




Building Knowledge through Text Sets

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1

Students are working hard.

- Working on class-related activities **88%** of the time
- Meeting the demands of their assignments **71%** of the time
- Making As and Bs more than **50%** of the time

only **17%**

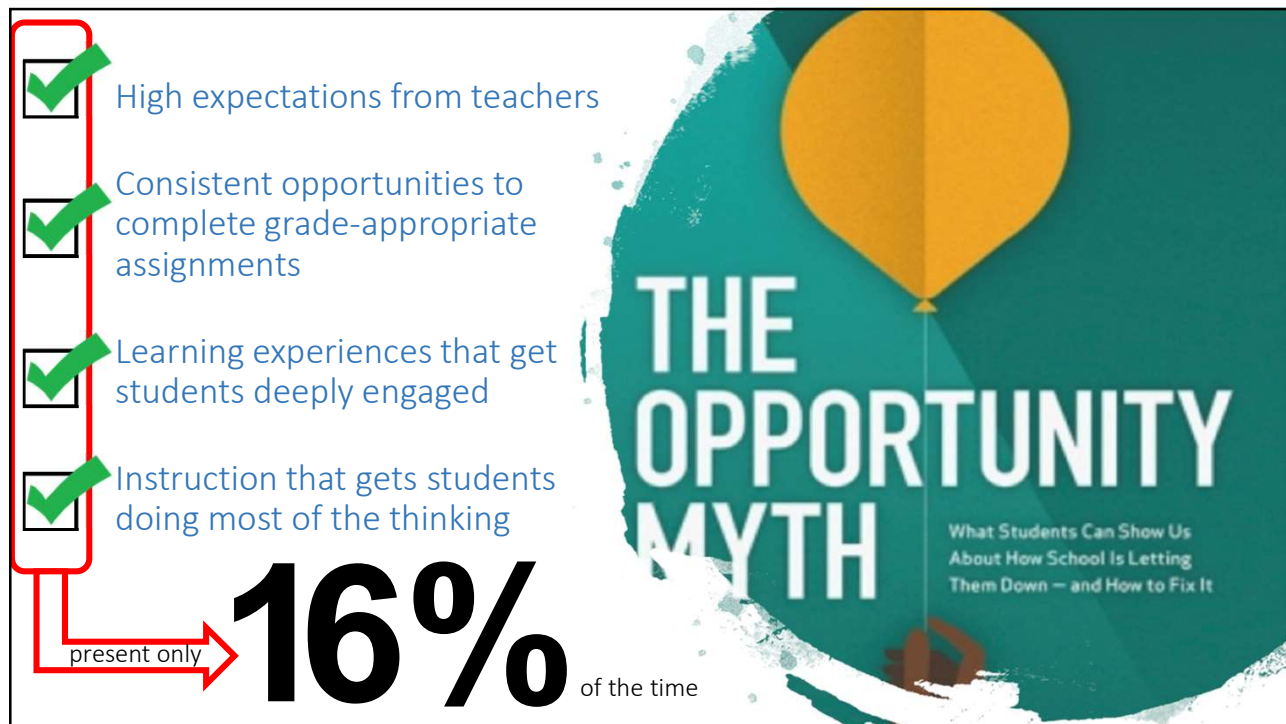
demonstrating mastery of grade-level standards



