

Module 4
Creating Text Sets that Build
Knowledge and Vocabulary

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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

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.

Integration and Knowledge of Ideas

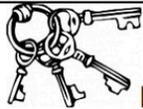
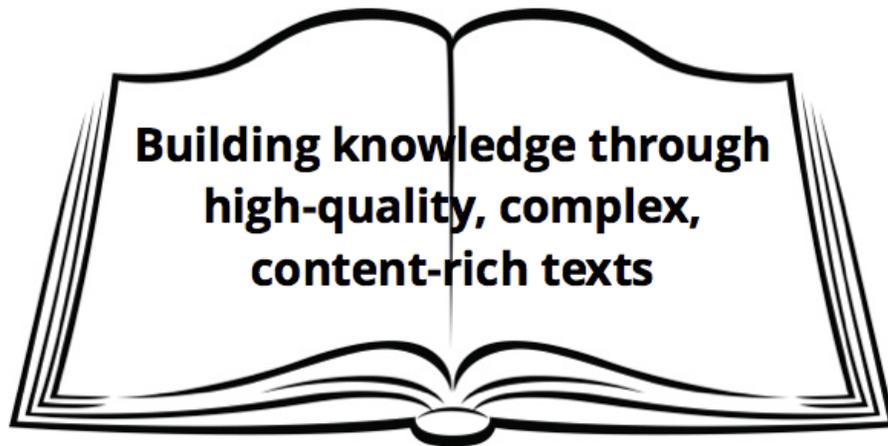
- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

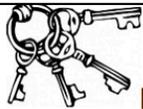
TEAM Alignment

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



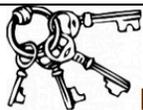
Key Idea #1

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

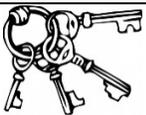
The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary, with the end goal of building knowledge about the world.

Dinner Party

Read the quotes for your group. After reading the four quotes, write a short (1-2 sentence) response telling how the quotes connect to each other and to the work we have been doing in this training. After reading and writing your response, share your thoughts with someone from the other group.

Group	Quotes	Response
A	<ul style="list-style-type: none"> • “When approached as similar, related composing processes rather than as isolated skills and behaviors, writing and reading can influence and support the development of reading, writing, and thinking (Squire, 1983). (as cited in Langer & Flihan, 2000) • “It [transfer of knowledge] does not come from being a sort of generic ‘good thinker’ or a ‘good problem solver.’ Rather, it appears to grow from a deep familiarity with a particular body of knowledge.” (Hawkins, Ginty, Kurzman, Leddy, & Miller, 2008) • “Students of exemplary teachers were exposed to the direct, explicit instruction for skill development in the context of authentic literature and instruction integrated with writing and content area connections.” (Zygouris-Coe, 2001) • “In the world of reading instruction, this understanding about learning means that students are far more likely to become capable, strategic readers if they are learning reading strategies while in the process of acquiring deep content knowledge.” (Hawkins, et al., 2008) 	

B	<ul style="list-style-type: none"> • “Many problems in writing are really problems in understanding: students often know little about what they are trying to write.” (Hawkins, et al., 2008) • “Writers incorporate what they have learned about language, structure and style from the texts they have encountered as readers. They also reflect on their own knowledge of texts they have read and experiences they have had as a way of generating and synthesizing ideas for writing.” (Langer & Flihan, 2000) • “...no students (nor anyone else, for that matter) can write effectively if she does not have solid knowledge and understanding about her subject, and does not have a clear structure through which to think about, construct, and communicate that knowledge.” (Hawkins, et al., 2008) • “Pre- and post-writing activities have also been used as effective instructional activities to promote comprehension for low-achieving readers. These instructional activities effectively address the problem of poor comprehension by providing this sort of instructional scaffolding to help low-achieving readers comprehend texts above their independent reading level. (RAND Reading Study Group, 2002) 	
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Key Idea #8

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?

A text set is a set of texts around a similar topic, theme, or idea. Strong text sets share common vocabulary, which helps bolster students' vocabulary knowledge through repeated readings about similar ideas, which allow them to build knowledge.

- Louisiana Department of Education

A text set is a collection of related texts organized around a topic or line of inquiry. The line of inquiry of a given set is determined by an anchor text – a rich, complex grade-level text.

- Council of Chief State School Officers, 2013

Text sets are resources of different reading levels, genres, and media that offer perspectives on a theme.

