text structure.

Talk

- Read aloud the Talk prompt.
- Have partners discuss what they wrote in their charts and what signal words they used to identify the structure of each passage.
- · Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Think about a challenge you might face when you are studying for a quiz. Describe the challenge, and name three ways you could solve the problem.

Ask students to share their responses.

Monitor Understanding

Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the Academic Talk terms in their explanations.
- Explain to students that when authors organize their writing, they may use a chronological text structure to tell about events in time order, or they may use a text structure that describes a problem and its solution.

In the next section, we'll read a memoir and explore its text structure. Identifying the text's structure will help you understand what the author wants you to learn.



Modeled and Guided Instruction

Get Started

Today you will read a memoir written by a veterinarian about an experience he had. First you will read to understand what the author says. Then you will read to study the text structure.

Read

- Read aloud the title of the memoir, and call attention to the photo. Guide students to an understanding that a memoir is a type of autobiography. This memoir is about the author's encounter with a red fox.
- Have students read the memoir independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each word or phrase to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

Where did the veterinarian find the red fox? (next to the tool shed)

What was wrong with the red fox? (Its left hind leg was injured.)

What is the memoir mostly about? (how the veterinarian helped heal two foxes)



English Language Learners

Word Learning Strategy

Explore

- Read aloud the Explore question at the top of p. 233 to set the purpose for the second read. Tell students they will need to take a closer look at the text's structure to answer this question.
- Have students read aloud the Close Reader Habit on the lower right of p. 232.

TIP Remind students that a text may not follow a particular structure in all its parts. Explain that they should consider the overall text structure, or how most of the text is organized.

🦀 Modeled and Guided Instruction

Read

Treating

by Mark B. Champlin

Ifirst spotted the red fox on a June morning. It was beside the tool shed, trembling. I approached the animal cautiously and saw its left hind leg was injured. I went inside my cabin and got my medical bag. Then with caution, I returned to the fox. Next I gently lifted its injured leg and decided to attach a splint. The fox settled back and let me proceed with my work. On my porch, I set up a wooden box padded with pillows so the fox could heal. Beside the box I placed bowls of food and water that I refilled daily.



Genre: Memoir

One morning in July I stepped out to the porch and saw that the red fox was gone. I checked the porch each day after, but the fox was nowhere to be found.

Late one August afternoon, I spied the red fox coming up the path to my cabin. A short distance behind, a silver fox was limping along. I watched as the animals approached the tool shed. The silver fox was fearful, but the red fox apparently resolved the issue by assuring it the area was safe. The silver fox settled down beside the tool shed. The red fox observed its friend for a few moments, and then returned to the dense woods. As I had done once before, I entered the cabin, located my medical bag, and returned outside to

Circle signal words that the author uses to show the order of events in his

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English Language Learners **Develop Language**

treat the silver fox.

Frontload Vocabulary Write the following terms from the memoir on the board: tool shed, cabin, porch, path, and dense woods. Tell students that these words are all used to describe the setting of the memoir.

- Have students discuss the meanings of the words, using a dictionary if necessary. Then have students find the words in the memoir.
- · Ask students to describe the setting of the memoir in the correct order. For example: The vet found an injured red fox beside the tool shed. Then the vet went into his cabin to get his medical bag. Next, ...

Word Learning Strategy **Use Context Clues**

- Point out the word *treating* in the title. Explain that the verb treat has several meanings. One meaning is "to buy something special for yourself or someone else."
 - Do you think that is what treating means in this memoir?
 - What do you think treating means here? What words help you find the meaning?
- Guide students to identify clues such as "injured," "medical bag," "splint," and "heal." Explain that these clues show that, in this context, treating means "using medical methods to make someone who is sick or injured well again."

Explore

Why did the author choose a particular text structure when he wrote "Treating the Red Fox"?



Think

1 Complete the chart below by listing the events from the memoir in the order in which they occur. In a memoir, the writer shares specific events from his or her life.

Order	Event			
1	In June, the writer put a splint on the injured leg of the red fox.			
2	The writer set up a shelter, food, and water for the fox to use as it healed.			
3	In July, the red fox was healed and left the writer's home.			
4	In August, the red fox brought an injured silver fox to the writer's home for treatment.			
5	The writer got his medical bag in order to treat the silver fox.			

