

Text Sets in Action

How to use text sets to fill the knowledge gaps

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2021 MS Literacy Association Conference





VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas

2

EVERY Student Graduates from High School and is Ready for College and Career

3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5

EVERY School and District is Rated “C” or Higher

6

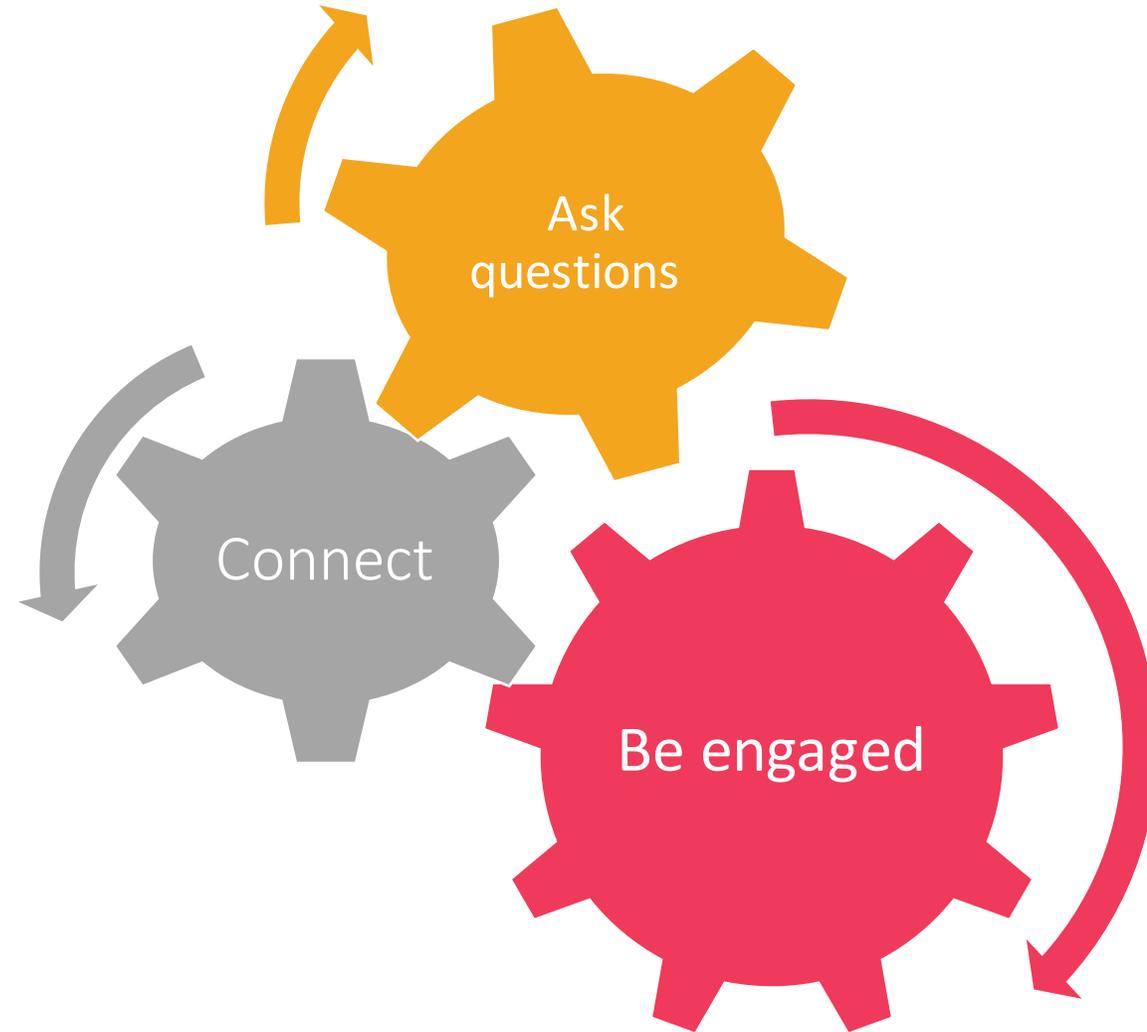


Warm-Up Talk

Step 1: Read the quote on your table

Step 2: Self-reflect on how the quote connects to your instruction

Step 3: Turn and share with your table (Be prepared to share out with the whole group)



Objective 1

Understand the importance of using text sets when planning instruction and promoting student engagement



Objective 2

Identify ways to create a text set using the Equipped Book List and other resources

Reading Research

$$D \times LC = RC$$

Decoding
(word-level reading)

Language Comprehension
(ability to understand spoken language)