- Annenberg Learner

Text sets need to be introduced in Kindergarten and then “used throughout students’ schooling.” They don’t focus on a single type of cognitive processing, but require students to analyze more than one text. For this reason text sets involve many types of texts: “multiple texts by the same author, multiple texts on the same topic, multiple texts that can contribute different but overlapping information on the same subject, and multiple texts that differ in quality or effectiveness of perspective.” Instruction using text sets requires different responses by the readers which often include writing or oral presentation of ideas.

- Shanahan, 2010

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

- Borrowed and adapted from *Guide to Creating Text Sets*, retrieved from www.ccsso.org

How do you develop thematic literacy units, or text sets?

1. Choose an anchor text and determine the enduring understanding (theme) of the set.
2. Select additional texts and media and organize them as a whole.
3. Create tasks that assess daily objectives as well as tasks that encompass multiple texts and address the enduring understandings.
4. Identify standards that align with the texts in the set.
5. Continue to revisit the text set refining and revising as needed.

Discussion

- How do text sets sound similar to past teaching practices?
- What do you think makes them different?
- Based on the quote from the RAND study, 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?

Text Set: Classroom Vignette

Read the classroom vignette on the following pages. Annotate the text using the code below,

- * - I agree because...
- X - I disagree with this because...
- ! - Wow! I'm experiencing a strong reaction to this because...
- ? - My question here is...

Reflect on the following questions as you read:

- How does Ms. Jackson use this text set to develop deep knowledge and vocabulary around a specific topic?
- Which texts did Ms. Jackson include in the text set? How is she using them? Do they all have the same purpose?
- How does Ms. Jackson teach a range of skills and standards through these texts?
- How does Ms. Jackson integrate science into reading instruction?
- How is this vignette similar to or different from the way you teach?

Authentic Reading and Writing in Practice: Classroom Vignette

Students in Ms. Jackson’s second grade class begin a two-week, text-centered interdisciplinary unit on plants, based on the following science standards:

- 0207.1.1 – Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.
- 0207.2.2 – Investigate living things found in different places.
- 0207.2.3 – Identify basic ways that plants and animals depend on each other.
- 0207.Inq.2 – Ask questions, make logical predications, plan investigations, and represent data.
- 0207.Inq.3 – Explain the data from an investigation.

Based on the multiple texts she selects for this unit, Ms. Jackson plans to anchor her instruction in the following reading standards:

- RL.2.3 – Describe how characters in a story respond to major events and challenges.
- RL.2.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.

Students begin their unit by visiting a small school garden that was planted by previous students. They walk around the garden and talk about the different kinds of plants they see. Back in the classroom, Ms. Jackson asks them what they noticed about the plants and to identify the ones that seemed interesting to them and why. As students generate their observations in a guided discussion, Ms. Jackson records their ideas on a chart titled “Our Observations”. Their ideas include: some plants have flowers; some plants, such as the carrots, will have food that people and animals can eat; and, some plants are tall with many leaves and others have only a few leaves.

Then, Ms. Jackson reads aloud the informational text *From Seed to Plant* by Gail Gibbons. Students discuss what they learned from the text and this information is added to another section of the chart titled “Our New Knowledge”. In a separate column, titled “Our Questions”, students generate questions they still have about types of plants and how they grow. Students will continue to add to this chart throughout their unit of study. Ms. Jackson will return to the

book *From Seed to Plant*, leading multiple close reads of the text to deepen knowledge and review vocabulary. She uses this text to start a unit-based Word Wall where students log unique vocabulary words associated with plants.

The next day, students participate in a shared reading of the narrative *The Garden* from *Frog and Toad Together* by Arnold Lobel. They compare and contrast the information presented about planting seeds from this fictional text with yesterday's informational read aloud, using a Venn diagram.

In a guided reading setting later that day, some students re-read *The Garden*. Ms. Jackson lists words from the story that contain common vowel digraphs, such as *seeds*, *grow*, and *shouting*, and asks the students to notice and practice the sounds of the vowels. When students begin reading, Ms. Jackson focuses on how they read vowel digraph words within the text, providing corrective feedback as needed. After reading, Ms. Jackson prompts students to think more about how Toad's feelings about his garden change throughout the story. Tomorrow in this guided reading group, Ms. Jackson will guide students to find specific quotes and actions that provide evidence of Toad's shifts in feelings.

