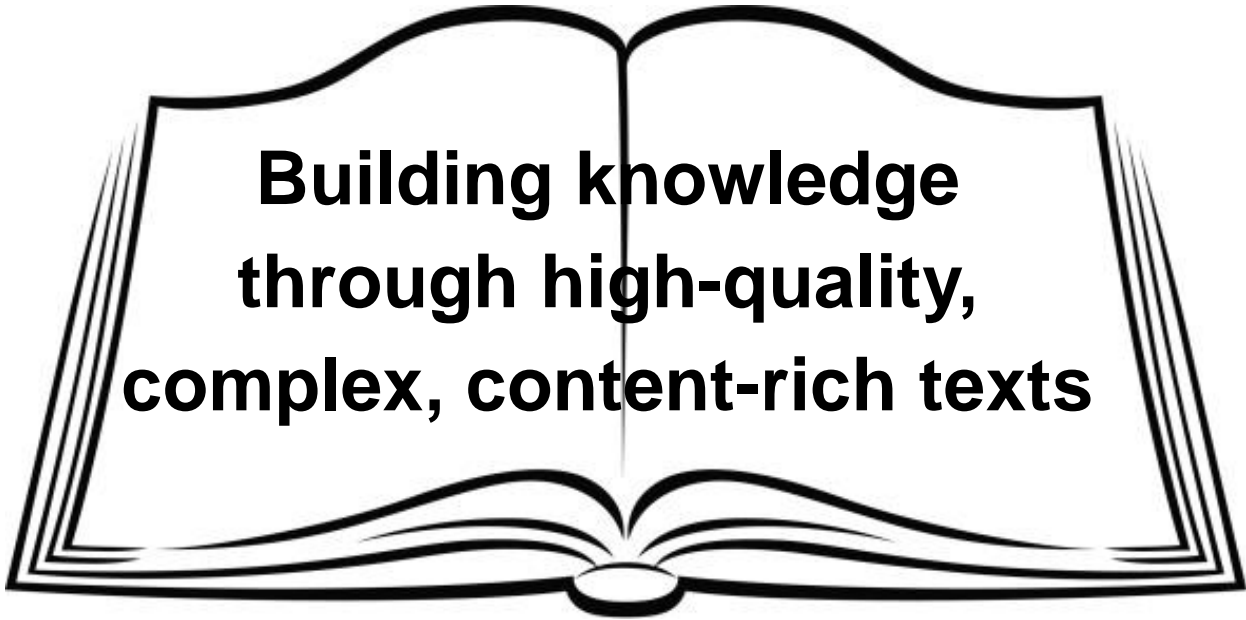




# Read to be Ready

Excerpted and Adapted for  
*Digging Deep Into Science Literacy*

# Training Theme



**Building knowledge  
through high-quality,  
complex, content-rich texts**



## **Guiding Principle #3**

As a result of focused instruction and attentive engagement with texts, students **build their historical, cultural, and disciplinary knowledge**. This robust knowledge bank enables them to make connections across topics and settings and enhances their understanding of new ideas. **Text sets** build students' knowledge and vocabulary by focusing study around similar topics, themes, or ideas.



# **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

# Link to Tennessee Academic Standards

## 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.

## College and Career Readiness Anchor Standards for Reading: 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.

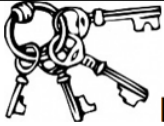
## College and Career Readiness Anchor Standards for Reading: Range of Reading and Text Complexity

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

# TEAM Alignment

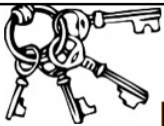
- Standards and Objectives
- Motivating Students
- Activities and Materials
- Instructional Materials
- Assessment

# Key Ideas: Read to be Ready



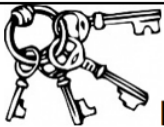
## **Key Idea #1**

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.

# Mix & Mingle

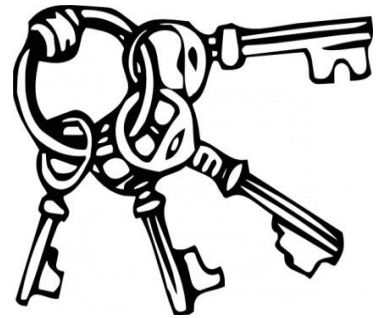
“The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.”

-Albert Einstein



# Key Idea

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



# What is a Text Set?

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

# Text Sets

## Creating 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.

# Promoting Science Inquiry: Text Sets as a Gateway to Learning

Read the article. Annotate the text using the code below.



I agree with this because...



I have a question about this. My question is...



I disagree with this because...



Wow! I'm experiencing a strong reaction to this because...

