

## Story Map Writing: Problem – Solution

In third grade, we learn how to use a Story Map to help us write three types of paragraphs in response to literature. We call it “Story Map Writing.” Our first purpose will be describing the story’s *problem and solution* in one paragraph. Our next purpose will be to write a paragraph that focuses on *cause and effect* in a story. Finally, we will learn to write a paragraph that describes the *character trait* of a character in the story. To help us plan these types of paragraphs, we will use the Story Map graphic organizer instead of the 4-Square graphic organizer.

→The recipe for the problem-solution paragraph is:

1. Introductory Sentence (The job of this sentence is to introduce the title of the story and a general idea of what it is about)
2. The Problem (beginning of story)
3. The Events that help solve the problem (middle of story)
4. The Solution (ending of story)
5. Concluding Sentence (The job of this sentence is to bring the paragraph to an end by tying it back to the first sentence.)

→What are “Transitional words”? These are words that we use to help us make a transition. A transition is when we change from one idea to another. (In the multiple paragraph essays, the transition is from one paragraph to another. In our single paragraph writing, the transition is from one sentence to another, from one event to another.)

- o Examples of the transition words we used in our 4-Square writing are: *To start with, In addition, Also.*

That type of writing focused on a main idea with details to support it. When we list details about something, it often doesn't matter what order we list them in.

- o But when we are listing events of a story, they have to happen in a certain order. So we want our transition words to help us show that order or sequence. Examples of transitional words that we use in the story map writing are: *First, Then, Next, After that, Finally*.
- o For the concluding sentence of our paragraph, we can use the same transition words that we used for the concluding paragraph of our 4-Square writing: *As you can see, In conclusion, Hence*.

→After writing the “sloppy copy” of their problem-solution paragraph, the students use colored pencils to search for a few things:

- ✓ They put an **I** in front of the Introductory Sentence, a **P** in front of the Problem sentence, a **1, 2, 3, 4** in front of the Events, a **S** in front of the Solution sentence, and a **C** in front of the Concluding Sentence. This helps to reinforce the recipe of the paragraph, and to double-check that they didn't accidentally miss one of those steps in the recipe!
- ✓ They circle their “transitional words.”
- ✓ They underline the words that they consider their “**juicy words**.” These are words that are especially creative or interesting.
- ✓ They also check for their periods and capitals.