Talk

2 How does the text structure chosen by the author help you understand events in the memoir? How do the signal words help?



Short Response Explain how the author's choice of text structure is important to understanding "Treating the Red Fox." Include details from the text to support your response. Use the space provided on page 236 to write your response.

HINT Number the events in the text to help you figure out when the events happened.

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Think Aloud

- The Explore question tells me that I need to figure out why the author used a particular text structure. But first I need to figure out what that particular structure is. The chart activity is one clue because it asks me to find events and put them in order. I have a pretty good idea this text is organized chronologically. But I still need to back up that idea with evidence. So I'll go back to reread the text.
- I read the first sentence, "I first spotted the red fox on a June morning," and right away I have two clues: "first" and "June
- morning." These are signal words for a chronological text structure. Using the Close Reader Habit, I'll circle the words. Then I'll continue reading the first paragraph to find out what happened during that June morning.
- The first important event is the writer put a splint on the injured leg of the red fox. I will write that detail in the first *Event* box.
- I'm going to keep reading to find other signal words and details that show what other events happened and in what order.

Think

- Read aloud the Think section. Explain to students that you will model how to find text evidence to fill in the chart. Use the **Think Aloud** below to guide your modeling.
- Encourage students to work with a partner to continue rereading the passage and to complete their charts.
- Ask volunteers to share their completed charts.
- Guide students to see that the names of months give them a sense of the overall sequence of events, but that they need to identify the specific events that occurred within those months in their correct order.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing how the chronological text structure of "Treating the Red Fox" helps them understand the events in the memoir.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that they need to provide text details in their explanations of how the text structure affects their understanding.
- Have students turn to p. 236 to write their responses.
- Use Review Responses on p. 236 to assess students' writing.

Wrap Up

 Ask students to recall the Learning Target. Have them explain how studying the text's structure has helped them better understand the meaning and purpose of the memoir.

Guided Practice

Get Started

Today you will read a history article. First, you will read to understand what the article is about.

Then you will reread with a partner to study its text structure.

Read

- Read aloud the title of the article. You may wish to explain that fuel is a material used to power something, such as gas used to power a car.
- **Read to Understand** Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

When did the astronauts leave for the Moon? (July 1969)

How does the title relate to what the text is about? (The astronauts had only 30 seconds of fuel left when they landed on the Moon.)

What is the text mostly about? (Neil Armstrong's challenge in landing the Eagle on the Moon)



English Language Learners

Word Learning Strategy

Read to Analyze Read aloud the Close Reader
 Habit on the lower right of p. 234 to set the
 purpose for the second read. Then have students
 reread the article with a partner and discuss any
 questions they might have.

Read Genre:

30 SECONDS OF FUEL

by Theresa Baker

- In July 1969, three astronauts blasted off for the Moon. Their goal was not only to land on the Moon but also to walk on its surface. The journey from Earth to Moon was quiet, and the astronauts were patient and calm during the trip. The landing, however, would be quite exciting.
- 2 After getting near the Moon, the landing ship, named *Eagle*, separated

from the command ship. The command ship then remained in orbit around the Moon. During the landing ship's descent to the Moon, the astronaut flying the ship made an announcement. Astronaut Neil Armstrong said, "The *Eagle* has wings." He meant that the landing ship was flying well and doing its job.

Guided Practice

As the *Eagle* began its final approach, alarms sounded. By now, fuel was running low. Looking out the window, Armstrong realized the terrain was not good for landing. The problem was that it was rocky and dangerous. The landing site was supposed to be smooth.

There was less than a minute of fuel left for a landing. If they ran out, the *Eagle* would be forced to cancel its flight and go back to the command ship. Armstrong had to decide how to meet this challenge. Should he call off the landing? Or should he look for another landing spot? He quickly chose to fly the ship to another area. Just seconds later, the ship landed in an area of the Moon called the Sea of Tranquility. There were only about 30 seconds of fuel left. Armstrong announced, "The *Eagle* has landed."



Close Reader Habit

How does the structure of the last two paragraphs differ from the others? Reread the article. **Circle** the details that help you identify the structure of paragraphs 3 and 4.

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English Language Learners Develop Language

Idiom Have students locate the phrase running low in paragraph 3. Discuss with students what the individual words mean. Explain that, in the English language, the meanings of some words change when they are paired with other words.