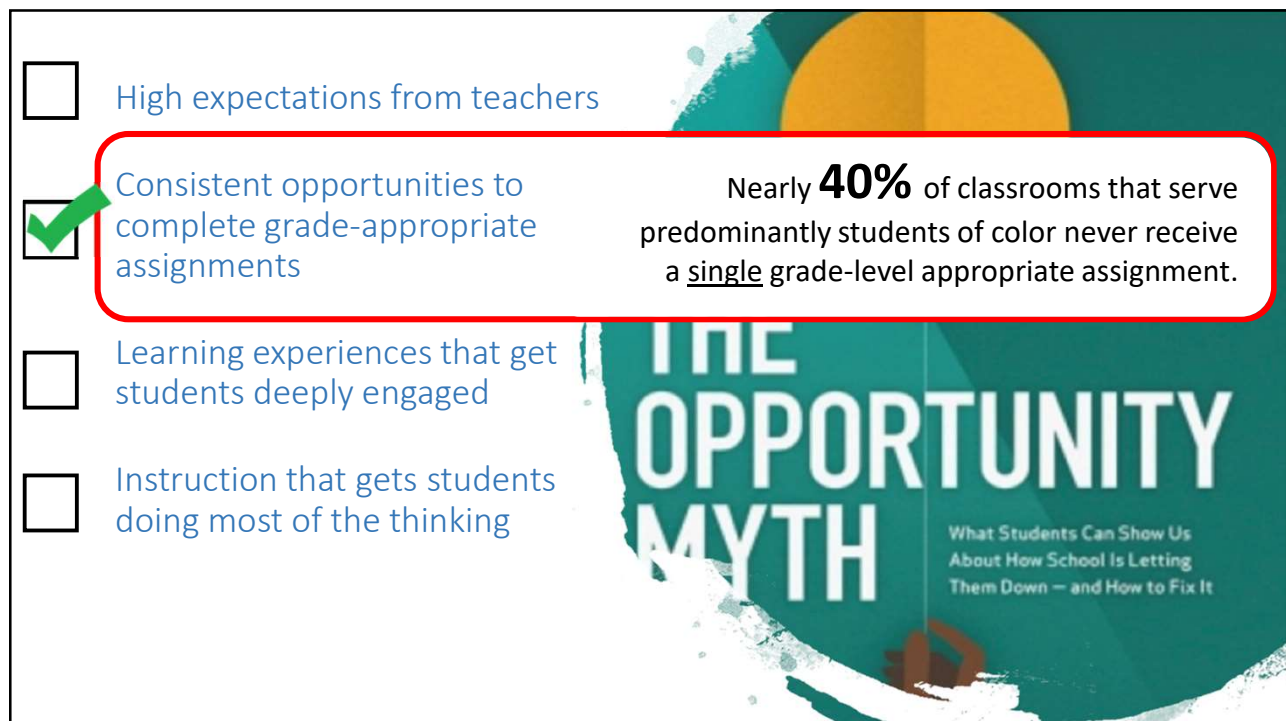
THE OPPORTUNITY MYTH

What Students Can Show Us
About How School Is Letting
Them Down — and How to Fix It

