

**Module 4: Creating Text Sets that Build
Knowledge and Vocabulary**

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Module 4: Creating Text Sets that Build Knowledge and Vocabulary

Objectives

- Learn how to plan and assemble a series of texts into a unit designed to build knowledge and vocabulary around a topic
- Make connections to topics studied in Modules 1-3

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration and Knowledge of Ideas

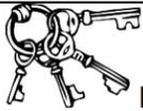
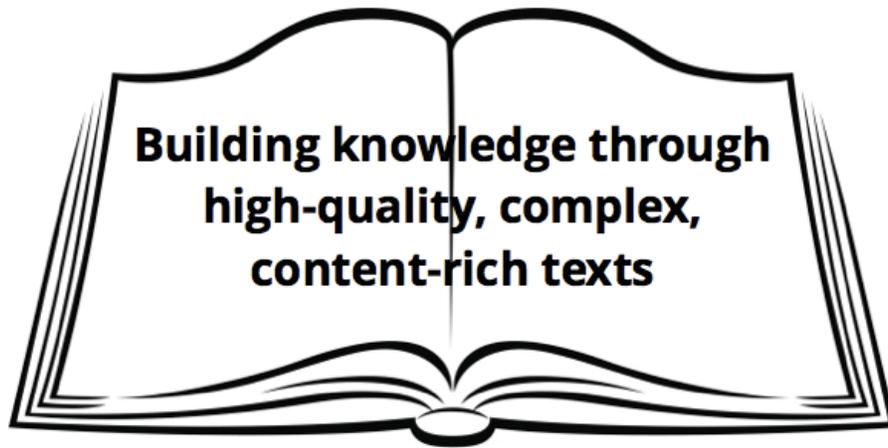
- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

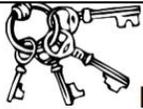
TEAM Alignment

- Standards and Objectives
- Motivating Students
- Activities and Materials
- Instructional Plans
- Assessment



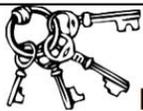
Key Idea #1

All students need regular practice with high-quality, appropriately-complex texts that build knowledge and vocabulary. In the early grades, the primary method for engaging students with these kinds of texts is through read alouds.



Key Idea #2

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.



Key Idea #3

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary, with the end goal of building knowledge about the world.

Text Sets: Classroom Vignette

Use this chart to record your thoughts as you read the classroom vignette. Be prepared to discuss the following questions:

- How does Ms. Jackson utilize different types of texts in this unit?
- How does Ms. Jackson teach a range of skills and standards through these texts?
- How are students building knowledge and vocabulary through engagement with this unit?
- How is this vignette similar to or different from the way you teach?

Observations	Questions	Additional Notes

Authentic Reading and Writing in Practice: Classroom Vignette

Students in Ms. Jackson’s second grade class begin a two-week, text-centered interdisciplinary unit on plants, based on the following science standards:

- 0207.1.1 – Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.
- 0207.2.2 – Investigate living things found in different places.
- 0207.2.3 – Identify basic ways that plants and animals depend on each other.
- 0207.Inq.2 – Ask questions, make logical predications, plan investigations, and represent data.
- 0207.Inq.3 – Explain the data from an investigation.

Based on the multiple texts she selects for this unit, Ms. Jackson plans to anchor her instruction in the following reading standards:

- RL.2.3 – Describe how characters in a story respond to major events and challenges.
- RL.2.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.

Students begin their unit by visiting a small school garden that was planted by previous students. They walk around the garden and talk about the different kinds of plants they see. Back in the classroom, Ms. Jackson asks them what they noticed about the plants and to identify the ones that seemed interesting to them and why. As students generate their observations in a guided discussion, Ms. Jackson records their ideas on a chart titled “Our Observations”. Their ideas include: some plants have flowers; some plants, such as the carrots, will have food that people and animals can eat; and, some plants are tall with many leaves and others have only a few leaves.

Then, Ms. Jackson reads aloud the informational text *From Seed to Plant* by Gail Gibbons. Students discuss what they learned from the text and this information is added to another section of the chart titled “Our New Knowledge”. In a separate column, titled “Our Questions”, students generate questions they still have about types of plants and how they grow. Students will continue to add to this chart throughout their unit of study. Ms. Jackson will return to the

book *From Seed to Plant*, leading multiple close reads of the text to deepen knowledge and review vocabulary. She uses this text to start a unit-based Word Wall where students log unique vocabulary words associated with plants.