- Help students use context to determine the meaning of running low. Ask them what is running low. (fuel) Then ask how much fuel is left. (less than a minute of fuel) Finally, ask students to figure out what running low means based on these clues. (being near the end of a supply of something)
- Have students create their own sentences using *running low*.

Word Learning Strategy Use Context Clues

- Point out the word terrain in paragraph 3. Have students think about the words around terrain to help them figure out its meaning.
 - What words can help you figure out the meaning? ("rocky and dangerous"; "The landing site was supposed to be smooth.")
 - What does the word terrain mean as it is used in this sentence? (the area of land where Armstrong was going to land the Eagle)
- Explain that terrain is a French word that the English language adopted.
 To determine the meanings of words with foreign origins, students will often need to use context clues.

Think Use what you learned from reading the history article to respond to the following questions.

1 The question has two parts. Answer Part A. Then answer Part B.

Part A

In paragraphs 1 and 2, the author describes events in time order. What structure does the author use to present information in paragraphs 3 and 4?

- **A** The author tells the order in which the events happened during the *Eagle's* attempt to land.
- The author explains a challenge Armstrong faced and how he solved it.
- **C** The author tells what caused the *Eagle* to land and what happened as a result.
- **D** The author compares and contrasts the events that happened before and after the *Eagle* landed.

Part B

Which **two** sentences from the text **best** support the answer in Part A?

- **A** "As the *Eagle* began its final approach, alarms sounded."
- B "The problem was that it was rocky and dangerous."
- **C** "The landing site was supposed to be smooth."
- **D** "There was less than a minute of fuel left for a landing."
- (E) "He quickly chose to fly the ship to another area."
- F "Armstrong announced, 'The Eagle has landed."

Talk

What did Armstrong do to land the *Eagle* on the Moon? Use the chart on page 237 to help organize your ideas about the text structure the author used to present this information.



Short Response Explain how the author presents the events that Neil Armstrong faced as he landed the *Eagle* on the Moon. Include at least **two** details from the text to support your response. Use the space provided on page 237 to write your response.

HINT In your response, be sure to tell *where* in the passage you found your text evidence.

Writers may use different text

structures in different

paragraphs to make

their ideas clear.

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Integrating Standards

Use the following questions to further students' understanding of the article:

 What do you think might have happened if Armstrong had decided to land at the original landing site? (Students will likely say that the Eagle might have crashed, and the astronauts might have been injured or killed.)

DOK 3

How does the image on p. 234
help you understand the ideas in
the passage? (The image shows
what the Eagle looked like. Its legs
look delicate, which explains why it
would be hard to land on anything
but a smooth surface.
 DOK 3

Monitor Understanding

If... students have difficulty determining or analyzing the text structure of the passage,

then... have them write a short summary of the text. Discuss with students how the summary helps reveal the structure.



• Have students work with a partner to complete item 1. Draw attention to the boldface words in parts A and B.

TIP Remind students that a text may have more than one structure. Ask which structure is most closely connected to the topic of this article.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

Part A

The correct choice is B. In paragraph 3, the author presents the problem, and in paragraph 4, he describes how it was solved.

- A and C are reasonable choices, but the author focuses more on presenting problems and solutions than on chronology of events.
- **D** is incorrect because the author does not use a comparison text structure.

Part B

The correct choices are B and E. B has the signal word *problem,* and E presents the solution to the problem.

 A, C, D, and F do not support the problemsolution text structure of paragraphs 3 and 4.
 DOK 3

Integrating Standards

Talk

- Have partners discuss the prompt. Emphasize that students should support their ideas with text details, which they'll record in the chart on p. 237.
- Circulate to clarify misunderstandings.

Monitor Understanding

Write

See p. 237 for instructional guidance.

Wrap Up

 Ask students to recall the Learning Target. Have them explain how the author's text structure is important to understanding the text's details and purpose.



Modeled and Guided Instruction

Write

• Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

DOK 2

After students complete the writing activity, help them evaluate their responses.

Responses may vary but should show an understanding of how the author's use of chronological text structure helps the reader connect events. See the sample response on the student book page.

