

HELP Doc

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| [**TEXTS**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf)**:** *Note: one way to organize your text set is to place them in the order that aligns with inquiry of the content.* |
| * [Selects texts that measure](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5) within the grade-level [text complexity](http://achievethecore.org/page/642/text-complexity-collection) band and are of sufficient quality and scope for the stated purpose.\*\* (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices [A](http://www.corestandards.org/assets/Appendix_A.pdf) /[B](http://www.corestandards.org/assets/Appendix_B.pdf))
 | * **Increasing** [**Text Complexity**](https://www.teachingchannel.org/videos/simplifying-text-complexity)**:** Focuses students on reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the College /Career/ Citizenship Readiness level.
 | * [**Balance of Texts**](http://www.ascd.org/ascd-express/vol7/721-alterio.aspx)**:** Within a collection of grade level units, a balance of [informational](http://galesites.com/state/iowa/) and literary texts is included according to guidelines in the core.
 | * **Building Disciplinary Knowledge:** Provides opportunities for students to build knowledge about a topic or subject through analysis of a [coherent selection](http://misiciowa.org/wp-content/uploads/2015/06/CREATING-A-COHESIVE-TEXT-SET-Worksheet.pdf) of strategically sequenced, discipline-specific texts. *(Grades 3-5): Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.*
 | * Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation *(may be more applicable across the year or several units).*
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| * Does the text measure within the grade-level complexity band, both quantitatively and qualitatively? (grades 2-12)
* Knowing that text includes any form of media or print that conveys information, Are the texts selected of sufficient quality and scope for the instructional purpose?
* Can the selected texts sustain the work that students are being asked to do?
* Do the texts relate to focus (key ideas/understandings) of the unit and can they be sequenced to build content knowledge while at the same time strengthen a student’s literacy skills (reading, writing, speaking, listening, viewing and researching)?
* Are a variety/balance of text types (narrative, informational, argument,) represented over time?
* What scaffolding will be needed to help all students have access to the text?
* Are the students engaged in a balance of reading, speaking, listening, and viewing?

***Note:*** *This criterion is about staying loyal to the* [*text complexity*](http://misiciowa.org/wp-content/uploads/2015/06/Text-Complexity-Qualitative-Dimensions-Explained.pdf) *guidance in ELA Appendix A.* | * Does the sequence of text advance students to independence with the targeted standards?

***Note:*** *This criterion is about intentional sequencing of text.* *Remember that the purpose of stretching grade level band is to: provide students with rich language and vocabulary, increase stamina thru text complexity and length, practice with decoding difficult text, and to increase questioning the text skills.**The “stretch” grade bands are:**2-3: 420-820* [*Lexile*](https://lexile.com/analyzer/)*4-5: 740-1010Lexile**6-8: 925-1185 Lexile**9-10: 1050-1335 Lexile**11-CCR: 1185-1385 Lexile* | * Are a variety of text types represented over the length of the unit?
* Has the text been coded to designate informational vs. literary test so one can see that the balance of information vs. literary align with the recommendations of the core?
* How does the unit contribute to a balance of informational and literary texts over time?
* Do the writing tasks of the unit match the text?
* Is their adequate time for the unit?

***Note:*** *This criterion may best be seen over several units.****Note:*** *A nice source of* [*social studies primary sources*](http://guides.lib.uni.edu/open-access-archives) *was created by the Rod Library, UNI. The site also includes links to maximizing search engines. The MISIC Text Set files show the variety of what is available for Social Studies, Science Math and Art. Another source for multiple subject areas is the* [*AEA Gale*](http://galesites.com/state/iowa/) *site.* | * Does the text build student’s ability to read text in the discipline?
* Does the instruction help students understand the disciplinary nature of the reading and writing skills needed in the content area and how will the unique structure of text in the discipline be made evident?

***Note:*** *This is about building disciplinary literacy behaviors in grades 6-12 and moving past grades 3-5 general reading behaviors.*  | * How will students be held accountable for independent reading?
* How much time will be devoted to independent reading based on student choice and interest?
* How will time be used for this purpose? How will it move students toward attainment of the standards?
* How will confidence and motivation be enhanced through the use of independent reading? What measures will be used to assess these?

***Note:*** *This is about supporting the “will and thrill” of reading as noted in Reading Standard 10. It is not about Read a Million minute competitions. It is about building content knowledge during and after the unit.* |
| **Texts:** **L =** Literature **I=Informational** [**Structure**](http://misiciowa.org/wp-content/uploads/2015/06/CCSS_11_Text_Structure_Cheat_Sheet.pdf)**: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative** | **Type of Texts** **(**[**K-5**](http://scboces.org/cms/lib03/NY24000912/Centricity/Domain/138/Pre-K_-_Grade_5_Text_Genres_Brace_Map_-_Submitted%20June_2012.PDF) **and** [**6-12**](http://scboces.org/cms/lib03/NY24000912/Centricity/Domain/138/Grades_6-12_ELA_-_Text_Genres_Brace_Map_-_Submitted%20June__2012.PDF)**)**  |
| **Digital/****Format** | **L** | **I** |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N  *If writing is part of the unit an appropriate instructional practice is to* [*intentionally*](http://misiciowa.org/wp-content/uploads/2015/06/Text_Structure_Planning_Tool.docx) *model the structure with your text set selections* [*prior to assigning written work*](http://misiciowa.org/wp-content/uploads/2015/06/Text_Structure_Instruction.docx) *that would use that* [*text structure*](http://misiciowa.org/wp-content/uploads/2015/06/Text_Structure_Resources.docx)*.* |  |  |   |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |
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**L = Literature I=Informational Digital/ Format: P=Print M=Media A=Art V=Visual**

[**Structure**](http://misiciowa.org/wp-content/uploads/2015/06/CCSS_11_Text_Structure_Cheat_Sheet.pdf)**: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative**