



Example Scripted Think Aloud for Text Structure Mapping Instruction

The following is a scripted *think aloud* representing an educator modeling text structure mapping for a problem-solution text. This think aloud would follow the lesson introduction, in which the educator would review the definition of text structures and any previously taught text structures. The educator would read the text aloud to students, briefly stopping to discuss unknown vocabulary words.

Materials

[Problem-Solution Text Structure Map](#) referred to in the script.

Additional Resource

For more on text structure mapping, read the Iowa Reading Research Center blog post [“Text Structure Mapping: A Strategy to Improve Reading Comprehension of Informational Texts”](#) by Leah Zimmermann, Deborah K. Reed, and Anna Gibbs.

Script

*A **problem** is something the author describes is going wrong, or a type of conflict. I know that the author will tell me the problem and why it is important before explaining one or more ways the problem might be solved. In Paragraph 1, we read there were 33 Chilean copper and gold miners who were trapped 2,300 feet underground after the mine collapsed (underline sentence in exemplar text). The map tells me to write the problem in my own words but to keep it brief or short. There are a couple of ways I could write this problem. I could write about it as the problem of how to rescue the miners. However, we read that the miners would most likely be underground for several months.¹ They had to be kept alive before they were rescued, so the rescue was only part of the problem. I think if I write about it as the problem of the men being trapped, that will help me remember to record all the different kinds of solutions the rescuers had to come up with. I also will capture the*

¹ This is a non-example that helps students to better understand the characteristics of an appropriate problem.



main idea around which the rest of the text is organized (write, “The mine collapsed, trapping 33 Chilean coal miners 2,300 feet underground.”).

*My next step is to think about why this problem is important. On our text map, this is called the **significance** of the problem. As a reader, it is very important to identify the significance of the problem in order to understand possible solutions presented by the author later in the text. On the text map, I can see that I should think about how the problem is causing harm, or why we care about the problem. I think the problem in this passage is significant for several reasons. In Paragraph 4, we read that the mine could collapse even further. This could injure or kill the miners (underline sentence in exemplar text). I will record this as the significance of the problem on the text map (write, “The mine could collapse further.”) We also read in the same paragraph that the oxygen levels in the mine were so low that the miners could die. In addition, the miners had very little food and water left, and if they did not receive food soon, they could die of hunger or thirst (underline sentence in exemplar text). I also will capture this as part of the significance of the problem (write, “The men could die of thirst, starvation, or lack of oxygen.”)*

*Next, I know that the author will provide at least one solution to the problem. A **solution** is something the author says will fix or help the problem. In a problem-solution text, the author will not only give the reader solutions, but also provide reasons for each solution. In our text map, this is called the **rationale for solutions**. It seems like there were lots of things the Chilean government was trying to do to help the miners. One thing that I remember is that the officials were going to send the men MP3 players to listen to music to keep their spirits up. This would help the men stay positive about being rescued, despite having to wait a long time! However, keeping the miners happy with music does not seem to solve the problem around which the passage is organized²: The miners are trapped and they are in danger. In that same paragraph, which is Paragraph 5, I do see a solution that will help the problem. The officials will drill three small holes and use them to deliver supplies (underline sentence in exemplar text). I will record this as one solution on the text map (write, “Drill very small holes and use them to deliver supplies.”). Now, I need to think about the rationale the author presents for this solution. In the text map, I see that the rationale tells us how the solution will work or why it will be effective. In the next sentence of Paragraph 5, we read that the small holes will be used to send food, water, oxygen, and medicine. Although it is not explicitly written in the text, I can infer that these supplies will*

² This is a non-example that helps students to better understand the characteristics of an appropriate problem.





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help keep the men alive and healthy. This clearly addresses one part of the significance of the problem, written here (point to “Significance of Problem” section on text map): the men could die of thirst or starvation. I am going to record this as the rationale for the solution I identified (write, “The miners will receive food, water, medicine, and oxygen. This will help the miners stay healthy until they can be rescued.”).

Even though I have identified one solution to the problem, the author might have offered other solutions, too. It is important to identify all possible solutions and record them in our text map. I remember reading that the author presented a plan to get the men out of the mine, which seems important because the problem is that the men are trapped. In Paragraph 6, it says that the rescuers will first use a drill to slowly widen the mineshaft (underline sentence in exemplar text). Then, the men will be transported up the mineshaft in a special capsule (underline sentence in exemplar text). If this plan works, it will definitely fix the problem that the miners are trapped. I will record both steps of this plan as a solution to the problem (write, “Slowly drill a rescue tunnel. Then, remove each man using a special capsule.”).

Now, I need to find the author’s rationale, or reasons, for this solution. We read there was a special reason that the rescuers were going to be cautious while drilling the tunnel. Otherwise, they would have gotten the men out as fast as they could! In Paragraph 6, it says that if the shaft is drilled too quickly or is too big, the mine could collapse even more (underline sentences in exemplar text). This addresses the second part of the significance of the problem, written here (point to “Significance of the Problem” section on text map): The mine could collapse further. Drilling the correct size for the hole and not drilling too quickly will help to prevent further collapse. I will record this rationale in the text map (write, “The tunnel will be the right size for rescue but not so big or drilled so quickly that the mine will collapse further.”).

Now I need to identify the author’s rationale for the special capsule. In the last two sentences of Paragraph 6, we read that the capsule will protect the men from falling debris and provide oxygen. This addresses part of the significance of the problem (point to “Significance of the Problem” section on text map): The capsule will help keep them safe in case of further collapse and maintain safe oxygen levels. I am going to record this as the rationale for the second step of the rescue plan (write, “The capsule will protect the men as they leave the mine.”).