The next day, students participate in a shared reading of the narrative *The Garden* from *Frog and Toad Together* by Arnold Lobel. They compare and contrast the information presented about planting seeds from this fictional text with yesterday's informational read aloud, using a Venn diagram.

In a guided reading setting later that day, some students re-read *The Garden*. Ms. Jackson lists words from the story that contain common vowel digraphs, such as *seeds*, *grow*, and *shouting*, and asks the students to notice and practice the sounds of the vowels. When students begin reading, Ms. Jackson focuses on how they read vowel digraph words within the text, providing corrective feedback as needed. After reading, Ms. Jackson prompts students to think more about how Toad's feelings about his garden change throughout the story. Tomorrow in this guided reading group, Ms. Jackson will guide students to find specific quotes and actions that provide evidence of Toad's shifts in feelings.

In a different guided reading group, Ms. Jackson introduces the text *Oh Say Can You Seed? All About Flowering Plants* from the Cat in the Hat's Learning Library Series. Students begin by reading the text independently, and Ms. Jackson asks them to write vocabulary words they encounter that are unfamiliar. Over the course of the week, this guided reading group will engage in close readings of each section of the text, with a focus on building knowledge of plants through vocabulary study. Ms. Jackson will call their attention to additional vocabulary words and their meanings, including Tier II words such as *moist* (plants need moist soil) and *anchor* (roots anchor plants), as well as Tier III words, such as *fertilize* and *photosynthesis*. She will also help students make connections to the meanings of these words by reminding them of their experience visiting the school garden and inviting them to share other moments when they've encountered these terms in real-world settings. One student shares that her neighbor has asked her to help pull *weeds* along the sidewalk, while another jokes that his uncle always complains about the *pollen* in the air and how it makes him sneeze. Students add these new vocabulary terms to their Word Wall.

In addition to vocabulary study, Ms. Jackson will lead conversations around key conceptual ideas presented within the text *Oh Say Can You Seed?*, such as what it means for leaves to be a "food factory".

Students plant seeds of their own, recalling information learned from texts to guide their process. For example, to sprout their seeds, they first place them on a wet piece of construction paper inside a glass jar, following the directions from the section “How to Raise Bean Plants” from the text *From Seed to Plant*. Every few days, students use tools to measure their seeds’ growth, amount of sunlight and water, and changes in leaf development. They record their observations through speaking, drawing, and writing, and make predictions about what their seeds will look like in the following days based on the information they’ve gathered from texts. Later, once the seeds have sprouted, they’ll transfer their plants to soil. Students will work in groups to write an informational piece on how to grow plants, using specific vocabulary from their unit, such as *soil*, *sprout*, *root*, and *stem*.

Ms. Jackson guides her students through a word study, vocabulary, and comprehension lesson based on the poem *Gathering Leaves* by Robert Frost. For vocabulary study, students discuss Frost’s choice of some of the words and the mind pictures they create, such as how “bags full of leaves are light as balloons” and the meaning of the word “rustling”. For word study, students read and analyze the vowel patterns that make up the rhyme scheme, including two different patterns that both produce the long A sound. Ms. Jackson points out how the words “duller” and “color” rhyme, even though the r-controlled vowels are different, and invites students to notice and identify other interesting phonics relationships. Once again, students think about how these words sound, how they contribute to the rhythm of the poem, and what they mean. Students engage in repeated readings of the poem throughout the week to build fluency, and focus specifically on reading with appropriate expression based on the end punctuation of each line and the meanings that are conveyed with their expressions.

To extend comprehension and knowledge building, Ms. Jackson uses ideas from the *Gathering Leaves* poem to pose an inquiry question: why do leaves change color? Students discuss their independent hypotheses together, and then put their predictions in writing. Ms. Jackson invites students to collaboratively research their question, using the text *Why Do Leaves Change Color?* by Betsy Maestro as a keystone text. One differentiated small group reads the text independently, while another small group listens to a video recording of the text on the computer. After reading, both small groups discuss what they learned and return to their written predictions to edit and add more. Ms. Jackson works with another small group, reading the text aloud to them and asking questions along the way to assist their comprehension. In addition to the keystone text, Ms. Jackson shares other texts and forms of media that students explore during independent learning centers.