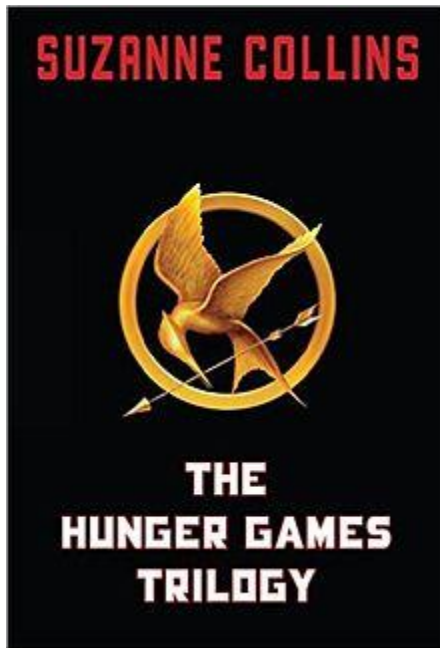
# Promoting Science Inquiry: Text Sets as a Gateway to Learning

Reflect on the following questions as you read:

- What are the benefits of using text sets to promote inquiry-based learning in science?
- How could the sample text set be implemented to develop deep knowledge and vocabulary around the topic of ecosystems?
- Which texts are included in the text set? Do they all have the same purpose?
- How could you teach a range of skills and standards through these texts?
- How could this text set be used to integrate science into reading instruction?
- How would you modify this text set for your own classroom use?

# Planning a Text Set

1. Choose an anchor text and **determine the enduring understandings.**



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

(Santoro, Chard, Howard, & Scott, 2008)

# Planning a Text Set

## 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

# Planning a Text Set

## UNIT: *THE STORIES JULIAN TELLS*

### ANCHOR TEXT

*The Stories Julian Tells*, Ann Cameron  
(literary)

### UNIT FOCUS

Students learn that stories and books are important for learning about themselves and others. This unit allows students to learn how storytelling can be a way to learn about other cultures, pass on family history and traditions, and build a strong identity. Putting the same character in different situations can teach readers about how motivations, feelings, and a person's actions affect events and other people. Students will also learn that sharing stories can build relationships and connect them to others.

Where do we find  
the anchor text and  
enduring  
understanding?

### ANCHOR TEXT

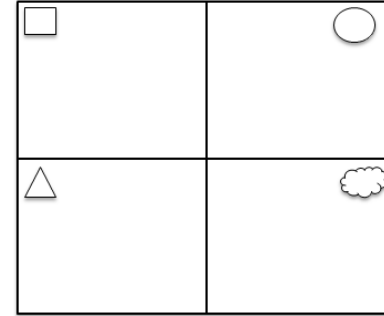
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# Planning a Text Set: Apply and Reflect

## A Picture of Knowledge



-  What is an anchor text?
-  What is an enduring understanding?
-  How do the enduring understanding and the anchor text work together?
-  What is still confusing to you? What do you still wonder about?

# Planning a Text Set

## 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.
- If your anchor text is a chapter book, keep in mind that you may alternate between reading sections of the chapter book and exploring the supporting works.

# Planning a Text Set

Where do we find the supporting works in a completed text set?

## ANCHOR TEXT

*The Stories Julian Tells*, Ann Cameron  
(literary)

## RELATED TEXTS

### Literary Texts (Fiction)

- *The Bee Tree*, Patricia Polacco
- *The Fantastic Flying Books of Mr. Morris Lessmore*, William Joyce
- "I Learn Firefighting" from *More Stories Julian Tells*, Ann Cameron

### Informational Texts (Nonfiction)

- "[A Page Is a Door](#)," Remy Charlip
- *My Librarian Is a Camel: How Books Are Brought to Children Around the World*, Margriet Ruurs

### Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *The Fantastic Flying Books of Mr. Morris Lessmore* (film)
- *The Red Book*, Barbara Lehman

## RELATED TEXTS

### Literary Texts (Fiction)

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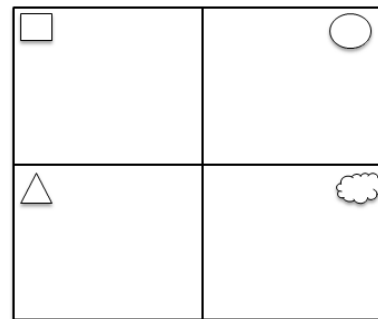
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# Planning a Text Set: Apply and Reflect

