



# Text Sets

Session 7

ACADEMIC VOCABULARY

# Do Now

- Share about a student you know who has learned a ton about a particular topic.
- What is the impact of that knowledge for that student?





# Content Cycle Overview

Session	Type of Learning	Focus Area
1	Shared Learning	Introduction to Vocabulary and Why It Matters
2	Shared Learning	Implicit Vocabulary Instruction
3	Planning & Practice	Implicit Vocabulary Instruction
4	Shared Learning	Explicit Vocabulary Instruction
5	Planning & Practice	Explicit Vocabulary Instruction
6	Student Progress	Implicit and Explicit Vocabulary Instruction
7	Shared Learning	Text Sets
8	Planning & Practice	Text Sets
9	Shared Learning	Maintaining & Extending Vocabulary
10	Planning & Practice	Maintaining & Extending Vocabulary
11	Student Progress	Text Sets, Implicit and Explicit Vocabulary





# Objectives

01. Explain what text sets are and why they matter
02. Analyze a text set

# Agenda

01. Opening
02. Why This Matters
03. Components of Text Sets
04. Analyzing and Adapting a Text Set
05. Reflection



## Kentucky Academic Standards

“K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. To meet this expectation for grades 9-12, students must read from a range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from various cultures, time periods and disciplines, including all content areas. By analyzing and critiquing assigned and self-selected texts, students synthesize ideas to evaluate themselves and the world around them. ”

(p. 319)



# The Case for Background Knowledge

3-2-1 Reflection

3 Takeaways

2 Wonderings

1 Connection to current practice

## Consider:

- Why is background knowledge critical?
- What is the role of text sets in building background knowledge?

KNOWLEDGE MATTERS CAMPAIGN

## It's Time for a Reading Reset!

**R**eading results are largely stagnant and remain depressingly low. It's time we own up to the fact that what we're doing isn't working. Reading comprehension depends heavily on the background knowledge a reader brings to a text. Sadly, reading instruction over the past 20 years has been excessively focused on teaching comprehension "strategies." A greater focus on deliberately building students' background knowledge of the world, so they can comprehend the text they read, is the best hope for improving reading results.





