



### Student Tasks:

- Read or listen to text
- Take notes about new information
- Identify & evaluate development of claims, evidence, & reasoning
- Compare & contrast development of claims, evidence, & reasoning

### Online ThinkCERCA Resources

- Reading passages and text selections

Courtesy of:

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Cincinnati Public  
Schools

# Text Mapping

Tracing and evaluating the structure, claims, evidence, and reasoning of text

*Suggested Time: Add approximately 15 minutes to anticipated reading time*

## Strategy

Students identify claims of an argumentative text then identify the main points (or reasons), reasoning, and evidence to analyze how the claims were introduced, developed, and supported.

## Optimal Application Notes

This is a great strategy to use when comparing two argumentative texts presenting the same or opposing arguments. Can also be used with a single text as students work to develop the skills of identifying, evaluating, and tracing arguments.

### Before:

- Before the lesson, pre-read the text and identify the main claim as well as all supporting reasons in the text for the strategy.

### During:

- Distribute the handout and explain that as you read, you will be looking for each of the claims or points the author uses to develop their main claim and analyzing how they are developed.
- Depending on student capacity and text complexity, consider reading the introduction and identifying the main claim together.
- Begin reading the text aloud. As you reach each reason the author introduces, pause and allow students time to put notes in the “point/idea” and “How it is Introduced” column. As you continue the chunk, prompt students to identify examples for the other two columns.
- Consider having students complete the row for a point independently to release responsibility and determine capacity of the skill.

### After:

- Students should think of three connections they can make to the new information. It may be information they have already learned about the topic or a connected personal experience they remembered.
- They should draw a line from the new information to the connection or experience listed on the right.

### Skills Targeted:

- Identifying claims, evidence, reasoning
- Analyzing the development of claims, evidence, reasoning
- Relationships between key ideas
- Evaluating claims presented in texts and how they’re developed

# Text Mapping

**Instructions:** As we listen to the text, identify the main claim and any supporting claims. Then, identify and analyze how these points are introduced, developed, and connected back to the main claim. Ask yourself the following questions for each...

- What are the main points? (claims)
- How are they introduced? (anecdote, assertion, quote, question)
- How are they developed? (evidence, logic, cultural reference)
- How are they connected? (transitions, tone shifts)

<b>Point/Idea</b>	<b>Introduction (How it is Introduced)</b>	<b>Development (How it is Developed)</b>	<b>Connection (How it Connects Back)</b>
<b>Main Claim:</b>			

# Text Mapping

<b>Point/Idea</b>	<b>Introduction</b> (How it is Introduced)	<b>Development</b> (How it is Developed)	<b>Connection</b> (How it Connects Back)
<b>Main Claim:</b>			

**Who had the better argument?**