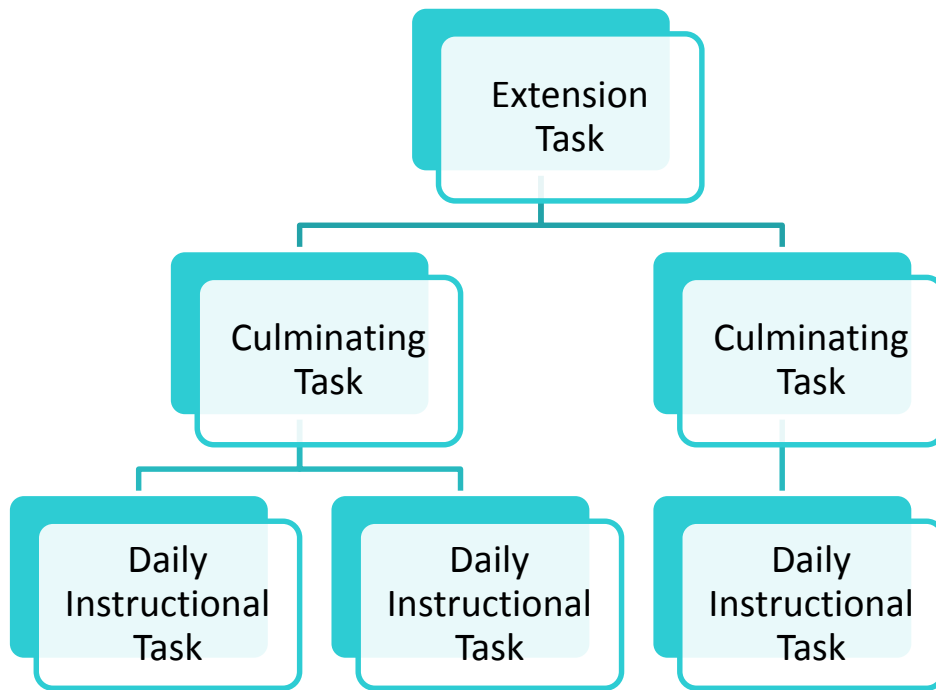
## A Picture of Knowledge



- How do the supporting works connect meaningfully to the anchor text?
- How do the supporting works build a body of knowledge and deepen understanding?
- ▲ Based on the narrative, would all the supporting works need the same amount of time?
- ☁ What is still confusing to you? What do you still wonder about?

# Planning a Text Set

3. Create tasks that assess daily objectives as well as tasks that encompass multiple texts and address the enduring understandings.



“This [intersection of reading and writing], in light of research has implications for what might happen in classrooms that encourage thinking and learning through purposeful reading and writing.”

(Langer & Flihan, 2000)

# Planning a Text Set

## Where can I find suggestions for tasks in a completed text set?

### EXTENSION TASK<sup>4</sup>

Write a story based on the illustrations in *The Red Book*. Establish the situation, introduce a narrator, and organize the events. Use dialogue and descriptions of the thoughts and feelings of the characters to show how they respond to different events. Use grade-appropriate words and phrases, including those that signal time and order, such as *before*, *during*, and *after*. Provide closure to your story. ([W.3.3a](#), [b](#), [c](#), [d](#); [W.3.10](#); [L.3.6](#))

Use the following process with students:

1. View *The Red Book* as a whole class. Discuss how the pictures tell a story, establish a setting, convey a mood, or emphasize certain aspects of a character. ([RL.3.1](#), [RL.3.7](#))
2. Model for students how to develop ideas from the pictures (use *The Fantastic Flying Books of Mr. Morris Lessmore* as a model).
3. Have students work in pairs to brainstorm ideas about what could be happening in each picture in *The Red Book*. ([SL.3.1a](#)) Have them select a particular section of the book as the basis for the story and use sticky notes or storyboards to outline the events in the story. Sticky notes allow students to move the order of details and ideas around easily without feeling like they have to rewrite and/or start over. ([W.3.4](#))
4. Monitor student products and verify that the initial outline of the story connects to and reflects the illustrations in *The Red Book* (e.g., students are telling the story of the illustrations, not an unrelated story).
5. Have students draft their stories.
6. Once the stories are written, have students return to their partner to receive guidance and support to revise and edit the story. ([W.3.5](#)) Work with students to make sure the completed writing demonstrates command of proper grammar and usage, punctuation, and spelling. ([L.3.1b](#), [c](#), [d](#), [e](#), [h](#), [i](#); [L.3.2c](#), [d](#), [e](#), [f](#), [g](#))
7. Provide an opportunity for students to publish their stories using technology. ([W.3.6](#))
8. Have students present and/or record their story using *The Red Book* and any other created visual displays to enhance the presentation. (**Note for Small-Group Reading:** Students struggling with reading fluency should work during small-group reading time to build fluency in preparation for the audio recording.) ([RF.3.4b](#), [SL.3.4](#), [SL.3.5](#), [SL.3.6](#))
9. Lastly, make sure each student develops a set of questions about the story and presentation to ask the audience. Allow the audience to ask questions about the various decisions each student made in the story and presentation. ([SL.3.1c](#), [SL.3.3](#))

# Planning a Text Set

## 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*

# Planning a Text Set

## UNIT FOCUS

Students learn that stories and books are important for learning about themselves and others. This unit allows students to learn how storytelling can be a way to learn about other cultures, pass on family history and traditions, and build a strong identity. Putting the same character in different situations can teach readers about how motivations, feelings, and a person's actions affect events and other people. Students will also learn that sharing stories can build relationships and connect them to others.

