# 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.

|  |  |
| --- | --- |
| **Step One** | |
| *Identify the Anchor Text and Formulate a Line of Inquiry for the Set* | Environmental Conservation  Discuss the political, social, and environmental consequences of sustainable use of land.  [**Deforestation: Facts, Causes & Effects:**](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/56967) This informational text resource is intended to support reading in the content area. This article explains the causes and locations of deforestation and explores the environmental consequences that occur because of the practice |
| **Step Two** | |
| *Step Two: Use Databases to Research Texts around the Topic* | [**Sustainable Farming:**](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/57392) This informational text resource is intended to support reading in the content area. By compiling information from the U.S. Department of Agriculture, this text briefly discusses the history of sustainable land use before moving into an in-depth discussion of the consequences of conventional farming and the ways sustainable farming might improve these conditions.  [**Cool Jobs: Planet Protectors:**](http://www.cpalms.org/Public/PreviewResourceUrl/Preview/65109) This informational text resource is intended to support reading in the content area. Scientists are looking into newer, futuristic technologies to help humans do less damage to our environment. This article focuses on three very exciting solutions—leafy walls, water conservation, and solar cells—that are close to becoming realities. |
| **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? yes * Is the text worthy of student time and attention? yes * Does the text contribute to a range and balance of text types and formats in the overall set? yes * Does the text contain new information that students likely don’t already know?   yes   * Does the text build background knowledge that will help students comprehend later texts and experiences? yes * Does the text contain information that is useful in the real world? yes * Does the text contain information that is relevant to students’ needs or interests? Does it help them answer questions or solve problems? yes * Does the text contain information that helps students connect their own experiences and situations to others and to the broader world? yes * Is the content of the text authentic and does it lend itself to further research, exploration, and inquiry? yes |

|  |  |
| --- | --- |
| **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

|  |  |  |
| --- | --- | --- |
| **Text Set Title: Flow of Matter and Energy** | | |
| **Text Set Grade Placement: 6th Grade** | | |
| **Enduring Understandings** | | |
| The students will be able to describe how energy is driving ecosystems through the cycles of nature such as food chains/webs. | | |
| **Text and Resources**  (Indicate in what order the supporting works are to be introduced and taught.) | | |
| **Anchor Text** | **Title:Building Blocks of Science Literacy Series; Matter and Energy in Ecosystems (5th grade Level)**  **Author:Carolina.com** | |
| **Supporting Works** | **Book(s)**  1. What if there were no gray wolves? Suzanne Slade (Author) Amazon.com  2.Pass the energy please? Barbara Shaw McKinney (Author) Amazon.com  **Article(s)**  3.Ecosystems of the Forest by Readworks.org  4.Food Chains Article of the week by Readworks.org  **Poem(s)**  1.Links in a Food Chain-Author unknown  2.  **Infographic(s)**  3. Ecosystem teaching poster set  4.  **Other Media**  5.Bill Nye- Food Webs-SchoolTube  6.Mr. Parr Food Chain Song- Youtube  **Supporting Works will be introduced/taught in the following order:**  **To gain interest and engage students will be shown the Bill Nye video first. The poster set will be posted continuously to refer to during lessons. The book, Pass the Energy, Please will be used to teach students how energy flows in the food chain. The articles will then be used in different lesson. And then follow with the book, What if there were no gray wolves?** | |
| **Standards** | 6.LS2 Ecosystems: Interactions Energy, and Dynamics  6.ESS3 Earth Human Activity | |
| **Knowledge** | | **Skills** |
| All energy ultimately comes from the sun. | | Students identify the sun is the ultimate energy source. |
| Organisms are interdependent upon each other. | | Students predict the outcome if one species is missing in a food chain. |
| Energy is transferred from organism to organism. | | Students will determine what happens to the flow of energy from producer to consumer, consumer to secondary producer and so on. |
|  | |  |
| **Rich, Authentic Task** | | |
| Students will choose an ecosystem such as forest, desert, marine, etc. to create and illustrate a food chain for that particular ecosystem. They will work in groups of 3-4 to research the ecosystem and identify producers, consumers, etc, to use to create their food chain poster. | | |