# Creating Text Sets

**What is a text set?**

A text set is a collection of related texts organized around a topic, theme, or line of inquiry. Text sets are related texts from different genres and media, such as books, charts, maps, informational pamphlets, poetry, videos, etc.

The purpose of study for a given text set is determined by an anchor text. An anchor text is a complex read aloud text that introduces the themes and major concepts that will be explored through the text set. The anchor text is often read aloud to students more than once.

The number of texts in a set can vary depending on purpose and resource availability. What is important is that the texts in the set are connected meaningfully to each other, build knowledge and vocabulary of a specific topic, and that themes and concepts are sufficiently developed in a way that promotes sustained interest for students and the deep examination of content.

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| **Step One** | |
| *Identify the Anchor Text and Formulate a Line of Inquiry for the Set* | The first step is to identify an anchor text and formulate an overall line of inquiry for the set. This can happen in either order. An educator may first identify an anchor text, from which they formulate a line of inquiry for the set OR an educator may choose to first identify a topic for a unit of study and then seek out an anchor text around which to build the set. The most important part of this step is that the anchor text be a grade-level complex text that meets the complexity demands of the Standards and is worthy of the time and attention of students. Without a rich anchor text, it is impossible to create a worthwhile text set. |
| **Step Two** | |
| *Step Two: Use Databases to Research Texts around the Topic* | Once you have identified the anchor text and line of inquiry for your set, you can use a variety of databases to search for texts. Sometimes you will need to adjust your search terms to find a range of texts on a topic. Several databases allow you to organize texts according to quantitative measure (<http://www.lexile.com/fab/>). |
| **Step Three** | |
| *Step Three: Evaluate Texts for Inclusion in the Set* | * Does the text contribute to the students building a body of knowledge connected meaningfully to the anchor text? * Is the text worthy of student time and attention? * Does the text contribute to a range and balance of text types and formats in the overall set? * Does the text contain new information that students likely don’t already know? * Does the text build background knowledge that will help students comprehend later texts and experiences? * Does the text contain information that is useful in the real world? * Does the text contain information that is relevant to students’ needs or interests? Does it help them answer questions or solve problems? * Does the text contain information that helps students connect their own experiences and situations to others and to the broader world? * Is the content of the text authentic and does it lend itself to further research, exploration, and inquiry? |

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| **Step Four** | |
| *Step Four: Refine, Finalize, and Produce Text Set* | Continue to refine your selections until you are satisfied that you have a range and balance of texts that support student engagement with the line of inquiry. Then, finalize your selections and document the text set for use in your instructional unit and to share with other educators. In documenting your set, we recommend including the title, author, quantitative measure, source, text type, and brief summary/justification for including the text in the set. |

- List borrowed and modified from three sources: *Guide to Creating Text Sets,* retrieved from [www.ccsso.org;](http://www.ccsso.org/) *The importance of content rich texts to learners and students*, retrieved from Oxford University Press English Language Teaching Global Blog; and *Informational Text and Young Children: When, Why, What, Where, and How* by Dr. Nell K.

Duke

# Blank Text Set

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| **Text Set Title: Waves** | | |
| **Text Set Grade Placement: 7** | | |
| **Enduring Understandings** | | |
| The enduring understanding is to learn the different forms of waves (i.e. transverse and longitudinal) and their properties ( i.e. frequency, amplitude, wavelength, and speed). We will explore different forms of waves such as sound and water waves. My notes will serve as the anchor text and will discuss these concepts. The supporting texts will support these concepts and enrich the student’s understanding. I chose the novel Escaping the Giant Wave by Peg Kehret to help generate interest in waves. This will be read during our enrichment part of the day. This novel also introduces concepts that I will be discussing in my Plate Tectonics unit. The articles will be introduced at the beginning of the waves unit, and students will complete them as we work through the unit. | | |
| **Text and Resources**  (Indicate in what order the supporting works are to be introduced and taught.) | | |
| **Anchor Text** | **Title:** Wave notes  **Author: Myself** | |
| **Supporting Works** | **Book(s)**  1. Escaping the Giant Wave  2. Peg Kehret  **Article(s)**  3.“Scientists Study Ocean Waves to Figure Out the Force of Earthquakes” [www.newsela.com/articles/la-earthquake/id/2540](http://www.newsela.com/articles/la-earthquake/id/2540)  4. “Echoes, Ultrasound, and Sonar” [www.online.kidsdiscover.com/unit/sound-and-vibration/topic/echoes-ultrasound-and-sonar](http://www.online.kidsdiscover.com/unit/sound-and-vibration/topic/echoes-ultrasound-and-sonar)  **Poem(s)**  1. “Sound Poem” by Mr. R [www.sciencepoems.net/sciencepoems/sound.aspx#ws/RWcGUK](http://www.sciencepoems.net/sciencepoems/sound.aspx#ws/RWcGUK)  2. “There Came a Wave” by Lily Usher [www.slideshare.net/CarolUsher1/tsunami-poem-there-came-a-great-wave](http://www.slideshare.net/CarolUsher1/tsunami-poem-there-came-a-great-wave)  **Infographic(s)**  3. Waves and Sound [www.waves-and-sound-2012-2013](http://www.waves-and-sound-2012-2013)  4. Longitudinal and Transverse wave interactions [www.acs.psu.edu/drussel/Demos/waves/wavemotion.html](http://www.acs.psu.edu/drussel/Demos/waves/wavemotion.html)  **Other Media**  5. “Waves” Bill Nye (DVD)  6.  **Supporting Works will be introduced/taught in the following order:**   1. **Poems** 2. **Bill Nye DVD** 3. **Infographics (in order listed)** 4. **\*Articles and Novel will be ongoing from the beginning of the unit** | |
| **Standards** | GLE 0707.11.5 Compare and contrast the basic parts of a wave.  GLE 0707.11.6 Investigate the types and fundamental properties of waves.  8.PS4 Develop and use models to represent the basic properties of waves including frequency, amplitude, wavelength, and speed.  ELA Write arguments to support claims with clear and relevant evidence. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | |
| **Knowledge** | | **Skills** |
| Students should have a vocabulary list of terms needed for this unit. | | Students should have skills needed to follow directions in order to complete a lab. |
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| **Rich, Authentic Task** | | |
| The students will play a wave game and participate in a slinky lab, links for both can be found at [www.oeydms.weebly.com/energy-and-waves.html](http://www.oeydms.weebly.com/energy-and-waves.html). There are other lesson plan ideas on this site as well. | | |