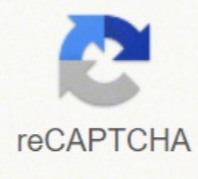




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Problem and solution text type examples sentences

Problem and Solution is a pattern of organization where information in a passage is expressed as a dilemma or concerning issue (a problem) and something that was, can be, or should be done to remedy this issue (solution or attempted solution). The problem and solution text structure may seem like it would be easy to recognize, but it can be moderately difficult to identify because it is frequently confused with the cause and effect pattern of organization, as they both have relational structures; however, if you read the passage and look specifically for both a problem and a solution to the problem, you should find it pretty easy to distinguish from cause and effect, as cause and effect passages do not propose solutions to any negative occurrences within the passage but rather just explain why or how they happen. Example: It seems like there has been a surge in teen pregnancies these days. Teen pregnancies make it very difficult for young mothers to pursue their dreams and meet the demands of an infant. Fortunately, most teen pregnancies can be easily prevented by using birth control; however, even birth control is not 100% effective. The most effective way to prevent teen pregnancies is abstinence, which is 100% effective. Problem and Solution: Proposed solutions to teen pregnancies. There are also a few signal words which may indicate that information in a passage is ordered in the problem and solution pattern of organization: propose, solution, answer, issue, problem, problematic, remedy, prevention, and fix. Here is a simple worksheet on problem and solution if your students need more practice. Here is a more complex set of text structure worksheets if your students are ready to advance. Learn More About Patterns of Organization Patterns of Organization Text Structure Worksheets and Activities Interactive Text Structure Practice Quiz All Reading Worksheets Still looking for something? Search here. In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. Preview Preview Welcome back to 5 Days of Teaching Text Structure, a five day series in conjunction with iHomeschool Network's January Hopsotch! If you're just joining me, feel free to visit my introduction post, and check out the other resources available on text structure. *This post contains affiliate links. Please read my full disclosure policy for more information. Thank you! Text Features within Non-Fiction Today, I am exploring the topic of non-fiction. My favorite place to start exploring text with non-fiction is with text features (things like charts, photographs, captions, maps, etc.). Because authors use these visual aids to portray what is important, I want my young readers to see how they play into the organization of the text. Many times, kids skip right over these features, so I want to zero in on them for a bit. You can read a little more about text structures here or in my older blog posts here-> Part 1, Part 2, and Part 3. Emily Kissner, in her book Summarizing, Paraphrasing, and Retelling, also has a fabulous section (especially for older elementary students) on text features and text organization. Exploring Non-Fiction Text Structure Once I feel my reader has a grasp on text features, I set about to introduce him to text structures. While many different people have opinions on how many text structures there are, I choose to keep it simple with the students I've taught/am teaching. I use Scholastic's handout on text structures to introduce it. I introduced them by going through each of the 5 text structures listed and had examples to show. Five Examples of Non-fiction Text Structure Description or List- When a text describes or lists attributes about a certain topic. If you have a Gail Gibbons book laying around, she writes with this text structure a lot. Sequence or Time Order- When the text is written in a chronological order or special sequence. When teaching to retell fiction, we often tell kids to retell the story in order. Sequence or Time Order structure requires the same. Some examples include a recipe book, directions to playing a game, an autobiography or biography. Compare and Contrast- A text that compares and contrasts two subjects, such as alligators and crocodiles or Spanish and Italian origins. Cause & Effect*- A text that is based off a cause and effect scenario, such as listing the causes and effects of endangered animals. Problem & Solution*- Problem and solution should be somewhat familiar to readers who have studied fiction texts based on a problem and solution text structure although problem and solution text structures with non-fiction can be a little less obvious. Some real life examples of problem and solution include texts like advertisements in magazines for products (having difficulty teaching your child to read; tutoring program or computer program that claims to "fix" the problem; medicines, etc.). *Cause & Effect and Problem & Solution are VERY closely related text structures and sometimes the lines aren't so clear. Before, During, and After Reading Activity Examples with Non-Fiction When introducing any text structure, it is important to start with a text that is very straight forward. Many times, especially with longer texts, authors mix in multiple kinds of text structure into one text. For example, a text I have enjoyed using as I introduce problem and solution text structure is Scholastic's Stopping a Toppling Tower. (This is a great text for 2nd through 5th grades.) Here are some things I do before, during, and after reading to help make my text structure teaching explicit for the young reader. Before Reading: Check out the text features in article. Refer back to your text feature hand-out to name them. Using the text features alone, can you tell which non-fiction structure the author used in this article? (Sometimes, this will be obvious. At other times, it won't.) At this point, I don't judge the reader's answer. I just want him to be able to make a statement and support his thoughts. This is a predicting activity and we all know that predictions do not have to be 100% correct. I also will ask the reader to look within the text for key words and phrases that would indicate one text structure over another. Words like, "The problem..." or "The next step..." You can find many of these key words in Scholastic's handout on text structures. During Reading: As you read, stop briefly after each section. Think about what is important information in each section. If the child is reading aloud, you might do this together a few times. After a section or two, I may ask probing questions, such as: What do you think some possible solutions might be to the problem? After Reading: Skim or re-read the text to yourself. Highlight (most kids love to use highlighters!) the parts from each section that are important for telling someone about this article. In what text structure(s) would you say that this text is written? What makes you think