

Sentence 1 – Sourcing/Claim Sentence

1. **WRITE:** What is the most important idea stressed by the author (claim, main idea)? Write this idea in a sentence in the space below using a marker verb.

There is great value in learning to closely read maps, and we should have a liberal interpretation of the Common Core Standards so that reading maps to make meaning about complex spatial relationships is included in testing and curriculum.

2. **REFINE** (or have a partner refine) this sentence to make it clear, concise, and specific. Take out all unnecessary information. Remember your audience – the reader does not want to read the whole article or learn every detail.

~~There is great value in learning to closely read maps, and we~~ **educators and test makers** should ~~have a liberally interpret ation~~ of the Common Core Standards so ~~that~~ **students are expected to** ~~closely reading~~ maps to make meaning about complex spatial relationships ~~is included~~ in testing and curriculum.

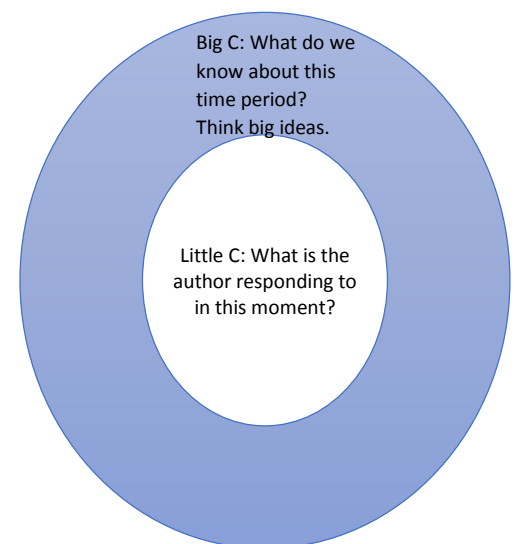
3. **ADD TO:** What sourcing information did you forget (author, date, type of text, short title of text)? Add it to the sentence you have just written using the least amount of words possible.
 - a. Consider using just the author's last name, placing the year in parentheses and shortening a lengthy title.
 - b. If your title includes information that you already included, consider cutting that information from your sentence.

According to a commentary by Gersmehl (2013) entitled "What do we mean by reading maps?" ~~E~~**Educators and test makers** should liberally interpret the Common Core Standards so students are expected to closely **analyze** ~~read~~ maps **for** ~~to make~~ meaning about complex spatial relationships in **both** testing and curriculum.

Sentence 4 – Context Sentence

4. **WRITE:** Before adding your evidence sentences, write your final sentence including important contextual elements and the author's perspective / point of view / relationship to the audience.
 - a. Use the graphic to brainstorm before writing.

In the era of high stakes testing and politicized education reform, Gersmehl ties the often ignored geography curriculum to the CCSS, which have been adopted in 46 states, in order to make a case for reading and analyzing maps as complex sources.



Sentence 2 – Evidence Sentence A

5. **WRITE:** Based on the context and the author's most important idea, determine which parts of the article to highlight as evidence or support.
 - a. Remember, the details you choose must directly support sentence one.
 - b. Using a different marker verb, explain the best support the author provides for the claim/main idea. Include at least three details from the text in your explanation.
 - c. Underline the words or phrases you used as details.

He asserts that educators should demand the same level of close, sophisticated reading of maps as traditional text because organizing information and interpreting maps to make meaning is a difficult but essential skill of citizenship because nearly every major issue on the news today requires an understanding of special relationships.

6. **REFINE** (or have a partner refine) this sentence to make it clear, concise, and specific. Take out all unnecessary information. Remember your audience – the reader does not want to read the whole article or learn every detail.

He asserts that educators should demand the same level of close, sophisticated reading of maps and charts as traditional text because organizing and interpreting spatial relationships information and interpreting maps to make meaning is a difficult but essential skill of citizenship because nearly every major issue on the news today requires an understanding of special relationships.

Sentence 3 – Evidence Sentence B

7. **WRITE:** Based on the context and the author's most important idea, determine which parts of the article to highlight as evidence or support.
 - a. Remember, the details you choose must directly support sentence one.
 - b. Using a different marker verb, explain the best support the author provides for the claim/main idea. Include at least three details from the text in your explanation.
 - c. Underline the words or phrases you used as details.

Gersmehl goes on to highlight standardized test questions which treat maps, graphs, and diagrams as mere repositories of information to be decoded in an effort to demonstrate that a liberal reading of the standards should require students to organize concepts and make meaning.

8. **REFINE** (or have a partner refine) this sentence to make it clear, concise, and specific. Take out all unnecessary information. Remember your audience – the reader does not want to read the whole article or learn every detail.

In an effort to demonstrate that a liberal reading of the standards should require students to organize conceptual understandings, ~~Gersmehl he goes on to further~~ highlights the low level of current standardized test questions which treat maps, graphs, and diagrams as mere repositories of information to be decoded in an effort to demonstrate that a liberal reading of the standards should require students to organize concepts and make meaning.

9. Place your refined sentences in order (sourcing/claim, evidence, evidence, context).