

# Lesson 15

## Text Structures, Part 2: Chronology and Problem–Solution



### Learning Target

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 structure.

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

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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!

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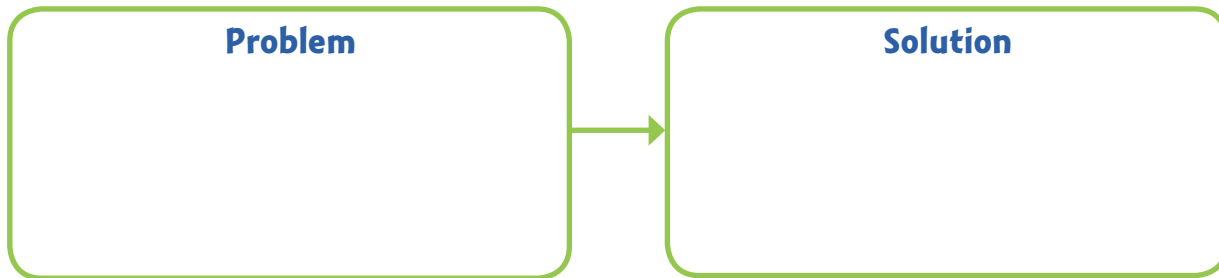
The ground shook as a tree in our front yard toppled over, falling across power lines and cutting off our electricity. We faced the challenge of getting through the night without lights or heat. We resolved that first issue with flashlights and candles. Dad fixed the second problem by making a fire in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

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► **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.

Passage: \_\_\_\_\_

**Problem–Solution Text Structure**



Passage: \_\_\_\_\_

**Chronological Text Structure**

Order	Event
1	
2	
3	

► **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**

## Read

# Treating the Red Fox

by Mark B. Champlin

1 I first 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.

2 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.

3 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 treat the silver fox.



## Close Reader Habits

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

**Explore**

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



In a memoir, the writer shares specific events from his or her life.

**Think**

- 1** Complete the chart below by listing the events from the memoir in the order in which they occur.

Order	Event
1	
2	
3	
4	
5	

**Talk**

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

**Write**

- 3 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.



# 30 SECONDS OF FUEL

by Theresa Baker

1 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.

3 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.

4 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 Habits

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.



Writers may use different text structures in different paragraphs to make their ideas clear.

**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.
- B** 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**

- 2** 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.

**Write**

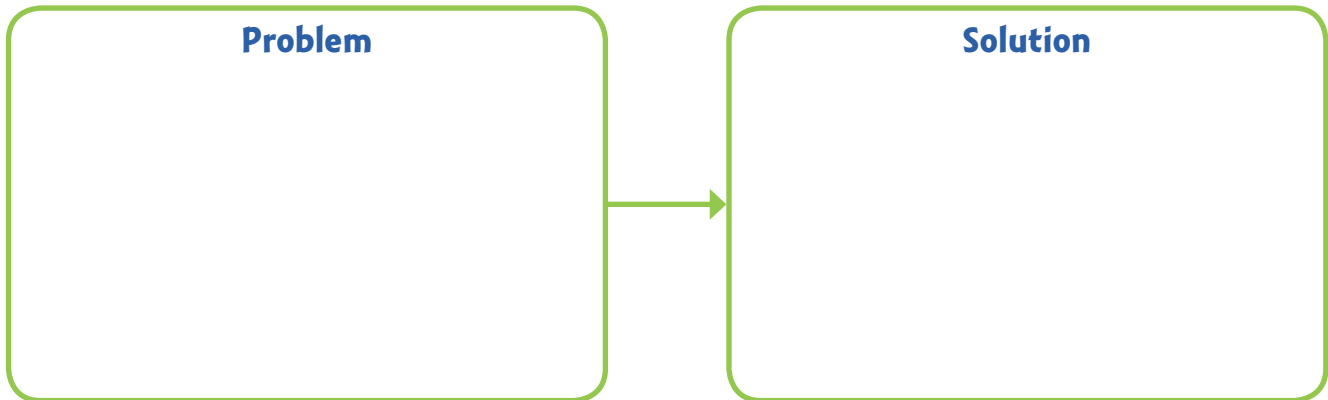
- 3 Short Response** Explain how the author presents the events that Neil Armstrong faced as he landed the *Eagle* on the Moon. Include at least **two** details from the text to support your response. Use the space provided on page 237 to write your response.

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



# 30 SECONDS OF FUEL

**2** Use the chart below to organize your ideas.



**Write** Use the space below to write your answer to the question on page 235.

**3 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.

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

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*On May 29th, 1953, Tenzing Norgay, along with Sir Edmund Hillary, was one of the first two people to reach the summit of Mount Everest, the highest mountain on Earth. The following passage is taken from his autobiography.*

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- **pinnacle**
- **summit**

from

# TIGER *of the* SNOWS

## The Autobiography of Tenzing of Everest

by Tenzing Norgay

- 1 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 . . . .

Tenzing Norgay, the Famous Sherpa Mountaineer

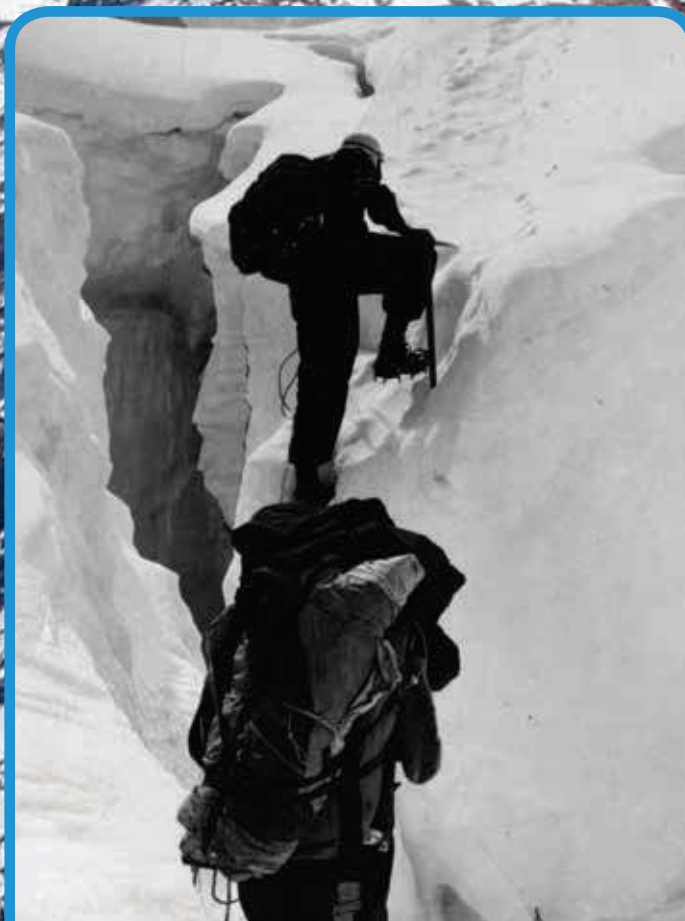


2 Then the rocks, too, are beneath us. We are back among the snowy humps. They are curving off to the right, and each time we pass one I wonder, “Is the next the last one? Is the next the last?” Finally we reach a place where we can see past the humps, and beyond them is the great open sky and brown 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 . . . .

3 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 . . . .



Tenzing Norgay and Edmund Hillary  
Pose After Their Climb



The pair climb beyond a deep fissure on Mount Everest.



4 We stepped up. We were there. The dream had come true . . . .

5 What we did first was what all climbers do when they reach the top of their mountain. 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 until, even with the oxygen, we were almost breathless. Then we looked around. It was eleven-thirty in the morning, the sun was shining, and the sky was the deepest blue I have ever seen. Only a gentle breeze was blowing, coming from the direction of Tibet, and the plume of snow that always blows from Everest's summit was very small . . . .

6 It was such a sight as I had never seen before and would never see again: wild, wonderful, and terrible. But terror was not what I felt. I loved the mountains too well for that. I loved Everest too well. At that great moment for which I had waited all my life my mountain did not seem to me a lifeless thing of rock and ice, but warm and friendly and living. She was a mother hen, and the other mountains were chicks under her wings. I too, I felt, had only to spread my own wings to cover and shelter the brood that I loved.



Mount Everest straddles the border between Nepal and China.



**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



- 3** 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.



**Write**

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

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**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.**

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