Later, Ms. Jackson takes the class outside to collect leaves. Students seek leaves of different colors from different kinds of trees. Back in their classroom, they discuss the physical

characteristics of the leaves they found and make inferences about the temperature, levels of chlorophyll, and other factors that may have influenced the leaves' colors. Students each choose one leaf and write an essay describing the leaf and its coloration, drawing information from the various texts they've read to support their inferences.

After reading several texts on plants, Ms. Jackson introduces a new idea – she asks students to think about examples of how plants and animals work together. Students think and write independently, then share their ideas with partners. Recalling from multiple sources, students list how bees transfer pollen from flower to flower, how burr-like seeds stick to animals' fur and are carried around, and how various animals drink nectar from flowers. Then, Ms. Jackson leads a shared reading lesson using *Green Invaders*, an article from National Geographic for Kids, which discusses the impact of invasive plant species on local ecosystems and food chains. Students identify additional relationships between plants and animals cited in the article, such as how monarch butterflies only eat milkweed.

While reading the *Green Invaders* article, students get excited about the following passage: “*The good news is, gardeners everywhere are working hard to protect native plants and get rid of the invaders. Many local garden centers sell native plants. ‘Just Google ‘native plants’ and your location, and you can find out which plants really belong where you live,’ says Tallamy.*” Students beg Ms. Jackson to do the search, and together they browse images of local plants on the projector screen. The class decides to look for these plants when they're outside in their neighborhoods and to bring pictures or written descriptions back to the class. Ms. Jackson suggests that the class create their own encyclopedia of local plants, reminding students that they can use the vocabulary they've learned in their unit to label and describe the plants.

Students conclude their unit on plants by studying the impact of agriculture on communities, especially communities in different places from their own. During guided reading, they read *A Weed is a Flower: The Life of George Washington Carver* by Alike. Ms. Jackson reads aloud *Farmer Will Allen and the Growing Table* by Jacqueline Briggs Martin, the story of a modern urban farmer whose goal is to provide affordable and healthy food to underserved communities. Ms. Jackson also reads aloud *Planting the Trees of Kenya* by Claire Nivola, about 2004 Nobel Peace Prize winner and founder of the Green Belt Movement, Wangari Maathai. Finally, through read aloud and shared reading experiences, students read the fictional poem *The Lorax*, by Dr. Seuss. Students synthesize their learning by writing and presenting two pieces: an informational piece about plants and their importance to the world, and an opinion piece about which of the final texts they read poses the best argument for the value of plants and the need for conservation.

At the end of the unit, Ms. Jackson reviews student work and recalls conversations with students and their families about what they learned. She's confident that students developed a deep bank of knowledge and vocabulary about plants, and also improved their reading, speaking, and writing skill through the process.

Additional Standards Taught Through this Unit:

Reading

- RI.2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

- RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words
- RF.2.4 – Read with sufficient accuracy and fluency to support comprehension

Writing

- W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language

- L.2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Mathematics

- MD.2.1 – Measure the length of an objective by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Write – Pair – Share

Read the quotes on the following page. Annotate the quotes using the following symbols.

- * - I agree because...
- X - I disagree with this because...
- ! - Wow! I'm experiencing a strong reaction to this because...
- ? - My question here is...

After reading and annotating the quotes, write a short reflection using the question as a prompt. Then, discuss your reflection with a partner. Be prepared to share your reflections with the group.

- How do these quotes connect to each other?
- How do these quotes connect to the classroom vignette?

1. "When approached as similar, related composing processes rather than as isolated skills and behaviors, writing and reading can influence and support the development of reading, writing, and thinking (Squire, 1983). (As cited in Langer & Flihan, 2000)
2. "It [transfer of knowledge] does not come from being a sort of generic "good thinker" or a "good problem solver." Rather, it appears to grow from a deep familiarity with a particular body of knowledge." (Hawkins, Ginty, Kurzman, Leddy, & Miller, 2008)
3. "Students of exemplary teachers were exposed to the direct, explicit instruction for skill development in the context of authentic literature and instruction integrated with writing and content area connections." (Zygouris-Coe, 2001)
4. "In the world of reading instruction, this understanding about learning means that students are far more likely to become capable, strategic readers if they are learning reading strategies while in the process of acquiring deep content knowledge." (Hawkins, et al., 2008)
5. "Many problems in writing are really problems in understanding: students often know little about what they are trying to write." (Hawkins, et al., 2008)
6. "Writers incorporate what they have learned about language, structure and style from the texts they have encountered as readers. They also reflect on their own knowledge of texts they have read and experiences they have had as a way of generating and synthesizing ideas for writing." (Langer & Flihan, 2000)
7. "...no students (nor anyone else, for that matter) can write effectively if she does not have solid knowledge and understanding about her subject, and does not have a clear structure through which to think about, construct, and communicate that knowledge." (Hawkins, et al., 2008)
8. "Pre- and post-writing activities have also been used as effective instructional activities to promote comprehension for low-achieving readers. These instructional activities effectively address the problem of poor comprehension by providing this sort of instructional scaffolding to help low-achieving readers comprehend texts above their independent reading level." (RAND Reading Study Group, 2002)

