



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

Objectives *(page 127)*

- 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

Text sets provide rich context for teaching a wide range of standards. This module most closely aligns with the following Reading Standards:

- **Integration of Knowledge and Ideas – Standard #7 (R.IKI.7)**
Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- **Integration of Knowledge and Ideas – Standard #9 (R.IKI.9)**
Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
- **Range of Reading and Level of Text Complexity – Standard #10 (R.RRTC.10)**
Cornerstone: Read and comprehend complex literary and informational text independently and proficiently.

TEAM Alignment

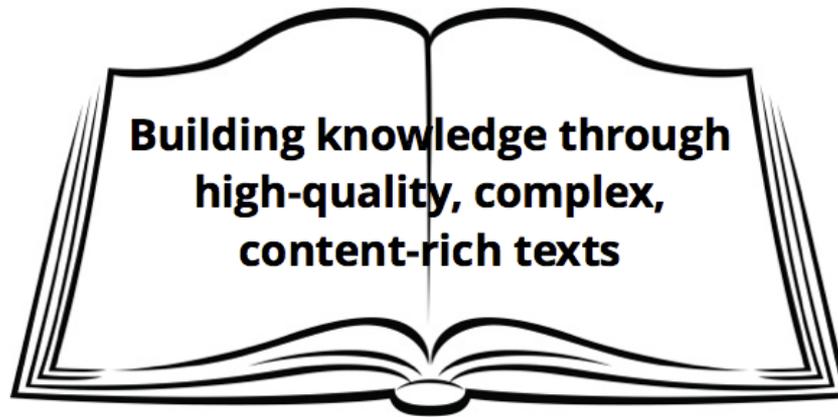
- **Standards and Objectives**
 - Learning objectives are: (a) connected to what students have previously learned, (b) know from life experiences, (c) integrated with other disciplines
- **Motivating Students**
 - The teacher consistently organizes the content so that it is personally meaningful and relevant to students.
 - The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.
- **Activities and Materials**
 - Are challenging
 - Are relevant to students' lives
 - Incorporate multimedia and technology
 - Incorporate resources beyond the school curriculum texts
 - The preponderance of activities demand complex thinking and analysis
- **Instructional Materials**
 - Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines
- **Assessment**
 - Require extended written tasks

Guiding Principle



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.



Text Sets: Opening Reflection

- Read the quotes for your group. After reading the four quotes, write a short response telling how the quotes connect to each other and to the work we have been doing in this training. After writing your response, share your thoughts with someone from the other group. Then, listen to their reflection.

Group A	Group B
Table 1	Table 4
Table 2	Table 5
Table 3	Table 6

Remember...

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



Teaching with Text Sets

- Read the information on pages 130-131. Highlight or underline words or phrases that deepen your understanding of this topic. Then, discuss the following questions with a small group:
 - How do text sets sound similar to past teaching practices?
 - What do you think makes them different?
 - Based on the quote from **Student Achievement Partners**, 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?

Example: Text Set – Classroom Vignette

Read the classroom vignette in your manual. Annotate the vignette using the code below:

- ★ - I agree because...
- X - I disagree or question this because...
- ! - Wow! I'm experiencing a strong reaction to this part because...
- ? - This makes me wonder...

Example: Text Set – Classroom Vignette

Jigsaw Reflection – Based on the alphabetical order of your first names, have each member of your table write a response to each question. Then, share your responses out loud.

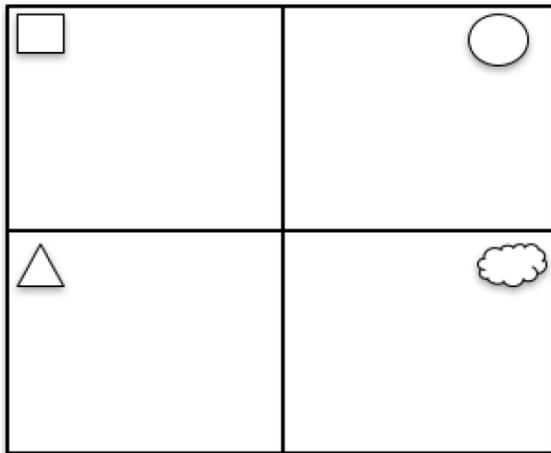
- **Alice** - How does Ms. Jackson use this text set to develop deep knowledge and vocabulary around a specific topic?
- **Barbara** - Which texts did Ms. Jackson include in the text set? How is she using them? Do they all have the same purpose?
- **Felicia** - How does Ms. Jackson teach a range of skills and standards through these texts?
- **Kate** - Considering the criteria for strong text sets listed on the previous page, how is Ms. Jackson's text set strong?
- **Naomi** - How is this vignette similar to or different from the way you teach?
- **Sam** - What connections can you make between this vignette and other topics covered in this training?

Your Turn!

- This next section combines examples, analysis, and reflection.
- Due to the time constraints of this training, and the time it takes to create text sets, we won't be creating our own text sets. Instead, we'll be reviewing and evaluating already-made text sets.
- We encourage you to consider creating your own text set over the next few weeks (or adapting one of the examples) to gain some deeper practice with this topic.

Text Sets: Self-Guided Exploration

- Read the explanation for each step
- Read the example teacher “think aloud” narrative for that step
- Explore an additional text set example, focusing on that step
- As a closing reflection for each step, complete the picture of knowledge
- Feel free to work with a partner, small group, or independently



Text Set	Page #
Cloudy with a Chance of Meatballs (Grade K)	228
Mooncake (Grade 1)	252
“Thirsty Planet” (Grade 2)	274
Because of Winn Dixie (Grade 3)	298

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 (Text Set Project & Read Aloud Project)
- Louisiana Department of Education
- NewsELA
- Council of Chief State School Officers

Reflection: Adapting Text Sets

With your group, turn to the text set you've been reviewing one final time.

- 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 rigorous and relevant for 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.