Reading Comprehension

Scarborough's Reading Rope

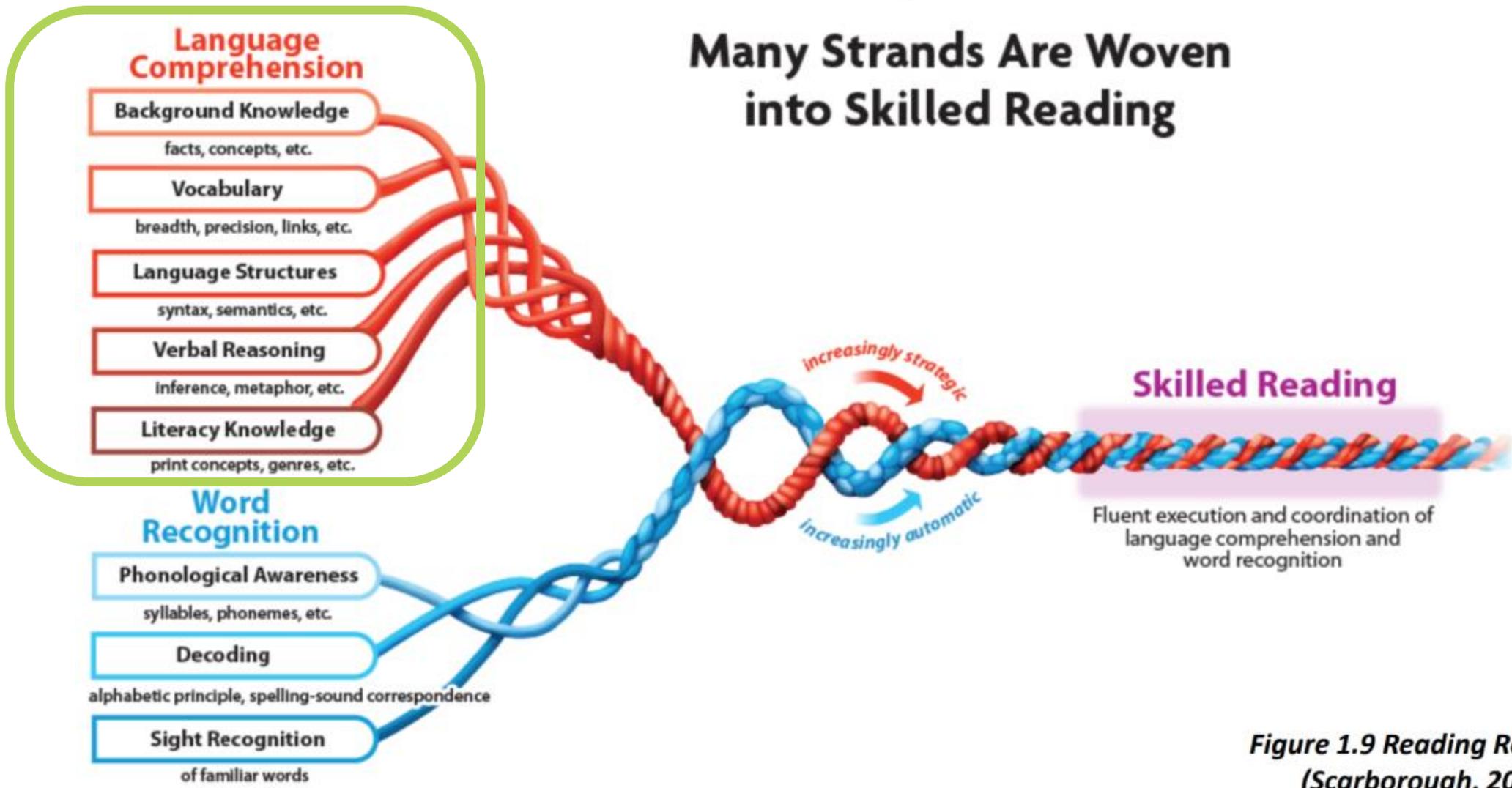
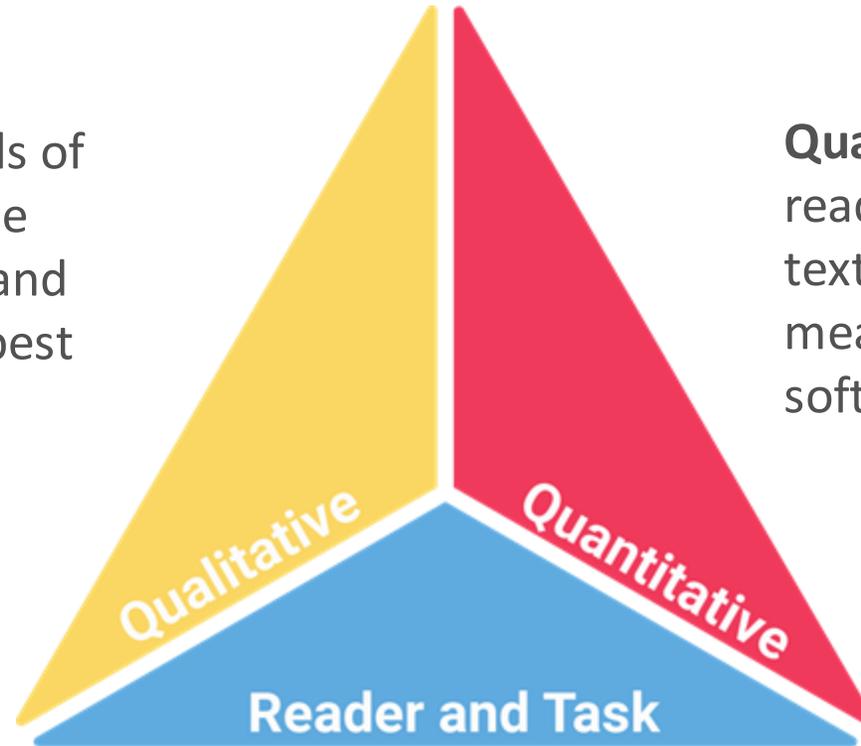


Figure 1.9 Reading Rope (Scarborough, 2001)

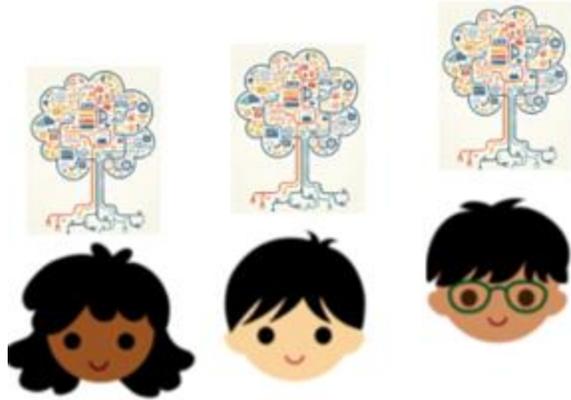


Qualitative Measures - levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.



Quantitative Measures - readability and other scores of text complexity often best measured by computer software

Reader and Task Considerations - background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgement



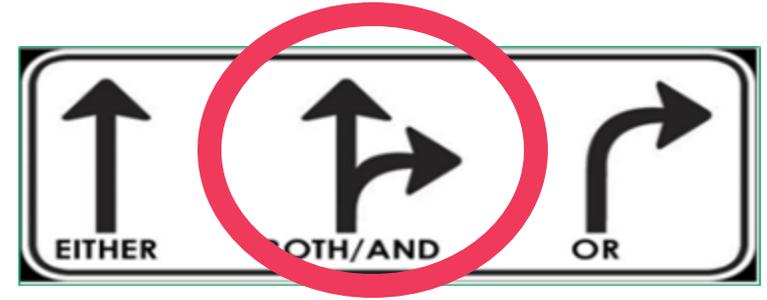
All students come to school with their own
funds of knowledge
about the world.

The Job of



- 1) Connect to and leverage the rich funds of knowledge all students already have.
- 2) Enrich and expand knowledge of new content through rich, topical text.

Knowledge-Building Ingredients



Close Reading	Volume Reading
<p data-bbox="198 772 1149 929">Close reading with knowledge-rich complex texts <i>(read-aloud in K-2+)</i></p>	<p data-bbox="1302 748 1646 819">Text Sets</p> 
	 <p data-bbox="1760 1110 2193 1182">Book Baskets</p>

The instructional materials and/or pacing guides in my district adequately focus on building students' knowledge around important concepts in connection with science, social studies, and the arts.



High-Quality Instructional Materials

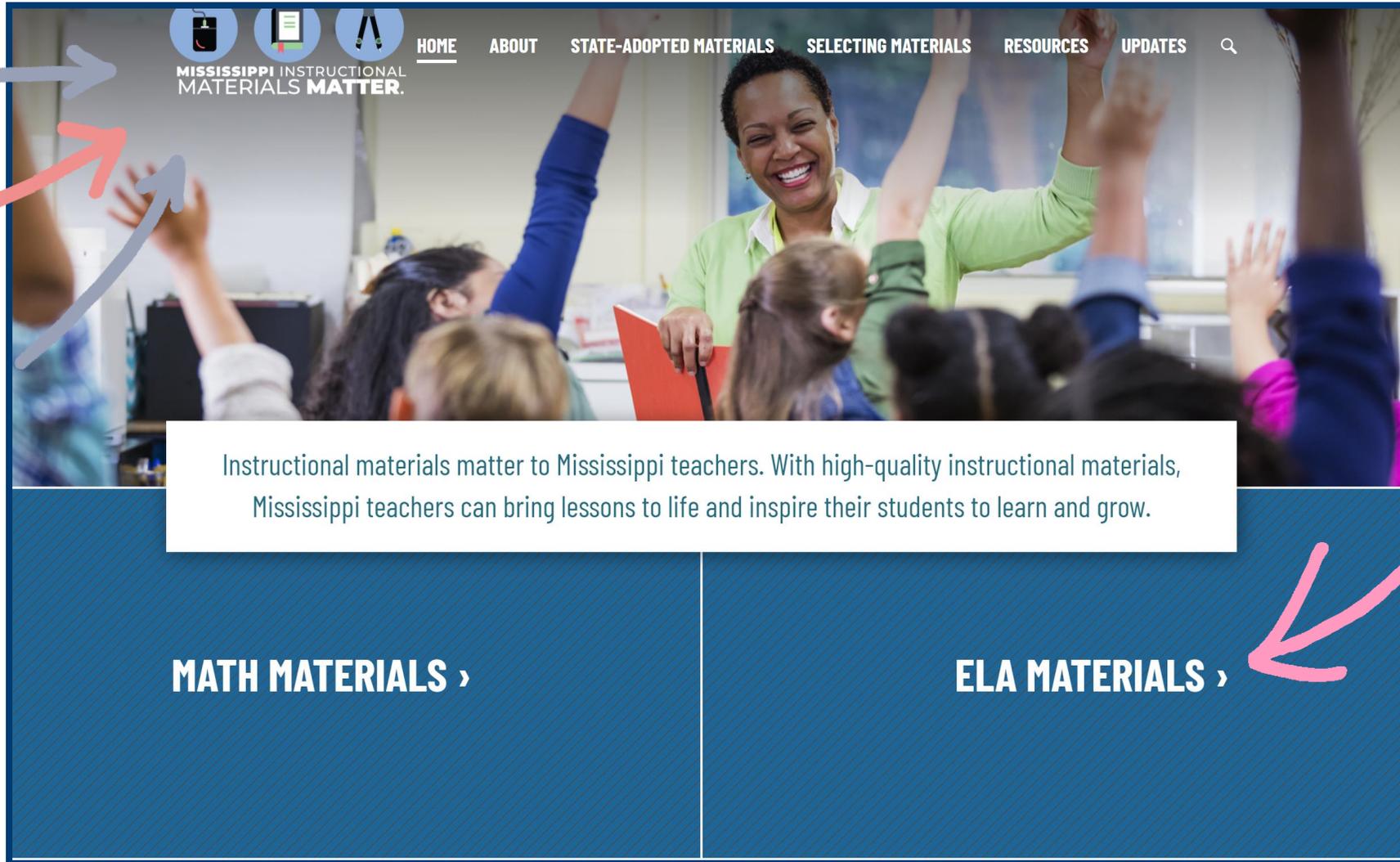
While instructional materials are most often thought of as textbooks, they can also be digital or a series of books and texts.

Instructional materials may include:

- **Student materials** such as books, news articles, videos, and assignments,
- **Teacher materials** like lesson plans, course scope and sequence, and embedded assessments.

Mississippi defines **High-Quality Instructional Materials (HQIM)** as materials that

- are aligned with the Mississippi College- and Career- Readiness Standards,
- are externally validated,
- are comprehensive, and
- include engaging texts (books, multimedia, etc.), problems, and assessments.



MATH MATERIALS >

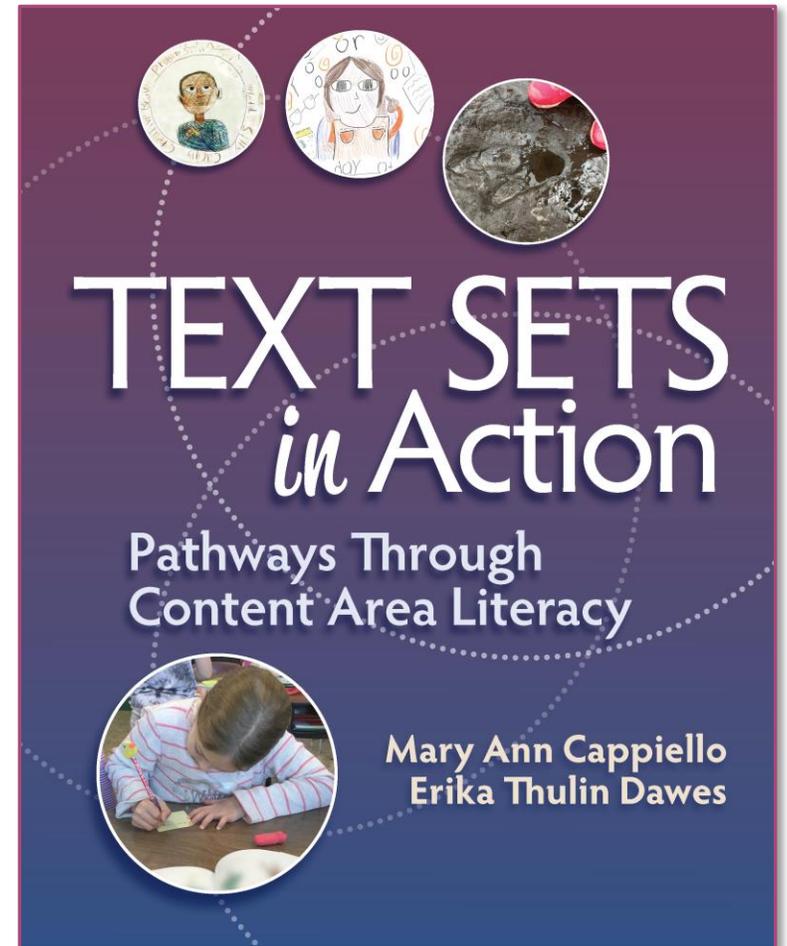
ELA MATERIALS >

Instructional materials matter to Mississippi teachers. With high-quality instructional materials, Mississippi teachers can bring lessons to life and inspire their students to learn and grow.

Text Sets

How to use text sets in the classroom

Teachers want to find creative ways to engage students in a student-centered curriculum that prioritizes inquiry. Using text sets offers the ability for students to explore a specific topic through reading multiple texts which will lead to building lasting knowledge.



Instructional Goals

How would using text sets help build knowledge within the lesson or unit?

Find Text

If you do not have resources handy, where would you go to find multiple texts based on a similar topic?

Organize Text

How would you arrange the texts to build knowledge and encourage critical thinking?

Notetaking

What type of tool or method will students use to take notes while reading?

Differentiation

How can you meet the learning needs of all the students?

- Builds prior knowledge and utilizes a range of text structures
- Helps develop students' critical thinking skills which allows for deeper learning
- Encourages teachers to use standards across content areas
- Encourages students understand information from multiple perspectives

- Text: anything that conveys meaning or a message
- Multimodal: visual, auditory, written (forms of text)
- Multigenre: form or format that is recognized as serving a particular purpose of function (primary source, newspaper articles)



- Create text sets with the support of a school librarian
- Do not reinvent the wheel after a set has been created for a particular topic
- Look for quality, instructional purpose (why), practice (how), and complexity

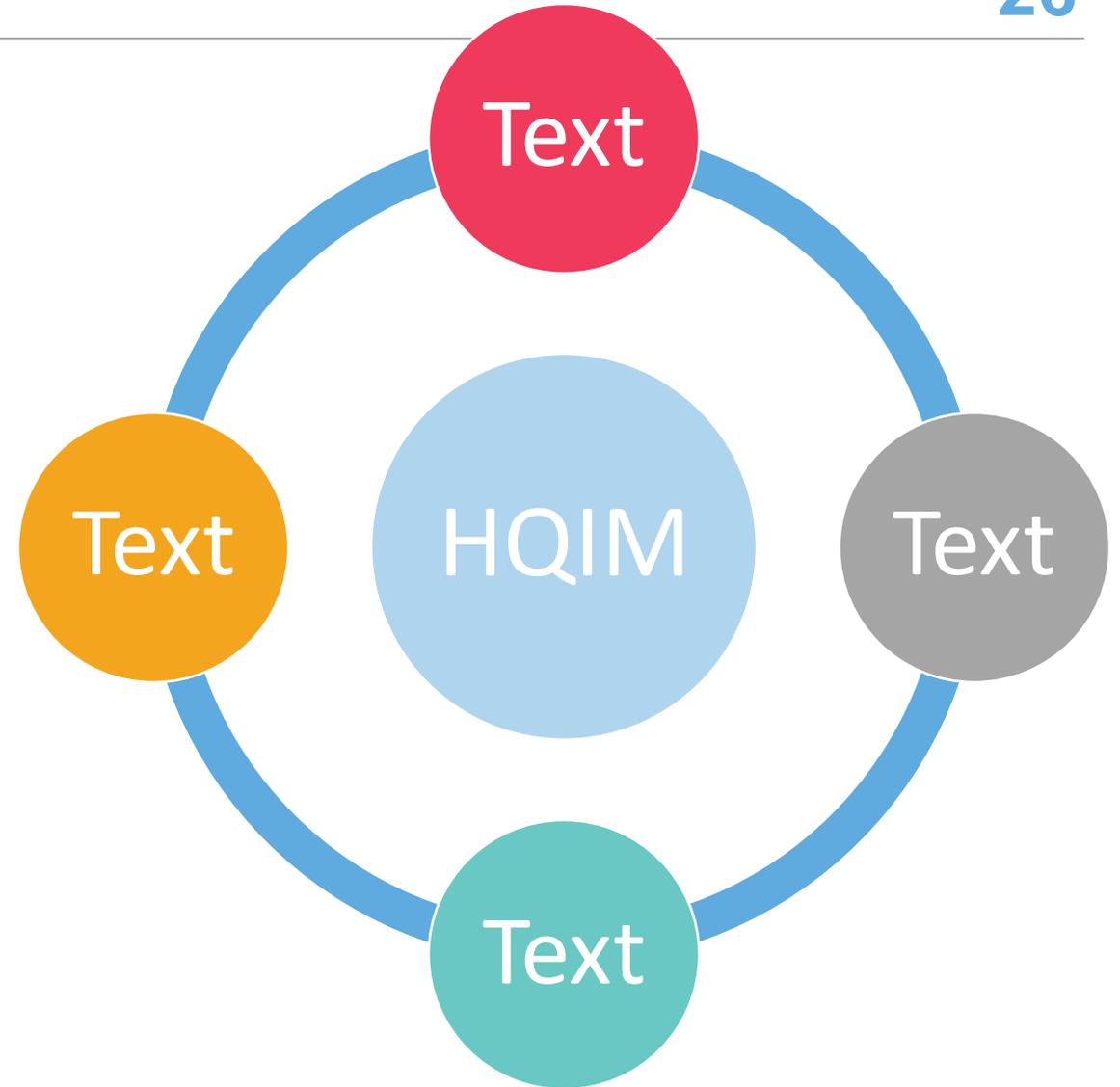


Identify Roles of the Text

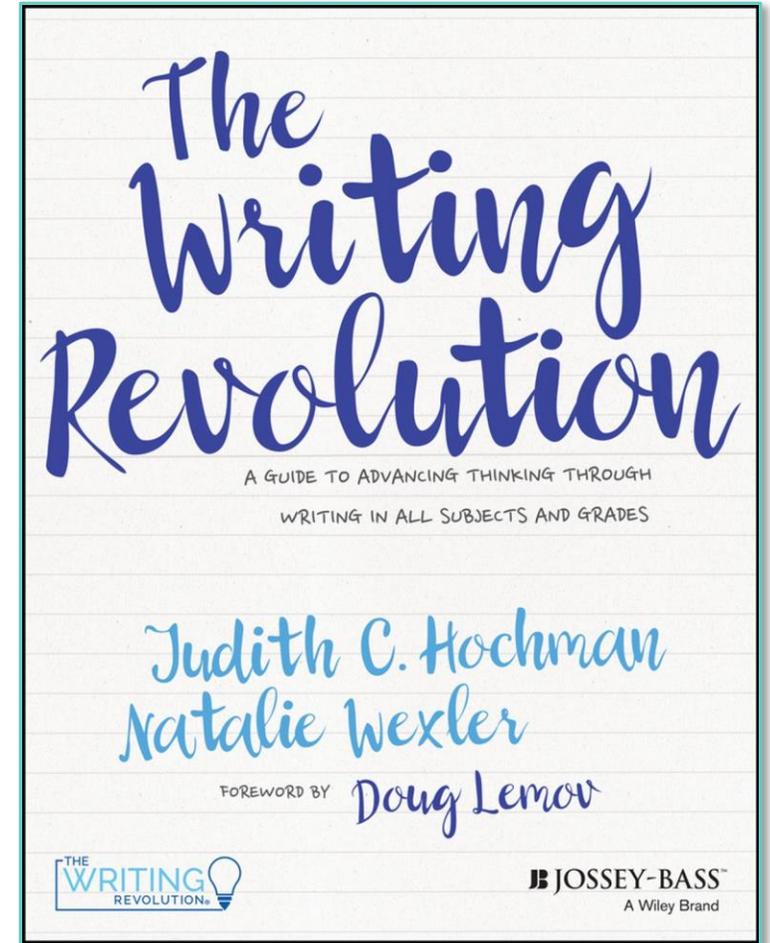
- Scaffolds: short texts, such as pictures books, podcasts, video clips, poems that are well suited to begin a unit of study or a new stage within a unit to prompt inquiry
- Immersions: texts that have the most to say about whatever topic or theme the class is exploring and are closely matched with the instructional goals of the unit
- Extensions: texts that often take students beyond the required curriculum standards

Solar System Model

- Center Circle: topic, concept, theme, genre, anchor text, or essential question from the High-Quality Instructional Materials
- Outer Circles: various texts to build knowledge and understanding



1. Model to students notetaking skills to students
2. Show students how to extract key words and phrases without reproducing the entire sentence
3. Explain to students the value of notetaking



- Add or subtract titles or formats to focus on different instructional goals
- Change how the text sets are being used within the lesson
- Alter how student learning is demonstrated and assessed



Science

Provide texts that allow students to:

- focus on inquiry
- consider phenomena
- describe their observations
- record data
- develop arguments based on evidence
- read about the history of scientific discoveries

(Cappiello)



Social Studies

Provide texts that will:

- encourage inquiry around a social or historical event and how it is represented across time
- allow for discussion and written reflection



Math

Provide texts that include infographics and allow students to:

- practice with measurements
- evaluate comparisons
- visualize data through graphs, tables, and charts

(Cappiello)

“When we teach with text sets, we ask students to use their identities as scientists, historians, critics, writers, and mathematicians to think critically as they examine voice, perspective, and representation within and across texts of different genres and modalities.”

- Mary Ann Cappiello (2021)