Teaching with Text Sets



Key Idea #8

Reading and writing are complementary processes, and both processes are supported and enhanced through authentic integration and the development of knowledge and vocabulary.

A text set is a set of texts around a similar topic, theme, or idea. Strong text sets share common vocabulary, which helps bolster students' vocabulary knowledge through repeated readings about similar ideas, which allow them to build knowledge.

- Louisiana Department of Education

A text set is a collection of related texts organized around a topic or line of inquiry. The line of inquiry of a given set is determined by an anchor text – a rich, complex grade-level text.

- Council of Chief State School Officers, 2013

Text sets are resources of different reading levels, genres, and media that offer perspectives on a theme.

- Annenberg Learner

Text sets need to be introduced in Kindergarten and then “used throughout students’ schooling.” They don’t focus on a single type of cognitive processing, but require students to analyze more than one text. For this reason text sets involve many types of texts: “multiple texts by the same author, multiple texts on the same topic, multiple texts that can contribute different but overlapping information on the same subject, and multiple texts that differ in quality or effectiveness of perspective.” Instruction using text sets requires different responses by the readers which often include writing or oral presentation of ideas.

- Shanahan, 2010

Reading a number of texts within a topic grows knowledge and vocabulary far faster than any other approach.

- Student Achievement Partners, Text Set Project

Teachers who provide comprehension strategy instruction that is deeply connected within the context of subject matter learning, such as history and science, foster comprehension development.

- RAND, 2002

Teaching with Text Sets

Strong Text Sets	Weak Text Sets
<ul style="list-style-type: none"> • Builds student knowledge around a topic • Meaningful connections to the anchor text • Authentic, rich texts worthy of study • Range of text types (literary and informational) and formats • Supports student achievement through text complexity • Includes texts that represent various forms of complexity • Includes visual media, such as videos, images, maps, timelines, and other graphics or text features. 	<ul style="list-style-type: none"> • Superficial connection or no connection across texts in the set • Only commissioned texts or textbook passages • Focused on one genre or format (unless that set is a genre study) • Text complexity levels are not appropriate for students (too low or too high) • Text set does not represent diverse types of texts or diverse measures of complexity

- Borrowed and adapted from *Guide to Creating Text Sets*, retrieved from www.ccsso.org

How Do You Create Text Sets?

1. Choose an anchor text and determine the enduring understanding of the set.
2. Select additional texts and media and organize them as a whole.
3. Create an extension task that synthesizes knowledge from all texts and emphasizes the enduring understanding.
4. Identify standards that align with the texts in the set.
5. Continue to revisit the text set, revising and refining as needed.

Discussion

- How do text sets sound similar to past teaching practices?
- What do you think makes them different?
- Based on the quote from the RAND study, how do text sets “grow knowledge and vocabulary”?
- How does growing knowledge and vocabulary benefit mastery of standards in ELA and in the content areas?

Planning a Text Set

Planning thematic connections creates opportunities to build background knowledge and make intertextual connections.