Modeled and Guided Instruction Write Use the space below to write your answer to the question on page 233. Treating **HINT** Number the events in the text to Short Response Explain how the author's choice of text help you figure out structure is important to understanding "Treating the Red when the events happened. Fox." Include details from the text to support your response. Sample response: The author uses chronological text structure to describe the events in the order they happened. This helps the reader understand how one event led to the next. In "Treating the Red Fox," Champlin first nurses an injured red fox back to health. Then the red fox, who now trusts the author, brings an injured silver fox to Champlin for treatment. To show this order of events, the writer uses dates, like "June morning," "One morning in July," and "August afternoon," as well as signal words like first, next, and then.



Don't forget to

check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

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Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as causes, reasons, or character traits.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

Sample response: The author uses a problem–solution text structure to present the information about Armstrong landing the Eagle. For example, in paragraph 3, the author uses the phrase "the problem" to introduce what Armstrong was facing—the fact that the chosen landing site was dangerous. In paragraph 4, the author describes how Armstrong decided to "meet this challenge," by quickly landing the ship in another area.

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Teacher Notes



Talk

2 Students should use the chart to collect their thoughts and evidence.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they need to determine the overall structure of the text (either chronological or problem-solution) and to support their responses with specific details from the text.
- Call attention to the HINT.
- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

3 Responses may vary, but students must correctly identify the problem Neil Armstrong encountered when landing on the Moon and how he solved that problem. See the sample response on the student book page.

DOK 2

Independent Practice

Get Started

Today you are going to read from the autobiography of a famous explorer and use what you have learned about identifying text structure to develop a deeper understanding of what you read.

 Ask volunteers to explain why identifying text structure helps readers understand the texts they read. Encourage students to use the Academic Talk word and phrases in their responses.

English Language Learners Read

You are going to read the autobiography independently and use what you have learned to think and write about the text. As you read, remember to look closely at the details and word choices to help identify the text's structure.

- Read aloud the title of the passage, and then encourage students to preview the text, paying close attention to the photographs, map, and captions.
- Call attention to the Words to Know in the upper left of p. 238. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.
- Monitor Understanding



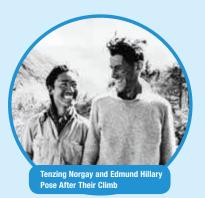
English Language Learners

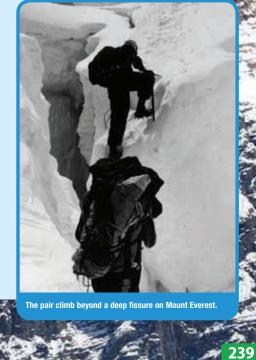
Build Meaning

Build Background Help students provide context for autobiography by showing them additional images of the first successful climb of Mount Everest.

- Download photographs from the Internet of Tenzing Norgay and Edmund Hillary nearing the summit and reaching the top.
- Invite students to describe what they see in the pictures. Prompt them, if necessary, by asking to describe the mountain and the men's climbing equipment. You may wish to show images of modern climbers and have them discuss the similarities and differences in clothing and gear.
- Ask students if they would be willing to take on such a dangerous challenge. Also invite them to imagine how it would feel to stand at the top of the world.

- Then the rocks, too, are beneath us. We are back among the snowy humps. They are curving off to the right, and each time we pass one I wonder, "Is the next the last one? Is the next the last?" Finally we reach a place where we can see past the humps, and beyond them is the great open sky and brown plains. We are looking down the far side of the mountain upon Tibet. Ahead of us now is only one more hump—the last hump. It is not a pinnacle. The way to it is an easy snow slope, wide enough for two men to go side by side. About thirty feet away we stop for a minute and look up. Then we go on
- A little below the summit Hillary and I stopped. We looked up. Then we went on. The rope that joined us was thirty feet long, but I held most of it in loops in my hand, so that there was only about six feet between us....





Monitor Understanding

If... students struggle to read and understand the passage,

then... use these scaffolding suggestions:

Question the Text Preview the text with students by asking the following questions:

- What types of text features has the author included? (photographs, captions, and a map)
- Based on the title and the text features, what do you predict the passage will be about?
- What questions do you have about the text?

Vocabulary Support Define words that may interfere with comprehension, such as *breathless*, *gap*, and *sherpa*.

Read Aloud Read aloud the text with the students. You could also have students chorally read the text in small groups.