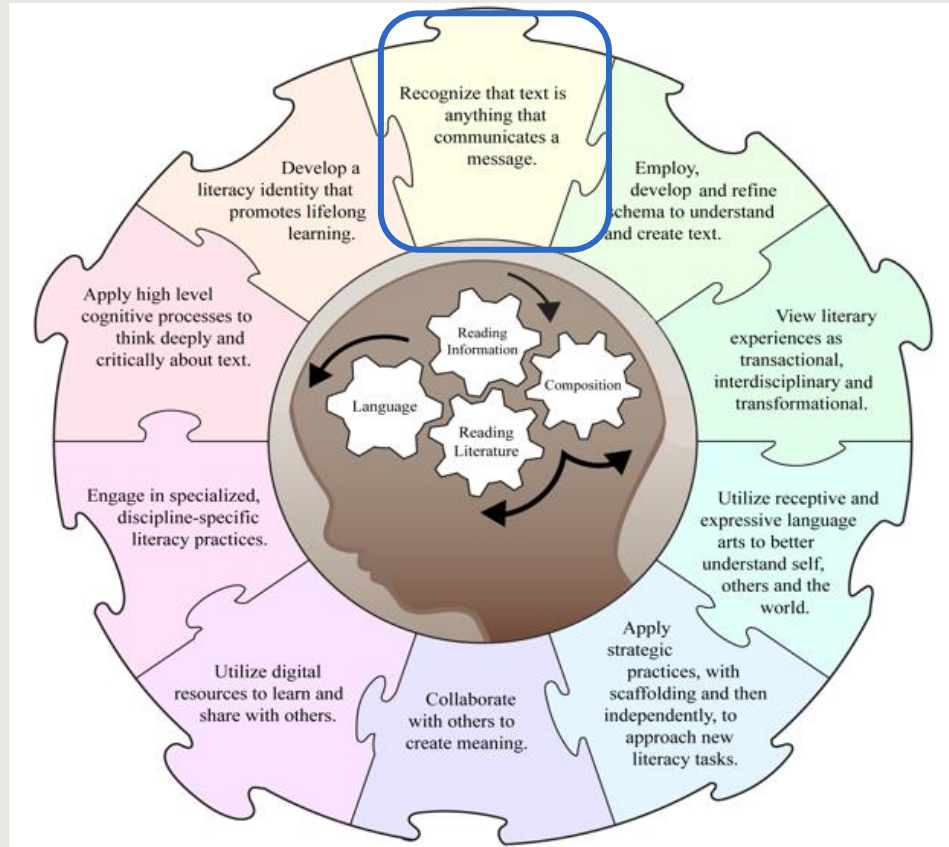
## Text Set Exploration

Text	Genre	Lexile	Source	Background knowledge
<i>The Book of Unknown Americans</i>	Fiction	HL 760 (high interest, low level)	ISBN-10: 0061962791	Personal experiences of Central and South Americans immigrating to the United States and related push-pull factors
<a href="#">"Issue Overview: Immigration Reform"</a>	Nonfiction	580L-1200L	Newslea	Summary of past and current immigration reform efforts
<a href="#">"Surges and slips: Immigration in America over 200 years"</a>	Nonfiction	570L-1140L	Newslea	History of United States immigration policy and related push-pull factors
<a href="#">"Interviews with Today's Immigrants"</a>	Interviews	Various	Library of Congress	Personal experiences of immigrants from around the world
<a href="#">"Comparing Jewish Refugees of the 1930s With Syrian Refugees Today"</a>	Nonfiction	1100L-1200L	<i>New York Times</i>	Push-pull factors for and United States reaction to immigration during World War II and today
<a href="#">"Why So Many Central Americans Are Seeking Asylum in the U.S."</a>	Nonfiction cartoon	1000L-1100L	PBS/KQED	Push-pull factors for current immigration from Central America to the United States

### Capture your thinking:

- How are the texts connected?
- What will students learn?
- What do you notice about the kinds of texts?

# Kentucky Academic Standards





## Building Knowledge and Vocabulary

- Research shows that students can acquire vocabulary up to four times faster when they read texts on the same topic. (Landauer and Dumais, 1997)
- Students who read a set of conceptually coherent texts demonstrated more knowledge of the concepts in their texts and more knowledge of the target words in their texts than students who read a set of unrelated texts. (Cervetti, 2016)



## Strong Text Sets in a Knowledge-Building High-Quality Instructional Resource (HQIR)

- Clearly build world and word knowledge
- Stay focused and coherent
- Align to a culminating task
- Include a variety of text types
- May be sequenced to support students' knowledge building



## Text Sets in High-Quality Instructional Resources (HQIRs)

- **Begin with the content**
  - What world knowledge will students learn in this unit?
  - What critical vocabulary will students need to show this knowledge?
- **Consider the task**
  - What culminating task will assess students' understanding of the key knowledge?
- **Read the text set**
  - Which texts can best support the knowledge students need to learn?
- **Anticipate student needs**
  - How and when will students use the texts?



# Internalizing a Text Set

## Practice

- Examine the texts used in an upcoming unit.
- What are the strengths of this text set?

### Strong Text Sets

- Clearly build word and world knowledge
- Stay focused and coherent
- Align to a culminating task
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## Check for Understanding

**On a notecard, synthesize your key takeaways:**

- What are text sets and why do they matter?
- How do text sets support vocabulary acquisition?
- What are the criteria of strong text sets?



## Closing

### Reflection:

- How can using text sets ensure your students have access to grade-level learning in literacy?
- What is one next step you can take in your classroom tomorrow?

### Next Session:

- Bring an existing text set from your high-quality instructional resource (HQIR) or local curriculum