- Santoro, Chard, Howard, and Scott, 2008

Step 1: Choose an Anchor Text and Determine the Enduring Understanding

- Select an anchor text that is high quality, content rich, and appropriately complex. Consider students' interests and your instructional aims.
- Read the text closely, paying attention to its various complexities. Determine the Big Idea or Enduring Understanding of the text set, keeping in mind the content and themes naturally occurring in the anchor text.
 - Explore a concept or theme
 - Understand different perspectives about an idea or event
 - Explore a content area topic in depth from science or social studies
 - Explore a writing style or format through an author or genre study

Example – Choosing an Anchor Text

"I chose *Amelia Bedelia* by Peggy Parrish because it has a lower Lexile of 340L but addresses complex nuances in the English language. At the beginning of the year, I feel this would present my 1st graders with a challenge in understanding the character's dynamics while still being accessible to them. It also allows me to build complexity as I move through the text set. Looking at the qualitative measures of the text, I like the way the character of Amelia Bedelia is developed through the different stories and how each story ties back to the central theme in slightly different ways. While some stories are more surface level, others have more layered meanings, building to more sophistication with each story. I also like the use of figurative language and multiple meaning words in the text because it increases the complexity. Finally, I think the students will find the text interesting because getting in trouble and maintaining a positive relationship with others is something they can all understand. I think they will find humor in the way Amelia Bedelia gets in and out of trouble."

Example – Determining the Enduring Understandings

"I decided the enduring understanding for the text will be clear communication and the importance of details and word meanings, especially in professional settings. Students will also learn about the unique details and expectations of different careers. My 1st grade students will be given the opportunity to explore various career fields, so this enduring understanding ties in well with the social studies standards about goods, services, producers and consumers (1.8, 1.9, 1.10, 1.11). I can introduce the idea with the anchor text and easily build with supporting texts to explore other careers. Along with my enduring understanding, I also want to focus on theme and character development (RL.1.2, RL.1.3, RL.1.9) because the story is very character driven and within each story involving Amelia Bedelia there is a central message that ties to the overall theme of the book series."

Step 2: Select Additional Texts and Media that Build on the Anchor Text

- Select texts and media that connect to the anchor text and support the enduring understanding.
- Include a variety and balance of text formats (poetry, songs, media, art, informational text, literary text, etc.) that are also complex, high quality, and content rich.
- Organize supporting texts so they build in knowledge and complexity. It is best to begin with a concrete connection that moves to a more abstract, thematic, or analytical connection.

Example

“After searching several online databases and consulting with my school librarian, my grade level team and I settled on four literary texts: *Thank You, Amelia Bedelia* and *Teach Us, Amelia Bedelia* by Peggy Parish; *Nouns and Verbs Have a Field Day*; and, *Punctuation Takes a Vacation*, by Robin Pulver. We also pulled many informational text options: *Hairy, Scary, Ordinary: What Is an Adjective?*, *A Mink, a Fink, a Skating Rink: What Is a Noun?*, and, *To Root, to Toot, to Parachute: What Is a Verb?* all by Brian Cleary. We also added various career texts, such as *A Day with a Carpenter* by Joanne Winne, *Community Helpers from A to Z* by Bobbie Kalman, *Veterinarians and Nurses* by JoAnn Early Macken, *Dentists* by Jacqueline Laks Gorman, *A Day in the Life of a Construction Worker*, *A Day in the Life of a Doctor* by Heather Adamson, *A Day in the Life of a Garbage Collector* by Nate LeBoutillier, and *Day with a Doctor* by Jan Kottke. Two nonprint sources were also included: “AP Spanish Cooking Video” and “Brain Imaging” from Kids.gov. Together my team and I looked at both the quantitative and qualitative measures for each selection and considered how each built towards the enduring understanding in order to organize them into a coherent text set. A sample order to introduce the texts is provided below.”

- Lesson 1: *Hairy, Scary, Ordinary: What Is an Adjective?*
- Lesson 2: *Amelia Bedelia*
- Lesson 3: *Thank You, Amelia Bedelia*
- Lesson 4: *Nouns and Verbs Have a Field Day*
- Lesson 5: “AP Spanish Cooking Video”
- Lesson 6: *Punctuation Takes a Vacation* (extension task)
- Lesson 7: *Teach Us, Amelia Bedelia*
- Lesson 8: *Amelia Bedelia* and *Teach Us, Amelia Bedelia*
- Lesson 9: Various books about careers
- Lesson 10: “Brain Imaging” and *A Day with a Doctor*

Apply and Reflect

Step 2: Select Additional Texts and Media that Build on the Anchor Text

With your group, analyze the supporting texts that were chosen for the text set.

1. Highlight the supporting texts.
2. In the margin, note how many sources are literary texts, informational texts, media, etc.
3. Make a note if science or social standards are included.

Discussion

- How do the supporting materials build in complexity?
- How do the texts build a body of knowledge connected meaningfully to the anchor text?
- How do the texts build and connect meaningfully to the enduring understanding?
- How do the supporting texts vary in the amount of time they require?

Step 3: Design an Extension Task to Wrap Up the Text Set

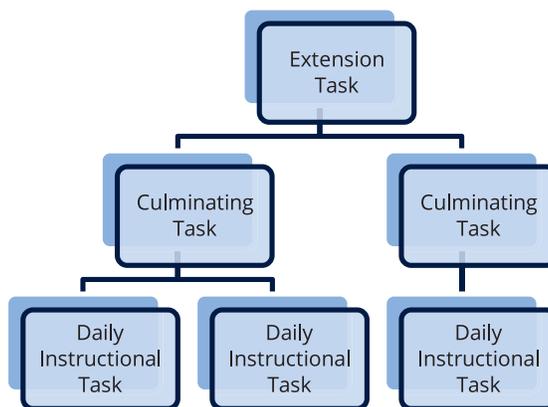
- What is an extension task?
 - An extension task should give students an opportunity to synthesize what they have learned from the various pieces of the text set.
 - An extension task should emphasize the enduring understanding.
 - An extension task should require speaking, drawing, or writing.
- An extension task may connect to other tasks students have completed, such as a culminating task from repeated readings of the anchor text, or daily tasks linked to the supporting texts.

Example

Have students respond to the following prompt: “Select one of the career books we’ve read in class. Identify at least three words or phrases that might confuse Amelia Bedelia. (RL.1.3, RI.1.4, W.1.2, W.1.7, L.1.4a). Explain why Amelia Bedelia might be confused by those words or phrases. Include vocabulary from your notes taken while we read the texts.”

- Students are asked to identify three multiple-meaning words or phrases and explain the different meanings, focusing on the most appropriate use of the words or phrases based on context. The completed writing should use words from the charts and include conjunctions that signal simple relationships (e.g., because) and frequently occurring adjectives. (L.1.1f, g; L.1.6)
- Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)

- <http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>



Step 4: Identify the Standards that will be Taught Through the Text Set

- Review the texts selected for the set.
- Determine which literary or informational text standards the set aligns to.
- Determine additional ELA standards, such as foundational skills or language, that also align well with the set.
- Determine if content standards, such as social studies or science, align with the set.
- Consider any writing tasks that will be paired with the text readings, and determine aligned writing standards.

Note: Standards can also be selected first, and then texts are carefully chosen that support those standards. With this approach, it's important to still let the text drive instruction – texts should not be made to “fit” a standard.

Example

“Now that we have our texts chosen and have designed our tasks, my team and I are ready to see which standards align with our instruction. Because the texts all have a strong central message, we know standard RL.1.2 fits naturally. Within that standard the specific skill we want students to learn is how to determine the message in the text or chapter and support that message with key details. The literary texts are also very focused on character development. In *Amelia Bedelia* we will have to spend time discussing Amelia’s traits and motivations and how that influences her job. For this reason, we think we will naturally hit standard RL.1.3: describe characters in a story and explain how their actions contribute to the sequence of events. Within that standard the specific skill the students need to learn is how to identify adjectives or phrases that describe Amelia and be able to support their choices through what Amelia says, thinks, or does.

Because we will be looking at adjectives, students will need to know about them. Though standard L.1.1a won’t be a focus standard, we may want to consider it as a supporting standard as we move through the text set. Finally, in *Amelia Bedelia*, the reader has to compare and contrast what she is told to do and what she really does. For this reason, standard RL.1.9: compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters, is a great fit. Within this standard, the skill we want the students to learn is how to compare and contrast the messages of the stories told in each chapter.

Finally, because the anchor text uses figurative language, we want to pull in RL.1.4: determine the meanings of words and phrases as they are used in text, distinguishing literal from nonliteral language. The use of figurative language is one of the traits that makes this text complex, so to be able to identify figurate language and determine what it means will enhance students’ comprehension of the text. There may be other standards, like the language standard, which will be addressed in passing, but the four RL standards will be our focus standards for the text set and will be assessed through the various instructional tasks.”