In a different guided reading group, Ms. Jackson introduces the text *Oh Say Can You Seed? All About Flowering Plants* from the Cat in the Hat's Learning Library Series. Students begin by reading the text independently, and Ms. Jackson asks them to write vocabulary words they encounter that are unfamiliar. Over the course of the week, this guided reading group will engage in close readings of each section of the text, with a focus on building knowledge of plants through vocabulary study. Ms. Jackson will call their attention to additional vocabulary words and their meanings, including Tier II words such as *moist* (plants need moist soil) and *anchor* (roots anchor plants), as well as Tier III words, such as *fertilize* and *photosynthesis*. She will also help students make connections to the meanings of these words by reminding them of their experience visiting the school garden and inviting them to share other moments when they've encountered these terms in real-world settings. One student shares that her neighbor has asked her to help pull *weeds* along the sidewalk, while another jokes that his uncle always complains about the *pollen* in the air and how it makes him sneeze. Students add these new vocabulary terms to their Word Wall.

In addition to vocabulary study, Ms. Jackson will lead conversations around key conceptual ideas presented within the text *Oh Say Can You Seed?*, such as what it means for leaves to be a "food factory".

Students plant seeds of their own, recalling information learned from texts to guide their process. For example, to sprout their seeds, they first place them on a wet piece of construction paper inside a glass jar, following the directions from the section “How to Raise Bean Plants” from the text *From Seed to Plant*. Every few days, students use tools to measure their seeds’ growth, amount of sunlight and water, and changes in leaf development. They record their observations through speaking, drawing, and writing, and make predictions about what their seeds will look like in the following days based on the information they’ve gathered from texts. Later, once the seeds have sprouted, they’ll transfer their plants to soil. Students will work in groups to write an informational piece on how to grow plants, using specific vocabulary from their unit, such as *soil*, *sprout*, *root*, and *stem*.

Ms. Jackson guides her students through a word study, vocabulary, and comprehension lesson based on the poem *Gathering Leaves* by Robert Frost. For vocabulary study, students discuss Frost’s choice of some of the words and the mind pictures they create, such as how “bags full of leaves are light as balloons” and the meaning of the word “rustling”. For word study, students read and analyze the vowel patterns that make up the rhyme scheme, including two different patterns that both produce the long A sound. Ms. Jackson points out how the words “duller” and “color” rhyme, even though the r-controlled vowels are different, and invites students to notice and identify other interesting phonics relationships. Once again, students think about how these words sound, how they contribute to the rhythm of the poem, and what they mean. Students engage in repeated readings of the poem throughout the week to build fluency, and focus specifically on reading with appropriate expression based on the end punctuation of each line and the meanings that are conveyed with their expressions.

To extend comprehension and knowledge building, Ms. Jackson uses ideas from the *Gathering Leaves* poem to pose an inquiry question: why do leaves change color? Students discuss their independent hypotheses together, and then put their predictions in writing. Ms. Jackson invites students to collaboratively research their question, using the text *Why Do Leaves Change Color?* by Betsy Maestro as a keystone text. One differentiated small group reads the text independently, while another small group listens to a video recording of the text on the computer. After reading, both small groups discuss what they learned and return to their written predictions to edit and add more. Ms. Jackson works with another small group, reading the text aloud to them and asking questions along the way to assist their comprehension. In addition to the keystone text, Ms. Jackson shares other texts and forms of media that students explore during independent learning centers.

Later, Ms. Jackson takes the class outside to collect leaves. Students seek leaves of different colors from different kinds of trees. Back in their classroom, they discuss the physical

characteristics of the leaves they found and make inferences about the temperature, levels of chlorophyll, and other factors that may have influenced the leaves' colors. Students each choose one leaf and write an essay describing the leaf and its coloration, drawing information from the various texts they've read to support their inferences.

After reading several texts on plants, Ms. Jackson introduces a new idea – she asks students to think about examples of how plants and animals work together. Students think and write independently, then share their ideas with partners. Recalling from multiple sources, students list how bees transfer pollen from flower to flower, how burr-like seeds stick to animals' fur and are carried around, and how various animals drink nectar from flowers. Then, Ms. Jackson leads a shared reading lesson using *Green Invaders*, an article from National Geographic for Kids, which discusses the impact of invasive plant species on local ecosystems and food chains. Students identify additional relationships between plants and animals cited in the article, such as how monarch butterflies only eat milkweed.

While reading the *Green Invaders* article, students get excited about the following passage: “*The good news is, gardeners everywhere are working hard to protect native plants and get rid of the invaders. Many local garden centers sell native plants. ‘Just Google ‘native plants’ and your location, and you can find out which plants really belong where you live,’ says Tallamy.*” Students beg Ms. Jackson to do the search, and together they browse images of local plants on the projector screen. The class decides to look for these plants when they're outside in their neighborhoods and to bring pictures or written descriptions back to the class. Ms. Jackson suggests that the class create their own encyclopedia of local plants, reminding students that they can use the vocabulary they've learned in their unit to label and describe the plants.