Check Understanding Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- Who is Tenzing Norgay? (a climber who reached the summit of Mount Everest with Sir Edmund Hillary and made history)
- Why did Tenzing Norgay wave his arms in the air when he reached the summit? (He was excited to have reached the top of Everest. Shaking Hillary's hand wasn't enough.)
- What is this text mostly about? (Tenzing Norgay's thoughts and feelings about his climb to the top of Mount Everest)

Independent Practice

Integrating Standards

After students have read the passage, use these questions to discuss the text with them:

 In paragraph 3, the writer explains that he held the thirty-foot rope in loops so that there were only about six feet between himself and Hillary. Why do you think the climbers were this close together? Use details from the text to support your answer.

(Answers will vary but should indicate an understanding that the climbers wanted to reach the summit at the same time.)

DOK 2

 In paragraph 6, the writer calls Everest a "mother hen." Why do you think he uses this metaphor for the mountain?

(A mother hen is protective of her chicks, and he felt safe and unafraid at the top of the mountain.)

DOK 3

 What does the map add to your understanding of Norgay's experience?

(Answers will vary, but most students will say that the map helps them understand where in the world the events take place.)

DOK 2

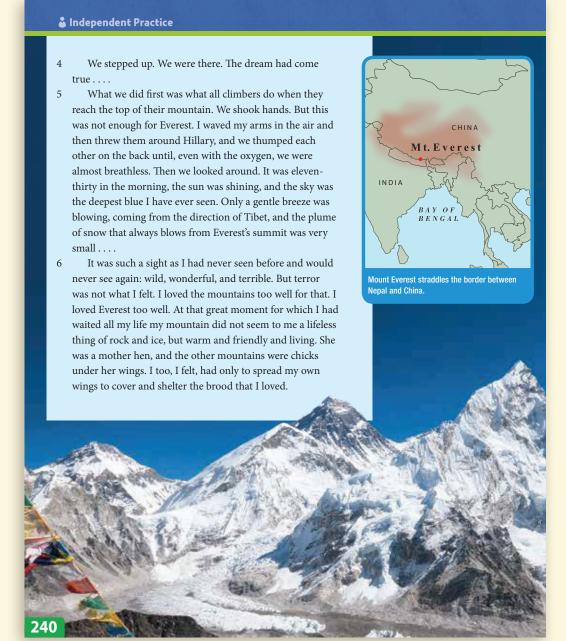
 What inference can you make about how Norgay must have felt to be one of the first people to achieve the goal of climbing Mount Everest? What details in the text support your inference?

(Responses will vary, but students should identify the actions and events Norgay describes in the text to support their inferences about his feelings.

Supporting details include: "the dream had come true ..." (paragraph 4); "We shook hands. But this was not enough for Everest. I waved my arms in the air and then threw them around Hillary, and we thumped each other on the back ..." (paragraph 5); and "At that great moment for which I had waited all my life ..." (paragraph 6).)

DOK 3

Theme Connection



• Theme Connection

- Remind students that the theme of this lesson is Real-Life Adventures. Point out that each of the texts they've read is about an exciting experience that happened to a real person.
- Display a three-column chart on the board. Label each column with a passage title.
- Ask students to recall facts and ideas they learned from each passage. List their responses in the appropriate column.
- Ask students to determine how the passages are similar and different, using the information on the board.
- Have students turn and talk about the people they have read about and the memorable qualities of those people.

Think Use what you learned from reading the autobiography to respond to the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How is the first paragraph different from the ones that come after it?

- A It describes events that led Norgay and Hillary to climb Mount Everest. The other paragraphs tell about problems they overcame on their climb.
- **B** It shows what a mountain climber has to do to stay alive on a dangerous climb. Later paragraphs tell what happened as they reached the top and why it happened.
- C It helps readers understand a problem the climbers faced and how they solved it. Later paragraphs tell the order of the events as the men climbed to the top of the mountain.
- **D** It compares what Tenzing Norgay felt as he reached the top of the mountain to what Hillary felt. Other paragraphs help readers understand why they made the climb.

Part B

Underline a detail in paragraph 1 that **best** supports the answer to Part A.

On top of the rock cliff we rested again. Certainly, after the climb up the gap we were both a bit breathless, but after some slow pulls at the oxygen I am feeling fine. I look up; the top is very close now; and my heart thumps with excitement and joy. Then we are on our way again. Climbing again....