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

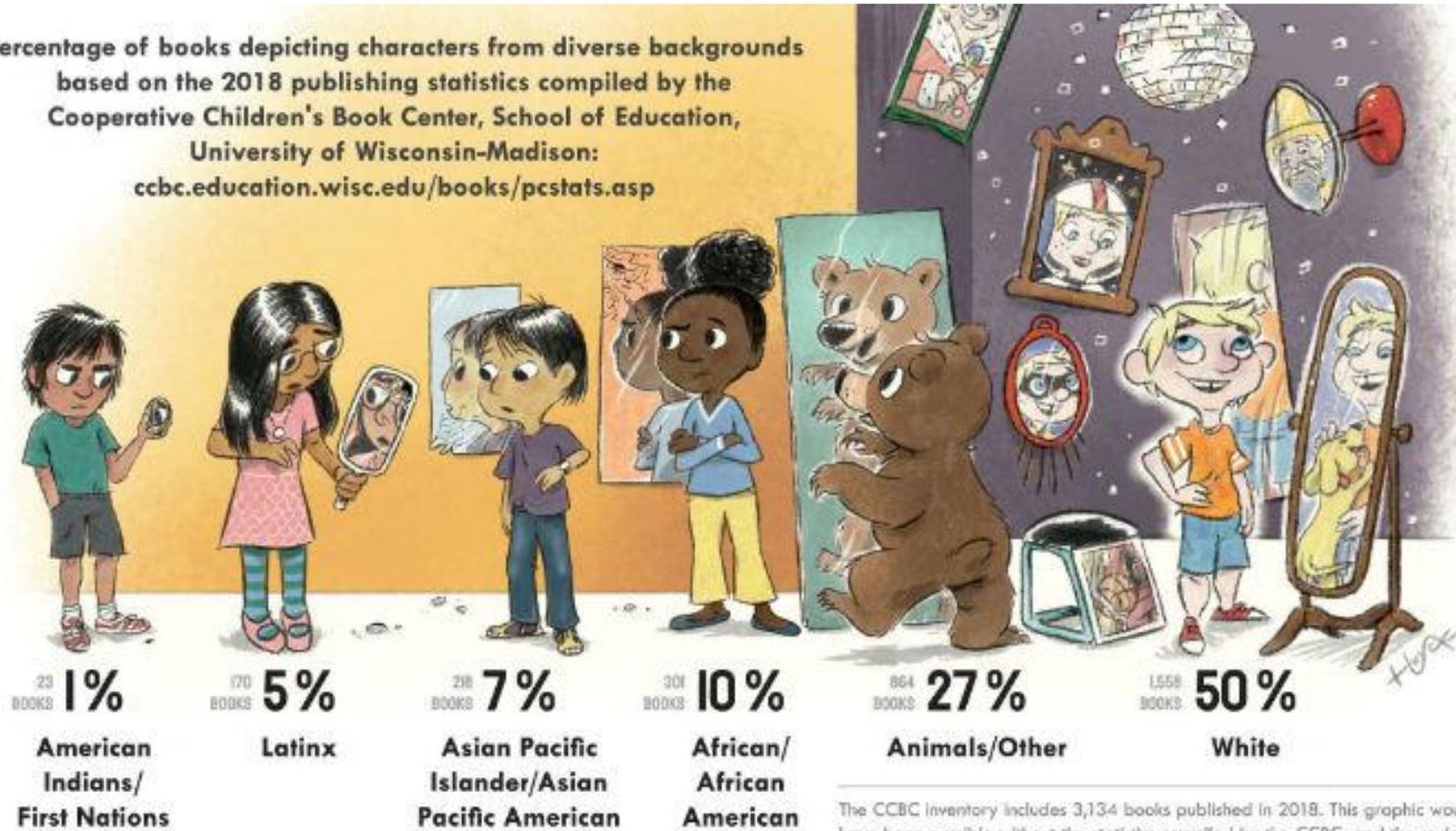


Illustration by David Huyck, in consultation with Sarah Park Dahlen
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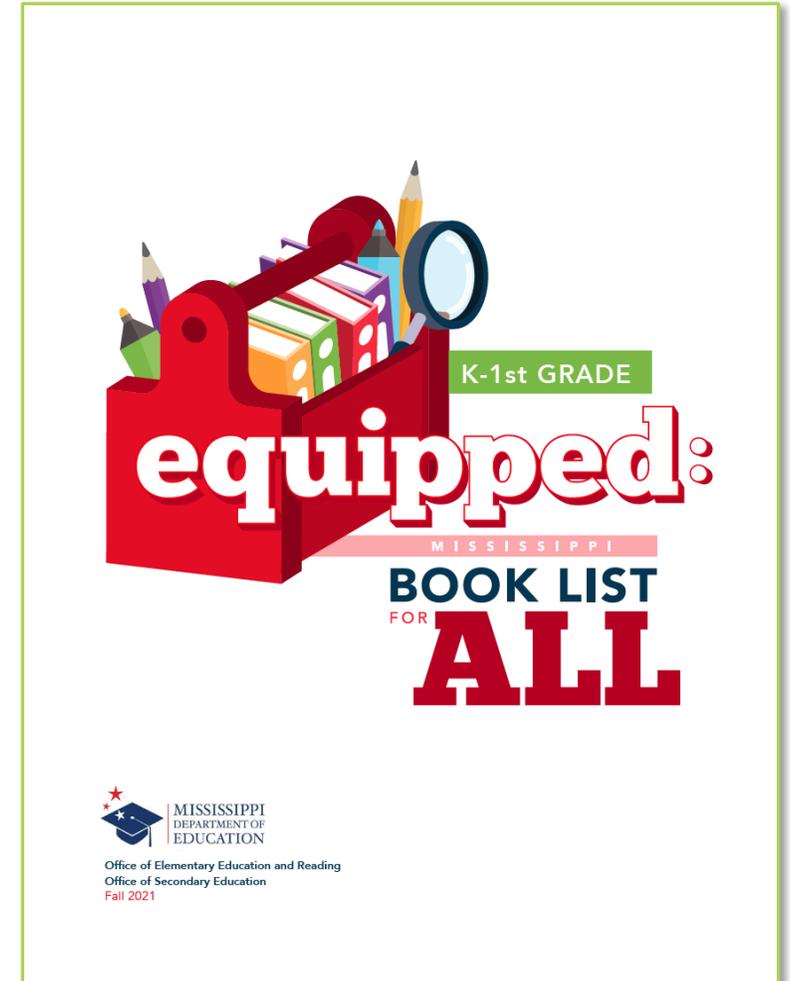
The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Haring, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.



Equipped

MS Equipped Book List for All

Mississippi strives to develop students that are not only college and career ready but also **culturally** ready. This resource intends to **equip** educators to make purposeful instructional decisions around the MS CCR Standards while promoting literacy that acknowledges a variety of text types.