Students conclude their unit on plants by studying the impact of agriculture on communities, especially communities in different places from their own. During guided reading, they read *A Weed is a Flower: The Life of George Washington Carver* by Alike. Ms. Jackson reads aloud *Farmer Will Allen and the Growing Table* by Jacqueline Briggs Martin, the story of a modern urban farmer whose goal is to provide affordable and healthy food to underserved communities. Ms. Jackson also reads aloud *Planting the Trees of Kenya* by Claire Nivola, about 2004 Nobel Peace Prize winner and founder of the Green Belt Movement, Wangari Maathai. Finally, through read aloud and shared reading experiences, students read the fictional poem *The Lorax*, by Dr. Seuss. Students synthesize their learning by writing and presenting two pieces: an informational piece about plants and their importance to the world, and an opinion piece about which of the final texts they read poses the best argument for the value of plants and the need for conservation.

At the end of the unit, Ms. Jackson reviews student work and recalls conversations with students and their families about what they learned. She's confident that students developed a deep bank of knowledge and vocabulary about plants, and also improved their reading, speaking, and writing skill through the process.

Additional Standards Taught Through this Unit:

Reading

- RI.2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

- RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words
- RF.2.4 – Read with sufficient accuracy and fluency to support comprehension

Writing

- W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language

- L.2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Mathematics

- MD.2.1 – Measure the length of an objective by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Planning a Text Set

“Planning thematic connections creates opportunities to build background knowledge and make intertextual connections.” (Santoro, Chard, Howard, & Scott, 2008)

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

Example – Choosing an anchor text

“I chose *The Stories Julian Tells* by Ann Cameron. At the beginning of the year, I feel this would present my 3rd graders with a challenge while still being accessible to them. It also allows me to build complexity as I move through the text set. Looking at the qualitative measures of the text, I like the way the character of Julian is developed through the different stories and how each story ties back to the central theme in slightly different ways. While some stories are more surface level, others have more layered meanings and build in sophistication with each story. I also like the use of figurative language in the text because it increases the complexity. Finally, I think the students will find the text interesting because getting in trouble and maintaining a positive relationship with family is something they can all understand. I think they will also find humor in the way Julian gets in and out of trouble.”

Example – Determining the enduring understandings

“I decided the enduring understanding for the text will be the importance of storytelling and reading to learn lessons and make connections. Students will also learn that storytelling can be a way to learn about other cultures, pass on family history and traditions, and build a strong sense of identity. The 3rd grade social studies standards look at cultures of the different continents (3.14, 3.31, 3.39, 3.46, 3.53, 3.57), so this enduring understanding ties in well especially as an introduction to culture since we will be completing this text set at the beginning of the year. I can introduce the idea with the anchor text and easily build with the supporting texts to explore other countries. Along with my enduring understanding, I also want to focus on

theme and character development (RL.3.2, RL.3.3, RL.3.9) because the story is very character driven and within each story Julian tells there is a central message that ties to the overall theme of the book.”

Where do we find the anchor text and enduring understandings in a completed text set?

UNIT: THE STORIES JULIAN TELLS

<p>ANCHOR TEXT</p> <p><i>The Stories Julian Tells</i>, Ann Cameron (literary)</p>	<p>UNIT FOCUS</p> <p>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.</p>
<p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Bee Tree</i>, Patricia Polacco • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, William Joyce • “I Learn Firefighting” from <i>More Stories Julian Tells</i>, Ann Cameron <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “<i>A Page Is a Door</i>,” Remy Charlip • <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>, Margriet Ruurs <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> (film) • <i>The Red Book</i>, Barbara Lehman 	<p>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</p> <p>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</p> <p>Reading Foundational Skills: RF.3.3a-d, RF.3.4a-c</p> <p>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</p> <p>Speaking and Listening: SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p>Language: L.3.1a-f; L.3.2a, c-g; L.3.3a; L.3.4a-d; L.3.5a-c; L.3.6</p> <p>CONTENTS</p> <p>Page 35: Text Set and Unit Focus</p> <p>Page 36: <i>The Stories Julian Tells</i> Overview</p> <p>Pages 37-40: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 41: Instructional Framework</p> <p>Pages 42-57: Text Sequence and Sample Whole-Class Tasks</p>

The anchor text and enduring understandings are usually found on the first page of a completed text set. In most text sets the anchor text is clearly labeled. The enduring understandings can be referred to by different terms – unit focus, topic/subject, line of inquiry, theme, big idea, etc.

Apply and Reflect

Step 1: Choose an Anchor Text and Determine the Enduring Understanding

Review a sample text set, located in the appendix section of the manual, focusing on the anchor text and the enduring understanding. You can choose to either explore *The Stories Julian Tells* text set further, or examine one of the other examples. Then, create a “picture of knowledge” using the Step 1 explanation and the narratives on the previous pages as well as your reflections from the text set you just explored. Use the template and key below.



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?

Step 2: Select additional texts and media organizing them as a whole.

- 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.

Example

“After searching several online databases and consulting with my school librarian, my grade level team and I settled on three literary texts: *The Bee Tree* by Patricia Polacco (AD680L), *The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce (AD650L), and “I Learn Firefighting” from *More Stories Julian Tells* by Ann Cameron (520L). We also selected two informational texts, *A Page is a Door* by Remy Charlip (1370L), and *My Librarian is a Camel: How Books Are Brought to Children Around the World* by Margariet Ruurs (970L), and two nonprint texts, *The Fantastic Flying Books of Mr. Morris Lessmore* (film) and *The Red Book* by Barbara Lehman.

Together my team and I looked at both the quantitative and qualitative measures of each selection and considered how each text built towards the enduring understanding in order to organize them in the text set. We decided to begin with *The Bee Tree* by Patricia Polacco because it provides an analogy for the reading process and should help the students as they learn to read more analytically in 3rd grade.

We followed that text with “A Page is a Door” by Remy Charlip, which is a short text but extremely complex. It expresses the idea that similar messages, like experiences, life lessons, and traditions, can be conveyed through different texts, which helps us to begin building on the enduring understanding.

The Fantastic Flying Books of Mr. Morris Lessmore by William Joyce will be next because this text will allow us to discuss central message and analyze author’s craft by looking at how the central message is conveyed through key details. This study will prepare the students for the anchor text.

The next text will be *My Librarian is a Camel: How Books Are Brought to Children Around the World* by Margriet Ruurs because it explores different countries and the importance of books in their cultures. This text focus will help us to continue developing the enduring understanding while expanding students’ knowledge of different countries.

With the foundation laid by the previous texts, we will begin our anchor text *The Stories Julian Tells* by Ann Cameron, tying in the enduring understanding and practicing the reading strategies we identified earlier.

Finally the nonprint sources will be introduced. Both of these sources are wordless, so we will encourage students to create their own stories based on the experiences they see in the film and in the pictures of the book.”

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

UNIT: THE STORIES JULIAN TELLS

<p>ANCHOR TEXT</p> <p><i>The Stories Julian Tells</i>, Ann Cameron (literary)</p>	<p>UNIT FOCUS</p> <p>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.</p>
<p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Bee Tree</i>, Patricia Polacco • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, William Joyce • “I Learn Firefighting” from <i>More Stories Julian Tells</i>, Ann Cameron <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “<i>A Page Is a Door</i>,” Remy Charlip • <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>, Margriet Ruurs <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> (film) • <i>The Red Book</i>, Barbara Lehman 	<p>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</p> <p>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</p> <p>Reading Foundational Skills: RF.3.3a-d, RF.3.4a-c</p> <p>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</p> <p>Speaking and Listening: SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p>Language: L.3.1a-i; L.3.2a, c-g; L.3.3a; L.3.4a-d; L.3.5a-c; L.3.6</p> <p>CONTENTS</p> <p>Page 35: Text Set and Unit Focus</p> <p>Page 36: <i>The Stories Julian Tells</i> Overview</p> <p>Pages 37-40: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 41: Instructional Framework</p> <p>Pages 42-57: Text Sequence and Sample Whole-Class Tasks</p>

Apply and Reflect

Step 2: Select Additional Texts and Media that Build on the Anchor Text

Return to the text set you reviewed earlier, and this time focus on the additional texts and media. Then, create another “picture of knowledge” using the Step 2 explanation and the narratives on the previous pages as well as your reflections from the text set you just explored. Use the template and key below.



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?

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

- Create daily tasks and culminating tasks
 - These tasks need to be considered as you are building the read aloud lessons that accompany the text set.
 - Tasks should build in complexity and connect to one another
 - These tasks will give you feedback on how well students are mastering the knowledge and skills being taught through the text set.
- Create an extension task
 - An extension task should give students an opportunity to synthesize what they have learned from the various pieces of the text set.
 - An extension task should emphasize the enduring understanding.
 - An extension task should require speaking, drawing, or writing.
 - An extension task may connect to other tasks students have completed, such as a culminating task from repeated readings of the anchor text, or daily tasks linked to the supporting texts.
- Tasks should support students' understanding of the anchor text.
- Tasks should give students opportunities to synthesize what they have learned from the various works in the text set.
- Tasks should help students make connections to the enduring understanding.
- Tasks should require students to write in one of the three modes:
 - Opinion
 - Informational
 - Narrative

Example

“Thinking about the enduring understanding of the text set, the importance of storytelling and reading to learn lessons and make connections, and knowing that we will be working on identifying the central message or theme and character development, I want my extension task to tie all of those ideas together. I think it would be fun for the students to try storytelling since the anchor text is about the stories Julian tells to his family.