2 What does the word plains mean as it is used in paragraph 2?

- (A) grassy fields
- **B** aircraft
- C bodies of water
- D Tenzing's homeland

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Monitor Understanding

If... students struggle to complete the items,

then... you may wish to use the following suggestions:

Read Aloud Activities

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

Reread the Text

- Have students complete text structure charts as they reread.
- Have partners summarize the text.

Think

• Use the Monitor Understanding suggestions to support students in completing items 1–4.

Monitor Understanding

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1 Part A

The correct choice is C. The structure of paragraph 1 is problem-solution, while the other paragraphs mainly follow a chronological text structure.

 A, B, and D do not accurately describe the main ideas and details of either paragraph 1 or the paragraphs that follow.

Part B

See the answer on the student book page.

This underlined detail names a problem and a solution.

DOK 2

- **The correct choice is A.** The word *plains* should be understood from context to be the "grassy fields" of Tibet.
 - B refers to aircraft, spelled planes.
 - **C** is not supported by details in the passage.
 - D is not supported by details in the passage.

Independent Practice

Part A

The correct choice is C. Aside from paragraph 1, the passage mostly has a chronological text structure.

• **A, B,** and **D** refer to structures that are not the main structure used throughout the passage. For example, the author only describes problems and solutions in paragraph 1.

Part B

The correct choices are B and D. The words *finally* and *then* signal that the passage mainly has a chronological text structure.

 A, C, E, and F do not give evidence of the text's structure.

DOK 2

4 See the answers on the student book page.

Make sure students understand why the events in the passage are ordered as they are. Remind students that this item simulates drag-drop items students may see on computer-based assessments.

DOK 3

& Independent Practice

This question has two parts. First, answer Part A. Then answer Part B.

Part A

How does the author **mainly** organize the details in *Tiger of the Snows*?

- **A** by stating the problems he faced and how he solved them
- **B** by stating his point of view and comparing it to Hillary's
- **(C)** by explaining the events in the order they occurred
- **D** by explaining what happened and why it happened

Part B

Which **two** details from the text **best** support the answer to Part A?

- A "I look up; the top is very close now; and my heart thumps with excitement and joy." (paragraph 1)
- **B** "Finally we reach a place where we can see past the humps, and beyond them is the great open sky...." (paragraph 2)
- **C** "The way to it is an easy snow slope, wide enough for two men to go side by side." (paragraph 2)
- (D) "We looked up. Then we went on." (paragraph 3)
- **E** "The dream had come true . . . " (paragraph 4)
- **F** "But this was not enough for Everest." (paragraph 5)
- 4 Put events from the autobiography in the order they happen by writing the numbers 1 to 4 on the lines before each sentence.
 - _____ Tenzing and Hillary shake hands at the top of the mountain.
 - _____ As Tenzing and Hillary climb above the rocks, Tenzing wonders if the next snowy hump will be the last one.
 - Tenzing compares the mountain to a mother hen with chicks under her wings.
 - After climbing up a gap, Tenzing and Hillary rest on a rock cliff and breathe in extra oxygen.

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Monitor Understanding

If... students don't understand the writing task,

then... read aloud the writing prompt. Use the following questions to help students get started:

- What is the prompt asking you to write about?
- Do you need to reread the text to find more information?
- How will you identify the information you need to include?
- Have partners talk about how to they will organize their responses.
- Provide a graphic organizer to assist students, if needed.



5 Short Response Why do you think the author used a chronological text structure in this autobiography?

Sample response: The author used a chronological text structure

because he was describing the events that occurred as he and

Edmund Hillary approached the peak of Everest. This was an

important moment in the author's life, so he might have chosen

the chronological text structure so he could give the reader a

moment-by-moment account of what he was feeling, thinking,

and doing during his climb to the top.

Learning Target

In this lesson, you learned how authors use chronological and problem–solution text structures to organize information and ideas. Explain how this helped you better understand the texts.

Responses will vary, but students should mention that identifying the

text structure helped them develop a deeper understanding of ideas in

the text and how they are connected.

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5 2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

Write

 Tell students that they will use what they read to plan and compose a short response to the writing prompt.

Monitor Understanding

Review Responses

After students have completed each part of the writing activity, help them evaluate their responses.

Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should explain why the author used a chronological text structure. See the sample response on the student book page.

DOK 3

Wrap Up

Learning Target

- Have each student respond in writing to the Learning Target prompt.
- When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.