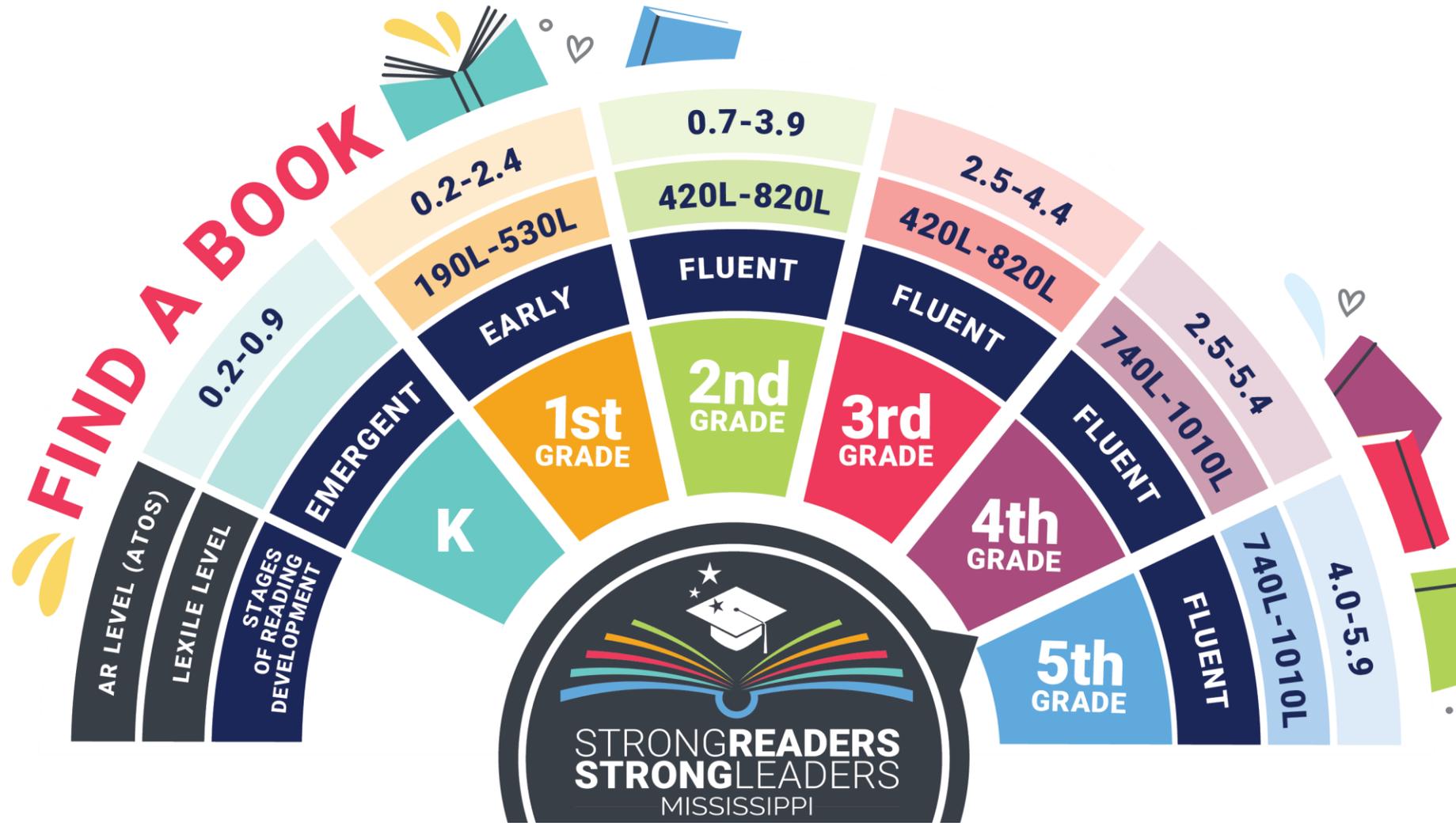


“For students to become well-rounded readers, they need to engage with high-quality, rigorous texts that represent varying cultures, genres, and facets of the human experience”.

Equipped: Mississippi Book List for ALL

The specific components of the rubric helped the team identify whether a chosen text contained:

- **Appropriate** grade-level complexity,
- A balance of **diverse** characters, cultures, perspectives, orientations, races, and ages, and
- **Relativity** to the Mississippi College- and Career-Readiness Standards and English High-Quality Instructional Materials





CREATING TEXT SETS TEMPLATE

Text sets are collections of resources from different genres, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests. A text set collection focuses on one concept or topic and can include multiple genres such as books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books, almanacs, or encyclopedias.

BOOK TITLE _____

AUTHOR _____

GRADE LEVEL _____ **TOPIC** _____

TEXT SET SUMMARY

MS CCR Standards [www.msde.k12.org/CMS/college-and-career-readiness-standards](https://msde.k12.org/CMS/college-and-career-readiness-standards) **Cross-Content Standards Connection**

Anchor Text **Elements of the Unit/Lesson Plan**
How do the resources connect to the standards or to the lesson plan?

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Creating Text Sets

READING STRATEGIES TO CONSIDER

PICTURE WALK (Grades K - 3)
www.greatminds.org/g3/closereading/picture-walk/index-2
A picture walk is a pre-reading strategy that provides students with an entry point into the text. By first experiencing and discussing the text's images, students are able to develop their own wonderings and expectations about what is to come.

CLOSE READING (Grades K - 5)
achievethecore.org/page/2734/close-reading-model-lessons
Close Reading is a method for tackling complex text that allows for multiple exposures with a different focus during each read. The goal of this strategy is to help students dig deeply into the text's rich vocabulary and complex meaning while making connections to the text.

NOVEL STUDY (Grades 2 - 5)
www.gpb.org/innovation-in-reading/elemental-novel-study
A novel study allows students to deeply interact with the language and meaning of a chapter book while giving them the opportunity to engage with the text, their peers, and their world.

STRONG READERS, STRONG LEADERS (Grades PK - 5)
strongreaders.com
The Strong Readers, Strong Leaders website introduces families to grade-level resources and activities that help children become strong readers and leaders.

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Reading Strategies

READING ASSIGNMENT BOOK APPROVAL LETTER

Dear Families/Guardians,

As part of the _____ [school name] _____ [class], each student is expected to read or listen to a book related to _____ [curriculum unit] from a list of pre-approved titles. They are responsible for reading or listening to the book and completing a series of assignments related to it for _____ [time period], which includes _____ [types of assignments/assessments].

Teacher Assigned Book: The primary objective of this assignment is to allow students to choose and read or listen to books that interest them that connect to the curriculum unit. We want your student to feel as though he or she is reading or listening to material that is interesting to him or her but is also challenging. However, because each parent/guardian feels differently about what is appropriate for their own child, _____ [school name] requires all students to have their book approved first by you. Please see the attached document for a brief summary of each novel.

Student Selected Book (from a list of pre-approved titles): The primary objective of this assignment is to allow students to exercise choice and read or listen to books that interest them while connecting to the curriculum unit. We want your student to feel as though he or she is reading or listening to material that is interesting to him or her but is also challenging. However, because each parent/guardian feels differently about what is appropriate for their own child, _____ [school name] requires all students to have their book approved first by you. Please see the attached document for a brief summary of each novel.

When you are approving your student's reading, please look it over to ensure that you feel the content of the novel is appropriate for your student. If you have objections, have your student choose another book; if the book was assigned, discuss the title with the teacher. Please have a discussion with your student about what types of books and topics you feel are appropriate and instruct them not to select books that contain topics that you would not want them to read or hear. Once you have approved the book, please sign the attached book approval form.

If you have any questions about this project, please feel free to contact _____ [teacher's name] at _____ [teacher's contact information].

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Book Approval Letter

BOOK INFORMATION AND SUPPORT MATERIALS



→ **Lexile: Find a Book** (Grades K - 12)
hub.lexile.com/find-a-book/search
 Search for books based on Lexile codes, which provides information on the book's intended usage, or find books that are easy to decode or have a lot of patterning to help beginning readers.



→ **Novelist: MAGNOLIA** (Grades K - 12)
magnolia.msstate.edu
 A complete suite of book-finding tools for librarians, teachers, and readers. Database contains book lists, curricular connections, and author read-alikes. See your school librarian for passcode.



→ **Reading is Fundamental Educator Resources** (Grades K - 12)
www.rif.org/literacy-central/educators
 Online support materials aligned to hundreds of children's book titles and much more.

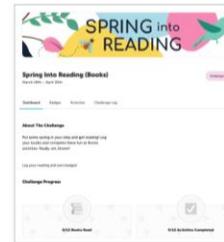


→ **Teaching Books** (Grades K - 12)
www.teachingbooks.net
 An online database that can be used by teachers, students, librarians, and families to explore children's books and young adult literature and their authors.

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Book Information

READING TRACKERS



→ **Beanbright Reading Tracker** (Grades K - 12)
www.beanbright.com
 Beanbright helps facilitate reading challenges and gain more data on students' free-choice reading.

READING GROUP	Books	Pages	Minutes	Minutes Reading Frequency
Group A	10	100	10	100%
Group B	20	200	20	100%
Group C	30	300	30	100%
Group D	40	400	40	100%
Group E	50	500	50	100%
Group F	60	600	60	100%

→ **Reading is Fundamental Reading Tracker** (Grades K - 8)
www.rif.org/literacy-central/literacy-tracker
 Literacy Tracker Tool allows teachers to check in on students' reading progress throughout the year and helps students find "just right" books to develop their skills.

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Reading Trackers

EDUCATOR AND SCHOOL LIBRARIAN RESOURCES

→ **Dia: Children's Book Day** (Grades K - 8)
dia.ala.org
 Dia is a nationally recognized initiative that emphasizes the importance of literacy for all children from all backgrounds. It is a daily commitment to linking children and their families to diverse books, languages, and cultures.

→ **First Book: The Stories for All Project** (Grades K - 12)
firstbook.org/the-stories-for-all-project
 The Stories for All Project curates new, relevant, high-quality books representing diverse characters, voices, and life circumstances and makes them available and affordable to educators supporting kids in need.

→ **Lexile Analyzer** (Grades K - 12)
hub.lexile.com/analyzer
 The Lexile Analyzer allows you to paste or type in text to receive a Lexile range and view text characteristics along with challenging words and their definitions. English and Spanish texts can be measured using this tool.

→ **Lexile by Chapter Guides** (Grades K - 12)
lexile.com/educators/tools-to-support-reading-at-school/tools-to-help-teach-a-book/lexile-chapter-guides
 Just as books vary in text complexity, chapters within each book can vary as well. When teaching a book in class, Lexile by Chapter Guides can help better plan instruction.

→ **Lexile PowerV Vocabulary Tool** (Grades 5 - 12)
lexile.com/educators/tools-to-support-reading-at-school/tools-to-help-teach-a-book/lexile-power-vocabulary-tool
 More than 125,000 books in Find a Book include a vocabulary tool that identifies up to 10 challenging words that are important for students to know.

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Teacher and School Librarian Resources

Book Lists by Grade Level

Equipped Book List: Lists by Grade Level

[Home](#) [Booklists](#) [Resources](#) [Training](#)

"Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books." (Rudine Sims Bishop, 1990)

While appropriate within the context of the unit or lesson, books, articles, and reading passages may contain language and content that will require additional review to ensure the selection is suitable for your students and instructional goals.

Click on the grade to view the booklist:



Additional Resources

Equipped Booklists: Resources

[Home](#) [Booklists](#) [Resources](#) [Training](#)

Achieve the Core: You have a list of culturally diverse texts. Now what?
Guidance on facilitating classroom lessons and discussions that push student thinking.

Book Connections - Text Complexity
Discover materials that deepen connections to the children's and young adult books read throughout resources such as book guides and activities, book trailers, and multi-leveled lesson plans.

Graphic Novels are Real Books!
This infographic explains the benefits of Graphic Novels. This type of book provides a sense of motivation and accomplishment for struggling and reluctant readers.

A Guide to Using Graphic Novels with Children and Teens
Graphic novels are books written and illustrated in the style of a comic book. The format includes text, images, word balloons, sound effects, and panels. This guide will help teachers and school librarians learn how to incorporate graphic novels into classroom and library lesson plans.

Mirrors, Windows, and Sliding Glass Door article
Having diverse literature available helps to create a culture of understanding of each other, and provides powerful tools for teaching students about social justice. The need for high-quality books extends beyond the school library; English and social studies classrooms need access to a variety of texts to go beyond the single-story and celebrate cultural diversity.

Reading is Fundamental Educator Resources
Online support materials aligned to hundreds of children's book titles and much more.

Upcoming Trainings

Equipped Booklists: Training

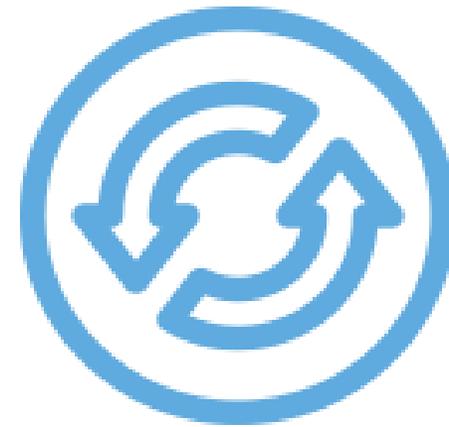
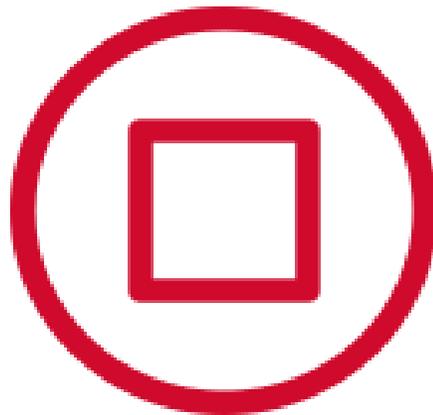
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- Coming Soon:** K-5 Equipped Booklist Introduction
- Coming Soon:** How to use the Equipped Tools
- Coming Soon:** Explanatory vs Narrative Nonfiction
- Coming Soon:** Novel Study and Text Sets
- Coming Soon:** Using Primary Sources





Wrap-Up Talk





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