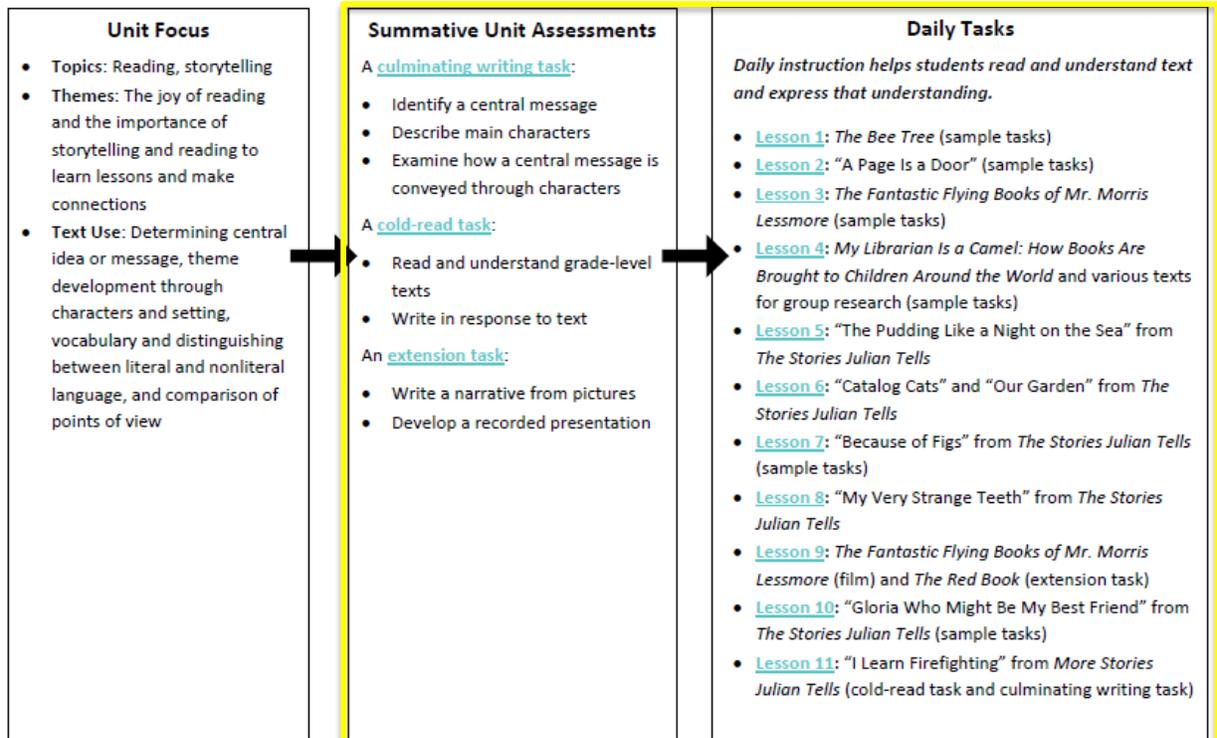
I've decided to have the students write a narrative using *The Stories Julian Tells* by Ann Cameron as the mentor text and *The Red Book* by Barbara Lehman. With this task they can become the author, create their own central message, develop characters, and use storytelling to teach lessons and make connections, pulling in some of their understandings of how culture influences stories. The task will instruct students to write a story based on the illustrations in *The Red Book* using the writing style of *The Stories Julian Tells* by Ann Cameron. Students will

establish the situation, introduce a narrator, and organize the events. They will use dialogue and descriptions of the thoughts and feelings of the characters to show how they respond to different events.

Now that I know what I want my students to do in the extension task, I need to make sure that my daily instructional tasks help prepare my students. I will need to design daily tasks that help students to focus on how the author develops character, uses key details to build the central message, and organizes events to tell a story. I will also need to design culminating tasks that allow me to see how students are working towards the skills they need for the extension task as well as how they are comprehending the texts in the set. I think I'll create a culminating task based on the anchor text and have them identify a central message that can be learned from reading *The Stories Julian Tells* and explain how that message is conveyed through the main characters in the text. I will create another culminating task that will require students to use multiple texts, comparing and contrasting Julian from *The Stories Julian Tells* and *More Stories Julian Tells*, and a task that looks at storytelling and how it affected the main characters in *The Bee Tree*, *The Stories Julian Tells*, and *The Fantastic Flying Books of Mr. Morris Lessmore*. The thinking and knowledge required for those tasks should prepare students for the narrative writing in the extension task and give me a good picture of how well they are comprehending the material."