**Text Use:** Determining central idea or message, theme development through characters and setting, vocabulary and distinguishing between literal and nonliteral language, and comparison of points of view

**Reading:** [RL.3.1](#), [RL.3.2](#), [RL.3.3](#), [RL.3.4](#), [RL.3.5](#), [RL.3.6](#), [RL.3.7](#), [RL.3.9](#), [RL.3.10](#), [RI.3.1](#), [RI.3.2](#), [RI.3.3](#), [RI.3.4](#), [RI.3.5](#), [RI.3.6](#), [RI.3.7](#), [RI.3.8](#), [RI.3.9](#), [RI.3.10](#)

**Reading Foundational Skills:** [RF.3.3a-d](#), [RF.3.4a-c](#)

**Writing:** [W.3.1a-d](#), [W.3.2a-d](#), [W.3.3a-d](#), [W.3.4](#), [W.3.5](#), [W.3.6](#), [W.3.7](#), [W.3.8](#), [W.3.10](#)

**Speaking and Listening:** [SL.3.1a-d](#), [SL.3.2](#), [SL.3.3](#), [SL.3.4](#), [SL.3.5](#), [SL.3.6](#)

**Language:** [L.3.1a-i](#); [L.3.2a](#), [c-g](#); [L.3.3a](#); [L.3.4a-d](#); [L.3.5a-c](#); [L.3.6](#)

## CONTENTS

Where do I find the standards, knowledge, and skills in a completed text set?

**Text Use:** Determining central idea or message, theme development through characters and setting, vocabulary and distinguishing between literal and nonliteral language, and comparison of points of view

**Reading:** [RL.3.1](#), [RL.3.2](#), [RL.3.3](#), [RL.3.4](#), [RL.3.5](#), [RL.3.6](#), [RL.3.7](#), [RL.3.9](#), [RL.3.10](#), [RI.3.1](#), [RI.3.2](#), [RI.3.3](#), [RI.3.4](#), [RI.3.5](#), [RI.3.6](#), [RI.3.7](#), [RI.3.8](#), [RI.3.9](#), [RI.3.10](#)

**Reading Foundational Skills:** [RF.3.3a-d](#), [RF.3.4a-c](#)

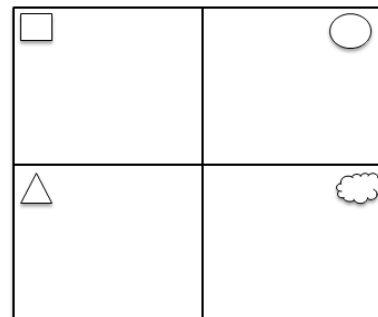
**Writing:** [W.3.1a-d](#), [W.3.2a-d](#), [W.3.3a-d](#), [W.3.4](#), [W.3.5](#), [W.3.6](#), [W.3.7](#), [W.3.8](#), [W.3.10](#)





**Speaking and Listening:** [SL.3.1a-d](#), [SL.3.2](#), [SL.3.3](#), [SL.3.4](#), [SL.3.5](#), [SL.3.6](#)

**Language:** [L.3.1a-i](#); [L.3.2a](#), [c-g](#); [L.3.3a](#); [L.3.4a-d](#); [L.3.5a-c](#); [L.3.6](#)

# Planning a Text Set: Apply and Reflect

## A Picture of Knowledge



-  How do the tasks connect to and support each other throughout the text set?
-  What drives the final decision when determining what standards to focus on in the unit?
-  Considering the standards and the tasks, what knowledge and skills will the students need as they complete this text set?
-  What is still confusing to you? What do you still wonder about?

# Planning a Text Set

## 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

- [Achieve the Core](#)
- [Louisiana Department of Education](#)
- [NewsELA](#)
- [Council of Chief State School Officers](#)

# Reflection

- With your group, turn to the text set at the end of the manual
- Discuss with your group how you would refine or modify this text set in order to use it in your classroom.
  - How would you fit this text set into your literacy block?
  - What would you need to do to make it applicable for you and your students?
  - What would you add? Omit? Change?
- Make notes on the changes your group would make.
- You can use the template in your manual to help organize your notes and revisions.

# Micro Lab

- 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?

## Procedure:

1. Group into trios.
2. Identify as A, B, or C in your group.
3. Respond to the question in turn.
4. Debrief.





**Thank you!**