that? Help the reader go back to his highlighted text and/or the text features. Can he support his statement? Think about the text structure and look at the parts that are highlighted from each section. Use those to work on summarizing the text together. Remember to emphasize that we're going for important parts only, not small details. And we want our summary to reflect the structure of the text. Problem and Solution AND/OR Cause and Effect? As I've mentioned above, problem/solution and cause/effect structures are closely related. Sometimes authors combine the two! I always start out with straight forward texts that are clearly one or the other. Once kids have a firm grasp on each, I introduce a text that is a bit blurry between problem/solution and cause/effect. I want to see what the student thinks first. If the student is a bit confused, we talk about the hard parts. What exactly does the author say that makes him think it could be both? Talk about your thinking using examples within the text. Encourage the young reader to do the same. Non-Fiction Text Structure Pack Part 1 I have created a FREE pack you can download that contains a Non-Fiction text structure sort as well as several graphic organizers for Problem/Solution and Cause/Effect text structures. Click HERE or on the image above to download. ~Becky 1 Text Structure Problem/Solution 2 Using text structure When you look at the text structure of a text, you can find the big ideas and see how to organize your summary. Chronological Order/Sequence Description Compare and Contrast Cause and Effect Problem/Solution 3 Problem/Solution Text StructureThe author states a problem and lists one or more possible solutions to the problem. May also include the pros and cons for the solutions. CURRENT EVENTS: A lot of the politicians who are running for President have created campaigns around this very structure. Their political ads are full of talking about the problems in our country and how they plan to solve them once elected. 4 Problem/Solution Text Structure- Signal WordsProblem is... Dilemma is... Puzzle is... Solved Question Answer Because Since This led to... The main difficulty One possible solution is... One challenge... Therefore, This led to, so that... if... then, thus... 5 Problem/Solution Text Structure-Summary QuestionsWhat is the problem (s)? Who had the problem? What is causing the problem? Why is this a problem? What is wrong, and how can it be taken care of? What solutions are recommended or attempted? What can be improved, changed, fixed, or remedied? What are the pros and cons of the solutions offered? 6 Problem/Solution Text Structure- Graphic Organizer 7 Relate to fiction... Non-fiction Problem/Solution Fiction Conflict/Resolution 8 Problem/Solution ExampleIn most parts of the world, there are not as many crocodiles as there used to be. This is a problem because crocodiles are becoming endangered and also crocodiles are necessary to the balance of nature. Many crocodiles have died because people dried up the swamps and marshes where the crocodiles live. Poachers have also contributed to the dilemma as crocodiles have been desired for their strong, smooth, leathery skins. In order to preserve these mighty creatures, people must take care of the crocodiles' environment and help put a stop to the needless shooting of these animals. We do together as a whole class. 9 Problem Signal Words In most parts of the world, there are not as many crocodiles as there used to be. This is a problem because crocodiles are becoming endangered and also crocodiles are necessary to the balance of nature. Many crocodiles have died because people dried up the swamps and marshes where the crocodiles live. Poachers have also contributed to the dilemma as crocodiles have been desired for their strong, smooth, leathery skins. 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We do together as a whole class. 11 Problem/Solution Text Structure- Graphic Organizer 12 Problem/Solution-ExampleOne problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletes who come from around the world. And all of these facilities are used for only two weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in the Los Angeles area were also used. The Coliseum where the games were held was used again and many colleges and universities in the area became playing and living areas. Students read together with their groups aloud and discuss what details they would "map" out (write responses on board). 13 Problem/Solution-ExampleOne problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletes who come from around the world. And all of these facilities are used for only two weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in the Los Angeles area were also used. The Coliseum where the games were held was used again and many colleges and universities in the area became playing and living areas. Students read together with their groups aloud and discuss what details they would "map" out (write responses on board). 14 Graphic Organizer Problem: Olympics getting too big and expensiveSolution: Charge a fee to companies who want to be official sponsors. Solution: Use existing buildings for athletic events rather than build new ones. 15 Now it's your turn... Read the paragraph aloud with your partner. Answer the key questions for this type of structure. Be ready to share your responses with the class! 16 Problem/Solution I have so many chores that I don't have time for anything else. I know I should do chores. My parents both work and need help. However, my class work is getting harder. I need more time to do it. I also need some time to talk and visit with my friends. I have too much to do right now. My grades are going down. I don't have time to have any fun. Giving my sister, Heather, some of my chores would help. I know she's only seven. She can't do them all. There are some that she can do. She can walk the dog. She can also clean the bathroom sinks and toilets. She can also start learning to do laundry. I was just about her age when I began doing these things. I will be happy to show her how to do them. 17 Problem I have so many chores that I don't have time for anything else. I know I should do chores. My parents both work and need help. However, my class work is getting harder. I need more time to do it. I also need some time to talk and visit with my friends. I have too much to do right now. My grades are going down. I don't have time to have any fun. Giving my sister, Heather, some of my chores would help. I know she's only seven. She can't do them all. There are some that she can do. She can walk the dog. She can also clean the bathroom sinks and toilets. She can also start learning to do laundry. I was just about her age when I began doing these things. 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Answer the key questions for both paragraphs on your yellow sheet. Please do NOT write on the passage. Passage 2: Literature Textbook pg Hand this in to the tray when you're finished.

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