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

The Stories Julian Tells Unit Overview



English Language Arts, Grade 3: *The Stories Julian Tells*

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CULMINATING WRITING TASK⁴

What is a central message or lesson that can be learned by reading *The Stories Julian Tells*? Explain how that message is conveyed through the main characters in the text. (RL.3.2, RL.3.3) Write an opinion essay with an introduction that identifies a central message or lesson that is learned from *The Stories Julian Tells* and a body paragraph that describes how that message is conveyed through Julian, Huey, and his father. Make sure to refer to the text to provide reasons that support your opinions. (RL.3.1; RL.3.2; RL.3.3; W.3.1a, b, d; W.3.10)

Teacher Note: The completed writing should use grade-appropriate words and phrases, including those that link opinions and reasons and signal spatial and temporal relationships. (W.3.1c, L.3.6) It should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.3.1b, c, d, e, h, i; L.3.2a, d, e, f, g) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.3.4, W.3.5, L.3.2a, L.3.3a)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> Topics: Reading, storytelling Themes: The joy of reading, and the importance of storytelling and reading to learn lessons and make connections 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 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> Identifying a central message Describing main characters Examining how a central message is conveyed through characters 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> Lesson 2 (sample tasks) Lesson 8 <p>Express understanding of text:</p> <ul style="list-style-type: none"> Lesson 1 (sample tasks) Lesson 3 (sample tasks) Lesson 11 (use this task)

COLD-READ TASK²

Independently read “Superboy and Me,” and “Huey Makes the Leap.” Then answer a combination of multiple-choice and constructed-response questions³ about the text and in comparison to the other texts in the unit. Sample questions:

1. Describe what Huey does to become strong. Why does he want to be strong? Refer to details from the text in your answer. ([RL.3.1](#), [RL.3.3](#), [W.3.10](#))
2. Why is the talk between Julian and his father “surprising”? Refer to details from the text in your answer. ([RL.3.1](#), [RL.3.3](#), [W.3.10](#))
3. Identify two ways that Huey “makes the leap.” What lesson does Huey’s “leap” reveal? ([RL.3.1](#), [RL.3.3](#), [RL.3.4](#), [L.3.5a](#))
4. How do the chapters “Superboy and Me” and “Huey Makes the Leap” build on each other? What information from “Superboy and Me” is necessary for understanding “Huey Makes the Leap”? ([RL.3.5](#))
5. What lesson is learned from “Superboy and Me” and “Huey Makes the Leap”? What details in the texts convey this message? ([RL.3.1](#), [RL.3.2](#))
6. Compare and contrast *The Stories Julian Tells* and *More Stories Julian Tells*, focusing on Julian. How has Julian changed? Why do you think he has changed? Refer to details from each text in your answer. ([RL.3.1](#), [RL.3.3](#), [RL.3.9](#), [W.3.10](#))
7. How does storytelling help Mary Ellen, Morris Lessmore, and Julian? Identify a detail from each text that supports your response. ([RL.3.1](#), [RL.3.2](#), [RL.3.3](#))

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none"> • Topics: Reading, storytelling • Themes: The joy of reading, the importance of storytelling and reading to learn lessons and make connections • 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 	What shows students have learned it? This task focuses on: <ul style="list-style-type: none"> • Reading and understanding grade-level texts • Writing in response to text 	Which tasks help students learn it? Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 5 Express understanding of text: <ul style="list-style-type: none"> • Lesson 7 (sample tasks) • Lesson 11 (use this task)

² **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁴

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](#))

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

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.

Example

“Now that we have our texts chosen and have designed our tasks, my team and I are ready to see which standards align with our instruction. Because the texts all have a strong central message, we want to pull in standard RL.3.2. Within that standard the specific skill we want students to learn is how to determine the message in the text or chapter and support that message with key details. The literary texts are also very focused on character development. In *The Stories Julian Tells* we will have to spend time discussing Julian’s traits and motivations and how that influences his stories. For this reason, we think we will naturally hit standard RL.3.3, describe characters in a story and explain how their actions contribute to the sequence of events. Within that standard the specific skill the students need to learn is how to identify adjectives or phrases that describe Julian and be able to support their choices through what Julian says, thinks, or does. Because we will be looking at adjectives, students will need to know what they are. Though standard L.3.1a won’t be a focus standard, we may want to consider it a supporting standard as we move through the text set.

