

CREATING A COHESIVE TEXT SET

Topic/ Theme / Issue / Era:			
Standards Addressed:			
ANCHOR TEXT:			
	Lexile / Quantitative	Qualitative	Reader and Task
Integration of Disciplinary Knowledge:			
ELA			
Social Studies			
Science			
Arts			
Other			

SELECT RELATED TEXTS:

PURPOSE OF SET:															
<input type="checkbox"/> Explore a Topic <input type="checkbox"/> Develop a Concept / Theme <input type="checkbox"/> Examine Style (author, genre, treatment)								<input type="checkbox"/> Provide background for anchor text <input type="checkbox"/> Offer different perspective from anchor text							
TEXTS: Organize by increasing background knowledge and text complexity	Lexile	Type		Format				Structure							
		L	I	P	M	A	V	N	D	CC	CE	S	PS	O	DF

L = Literary / I = Informational

P = Print / M = Media / A = Art / V = Visual

N = Narrative / **D** = Description / **CC** = Comparison Contrast / **CE** = Cause and Effect / **S** = Sequence / **PS** = Problem Solution / **O** = Order / **DF** = Definition

REVIEW THE TEXT SET:

- Do the texts in the set relate in a clear and purposeful way?
- Do the sets build knowledge within and across grades?
- Do the sets support text complexity requirements of the CCSS and increase over time?
- Have considerations been made for variety and balance of text formats, lengths, structures, and types?

IDENTIFY THE LITERACY TASK(S) THAT STUDENTS WILL BE ASKED TO COMPLETE:

STUDENT TASKS: (Can be from Literacy Design Collaborative – LDC – Tasks)

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Student Motivation:	
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Level of Prior Knowledge Needed:	
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Difficulty of Task:	
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EVALUATE THE TEXT SET:

STRONG TEXT SETS...	WEAK TEXT SETS...
<input type="checkbox"/> Build students knowledge and include texts with focused and purposeful connections	<input type="checkbox"/> Contain texts that are not related across sets or are superficially connected
<input type="checkbox"/> Increase in text complexity within and across sets to support student achievement of grade-level complexity demands of CCSS	<input type="checkbox"/> Have erratic text complexity levels that do not support the staircase of text complexity in the CCSS.
<input type="checkbox"/> Contain accurate and authentic texts <u>worthy</u> of study.	<input type="checkbox"/> Contain inaccurate texts or only commissioned texts from textbooks.
<input type="checkbox"/> Meet several CCSS from multiple strands.	<input type="checkbox"/> Only align to a single strand or a few standards.

Based on information from the Louisiana Department of Education, "Guide for Creating a Text Set for Whole-Class Instruction: Kindergarten through Grade 12."

OVERALL QUESTIONS TO GUIDE SELECTION OF TEXTS:
<input type="checkbox"/> Will the text interest students or does it provide opportunities for building stamina and perseverance?
<input type="checkbox"/> Is the content age-appropriate?
<input type="checkbox"/> Does the text meet the text complexity standards of the CCSS?
<input type="checkbox"/> Does the text offer multiple opportunities for students to meet the expectations of various CCSS strands?
<input type="checkbox"/> Is the text authentic and high quality? Does it contain accurate and meaningful information and content?
<input type="checkbox"/> Does the text represent or include diverse perspectives from different cultures?
<input type="checkbox"/> Is the text readily available?

Based on information from the Louisiana Department of Education, "Guide for Creating a Text Set for Whole-Class Instruction: Kindergarten through Grade 12."