Tool: Analyzing the Problem Organizer

Tool

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Analyzing the Problem Organizer

Helps to Develop
Reading Comprehension

Use With
Non-fiction Texts

Helps Students
- Interpret and/or explain by texts identifying or inferring the use of organizational patterns.
- Interpret or explain the text by using stated or implied evidence to draw and support conclusions.
- Select and use relevant information from the text in order to summarize events and/or ideas in text.

Question	Evidence	Answer
What seems to be the **problem?** Why is it a problem?		
What can you infer as the **cause of the problem?**		
Are any **solutions** offered?		

⚒ Why Use It?

- Understanding the organizational pattern of a text in advance of reading helps readers understand the text. This organizer helps readers learn and use the problem/solution organizational pattern.
- Summarizing during and after reading requires that readers are able to distinguish important information from unimportant information. This organizer helps students determine the relevant information in order to summarize events and/or ideas.
- Drawing conclusions means to reach an end or judgment in reasoning based on evidence. This organizer helps students draw conclusions by examining details in non-fiction text .

⚒ When to Use It

- Use it to help students comprehend articles about current or historical events, issues, or problems.
- Use it to help students learn the problem/solution text structure
- Use it to compare different perspectives of the same issue or problem.
- Use to assess students' comprehension.

⚒ How to Use It

Example: During a Health unit, students are exploring these questions, "Is obesity a problem? Why or why not? What impact does this have on us?"

Materials
Articles from different perspectives discussing obesity as a problem

Procedure

Set the Purpose for Learning

1. Present the questions, "Is obesity a problem? Why or why not? What impact does this have on us?" Tell students that they are going to read articles to find out what different people are saying about obesity that will help answer these questions. Explain that readers are better able to understand what they are reading if they know how a text is organized. Explain the authors of these articles organized their writing into a problem/solution pattern.

Learning Activities

1. Model how to fill in the Analyzing the Problem Organizer with a short article.

2. Divide the class into small groups of 3-5. Give each group a different article to read.
3. Explain that each group's job is to read their article and fill in the organizer. They need to prepare to report their findings to the whole group.
4. Monitor student understanding by asking guiding questions such as "What is the problem? How do you know? What evidence in the text suggests that it is a problem? What is the author saying is the cause? Are there any words or phrases that you had trouble with and were able to figure out or not figure out?"
5. Have each group report their answers to the whole group. Record groups findings on a large chart.

Teacher Note

Monitoring Understanding

Are students identifying relevant evidence to support their answers?

Are students using relevant information to support their conclusions?

Group Article Perspective	Problem	Why it is a Problem	Cause of the Problem	Solution
Group 1 America's Health Crisis Medical Association	60% of the Population is Obese	There is a huge increase in the number of medical problems such as heart disease, diabetes- billions of $$ spent on medical treatments	Fast food, trans fats, sugar, bigger sizes, less active life styles	Educating Public about the consequences of food choices and limited exercise.
Group 2 Raising Slim Kids Parenting Magazine	More children fall into the obesity category than 5 years ago	Fat kids turn into obese and unhealthy adults	Fast food, unhealthy snacks, less active, bigger sizes of food	Home meals, curb TV and computer time, have healthy snacks and lunches

Assessing Understanding

Does student work show that:

- Students are able to use evidence to draw and support conclusions?

- Students are able to use relevant evidence to summarize ideas?

So What? **Reflect and Connect**

1. Guide a discussion with the following questions:
    - What do you notice?
    - What conclusions can we draw?
    - Can we answer our questions? What evidence do we have?
    - What does this problem have to do with us? How does it impact our lives?
    - What are you wondering about?

Now What? **Next Steps**

1. Ask, "Could we play a part in the solution? How?" Discuss ideas.
2. Ask, "What should our next steps be?"

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