Finally, in *The Stories Julian Tells*, the reader has to compare and contrast the stories Julian tells in order to connect them to the overall theme and to understand how Julian develops throughout the story. For this reason, standard RL.3.9, compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters, is a great fit. Within this standard, the skill we want the students to learn is how to compare and contrast the messages of the stories told in each chapter. Finally, because the anchor text uses figurative language, we want to pull in RL.3.4, determine the meanings of words and phrases as they are used in text, distinguishing literal from nonliteral language. The use of figurative language is one of the things that makes this text complex, so to be able to identify it and determine what it means will enhance students’ comprehension of the text. There may be other

standards, like the language standard, which will be addressed in passing, but these will be our focus standards for the text set and will be assessed through the daily instructional tasks, culminating tasks, and extension task.”

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

UNIT: THE STORIES JULIAN TELLS

ANCHOR TEXT	UNIT FOCUS
<p><i>The Stories Julian Tells</i>, Ann Cameron (literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Bee Tree</i>, Patricia Polacco • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, William Joyce • “I Learn Firefighting” from <i>More Stories Julian Tells</i>, Ann Cameron <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “<i>A Page Is a Door</i>,” Remy Charlip • <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>, Margriet Ruurs <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> (film) • <i>The Red Book</i>, Barbara Lehman 	<p>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.</p> <p>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</p> <p>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</p> <p>Reading Foundational Skills: RF.3.3a-d, RF.3.4a-c</p> <p>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</p> <p>Speaking and Listening: SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p>Language: L.3.1a-j; L.3.2a, c-g; L.3.3a; L.3.4a-d; L.3.5a-c; L.3.6</p> <p>CONTENTS</p> <p>Page 35: Text Set and Unit Focus</p> <p>Page 36: <i>The Stories Julian Tells</i> Overview</p> <p>Pages 37-40: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 41: Instructional Framework</p> <p>Pages 42-57: Text Sequence and Sample Whole-Class Tasks</p>

Reflect and Apply

Step 3: Design an Extension Task to Wrap Up the Text Set

Step 4: Identify the Standards that will be Taught Through the Text Set

Return to the text set you reviewed earlier, and this time focus on the tasks and standards. Then, create another “picture of knowledge” using the Step 3 and Step 4 explanations and narratives on the previous pages as well as your reflections from the text set you just explored. Use the template and key below.



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?

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

There's no need to start from scratch! Many strong text sets already exist and can be adapted to fit your students, your curriculum, and your pacing guide.

- **Achieve the Core, Text Set Project** - <http://achievethecore.org/page/1112/text-set-project-building-knowledge-and-vocabulary>
- **Louisiana Department of Education, K-12 Planning Resources** - <http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>
- **Achieve the Core, Read Aloud Project** (This site is helpful in finding strong anchor texts. Many literary texts have a paired informational text.) <http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>
- **NewsELA Text Sets** - (You can pull from here, but you will need to add to the sets to vary the text formats and will have to do pre-work to create the Read Aloud Lessons) <https://newsela.com/text-sets/#/featured>
- **Council of Chief State School Officers (CCSSO) Text Sets** - http://www.ccsso.org/Navigating_Text_Complexity/Showroom_Models.html

Reflection

With your group, turn to the text set at the end of the manual one final time.

1. Discuss with your group how you would refine or modify this text set in order to use it in your classroom.
 - a. How would you fit this text set into your literacy block?
 - b. What would you need to do to make it applicable for you and your students?
 - c. What would you add? Omit? Change?
2. Make notes on the changes your group would make.
3. You can use the template on the following page to help organize your notes and revisions.

Blank Text Set

Text Set Title:		
Text Set Grade Placement:		
Enduring Understandings		
Text and Resources (Indicate in what order the supporting works are to be introduced and taught.)		
Anchor Text	Title: Author:	
Supporting Works	Book(s) 1. 2. Article(s) 3. 4. Poem(s) 1. 2. Infographic(s) 3. 4. Other Media 5. 6. Supporting Works will be introduced/taught in the following order:	
Standards		
Knowledge		Skills
Unit Tasks		
Extension Task	Culminating Tasks	Daily Tasks

Micro Lab

Directions

1. Participants group themselves into trios and identify as individual A, B, or C in the group.
2. The facilitator will pose a question and each person in the group will have an opportunity to respond.
3. Responses will be timed. While the A's respond to the questions, the other member of the group will listen.
4. No interruptions are allowed during individual sharing.
5. Each member of the trio will have 30 seconds to respond when it is their turn.
6. At the end of the activity, the facilitator will debrief the Micro Lab.

Questions

- 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?