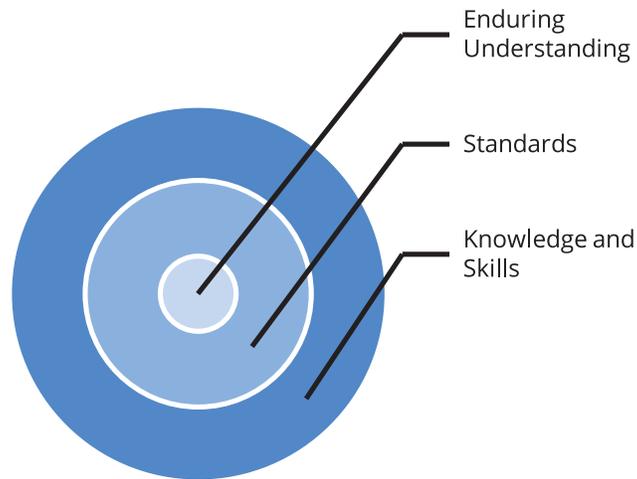
Reflect and Apply

Step 3: Design an Extension Task to Wrap Up the Text Set

Step 4: Identify the Standards that will be Taught Through the Text Set

With your group, analyze the tasks and standards for the text set.

1. Turn to the text set at the back of the manual
2. Highlight the extension task
3. Circle the knowledge and skills embedded in the task
4. Underline the connection to the enduring understanding
5. Read a few of the daily instructional tasks and culminating tasks



Discuss

- What level of thinking is needed for the extension task?
- How do the daily instructional tasks build toward the culminating tasks, and how do those build towards the extension task?
- How do the standards chosen as a focus connect with the tasks and the anchor text?
- Reflect on the way we thought about planning repeated interactive read aloud lessons in Module 3. How is that process similar to the way we plan text sets?

Step 5: Revisit, Revise, and Refine the Text Set

- Continue to tweak and improve text sets. As you use them, you will find areas that need more attention, texts that can be added or omitted, and ways to increase rigor and alignment between texts, questions, and tasks.
- Collaborate with other teachers in your grade level and school to strengthen text sets.

Resources for Completed Text Sets

There's no need to start from scratch! Many strong text sets already exist and can be adapted to fit your students, your curriculum, and your pacing guide.

- **Achieve the Core, Text Set Project** - <http://achievethecore.org/page/1112/text-set-project-building-knowledge-and-vocabulary>
- **Louisiana Department of Education, K-12 Planning Resources** - <http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>
- **Achieve the Core, Read Aloud Project** (This site is helpful in finding strong anchor texts. Many literary texts have a paired informational text.) <http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>
- **NewsELA Text Sets** - (You can pull from here, but you will need to add to the sets to vary the text formats and will have to do pre-work to create the Read Aloud Lessons) <https://newsela.com/text-sets/#/featured>
- **Council of Chief State School Officers (CCSSO) Text Sets** - http://www.ccsso.org/Navigating_Text_Complexity/Showroom_Models.html

Reflection

With your group, turn to the text set at the end of the manual one final time.

1. Discuss with your group how you would refine or modify this text set in order to use it in your classroom.
 - a. How would you fit this text set into your literacy block?
 - b. What would you need to do to make it applicable for you and your students?
 - c. What would you add? Omit? Change?
2. Make notes on the changes your group would make.
3. You can use the template on the following page to help organize your notes and revisions.

Blank Text Set

Text Set Title:	
Text Set Grade Placement:	
Enduring Understandings	
Text and Resources (Indicate in what order the supporting works are to be introduced and taught.)	
Anchor Text	Title: Author:
Supporting Works	Book(s) 1. 2. Article(s) 3. 4. Poem(s) 1. 2. Infographic(s) 3. 4. Other Media 5. 6. Supporting Works will be introduced/taught in the following order:
Standards	
Knowledge	Skills
Extension Task	

Micro Lab

Directions:

1. Participants group themselves into trios and identify as individual A, B, or C in the group.
2. The facilitator will pose a question and each person in the group will have an opportunity to respond.
3. Responses will be timed. While the A's respond to the questions, the other member of the group will listen.
4. No interruptions are allowed during individual sharing.
5. Each member of the trio will have 30 seconds to respond when it is their turn.
6. At the end of the activity, the facilitator will debrief the Micro Lab.

Questions:

- How do text sets support students' reading achievement?
- How are read aloud lessons and text sets connected?
- How do read alouds and text sets support our bigger goal of building students' knowledge?