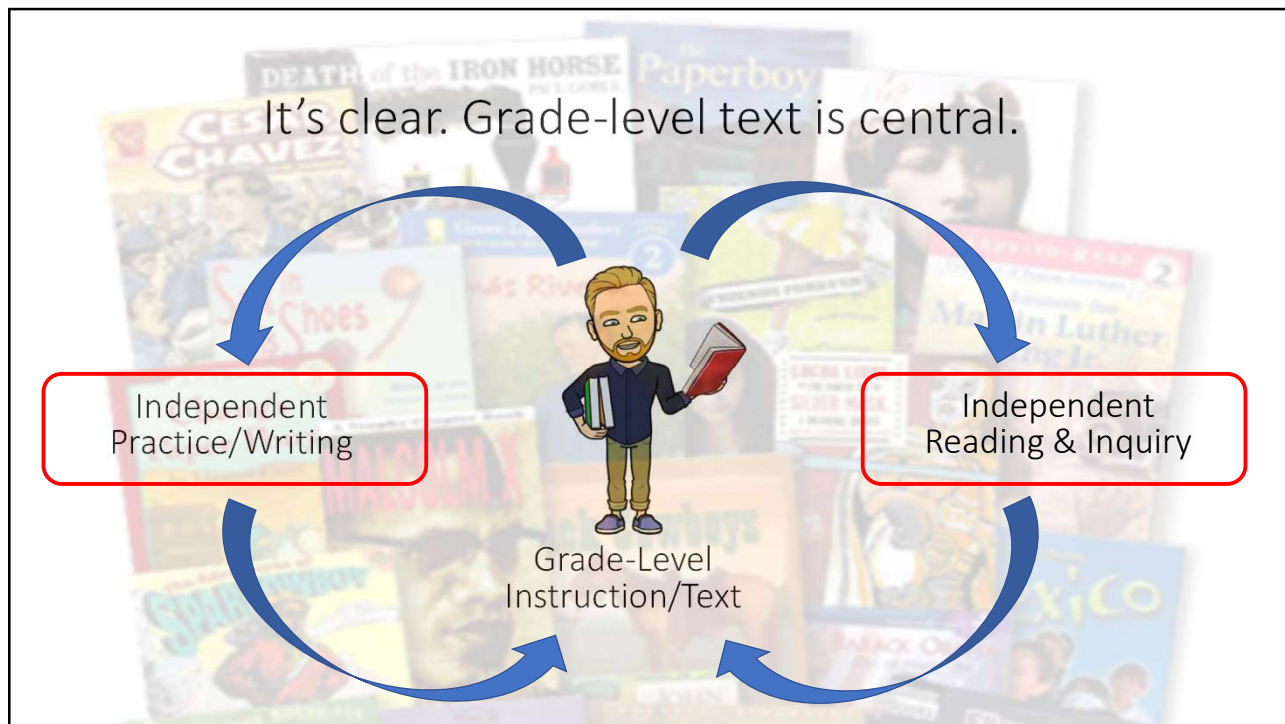
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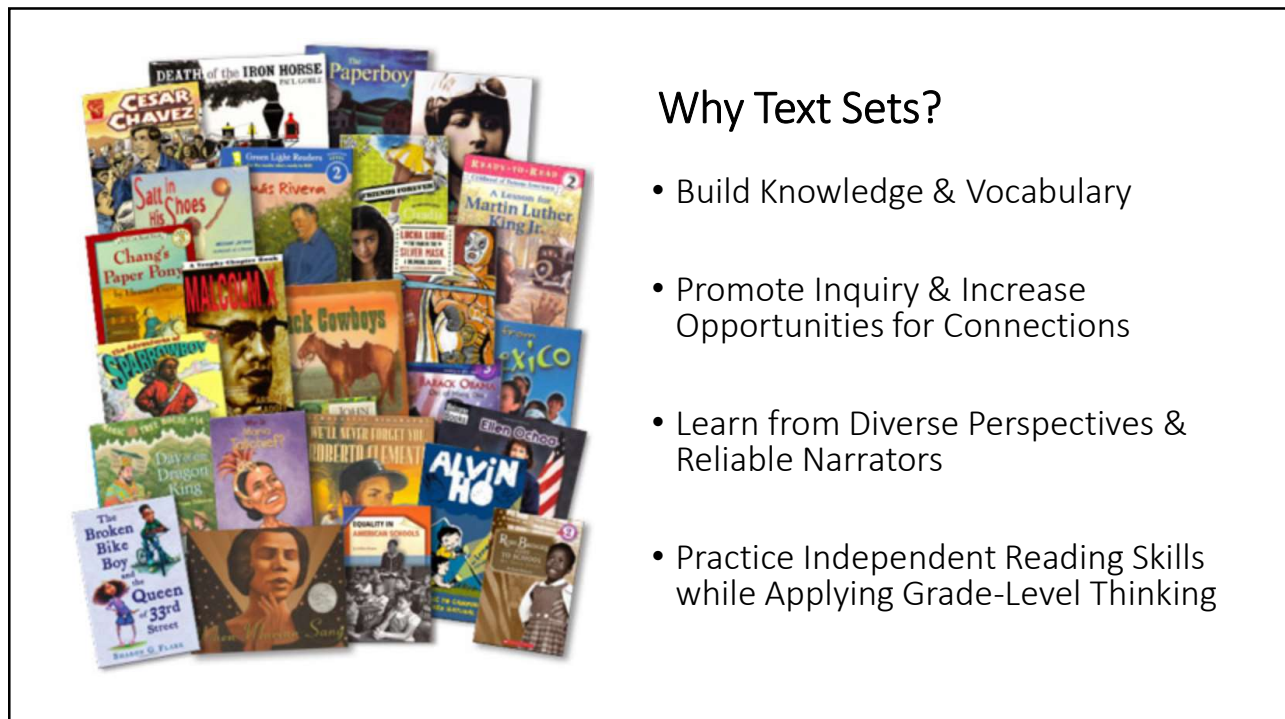
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4



5



6

Why Text Sets?

Build Knowledge & Vocabulary

*“Reading or listening to a series of texts on the same topic helps students **build vocabulary 4x faster.**”*

(Landauer and Dumais, 1997)



“We best learn and rapidly grow our vocabulary when we associate words in categories. In our thematic units, we are essentially teaching students words within similar linguistic environments/ categories...even when we don’t teach each word explicitly.”

(Siedenberg, 2017)

7

Creating a Text Set
Rule No. 1 Include multiple books for each researchable topic.

8

Why Text Sets?

Promote Inquiry & Increase Opportunities for Connections

"The Correspondence Concept is present when learners begin to think about [a topic] in ways that correspond more closely to how experts think about [same topic]."

They practice more like an expert, and they continue to develop this knowledge throughout their lives.

The learner has been apprenticed into expertise through inquiry."

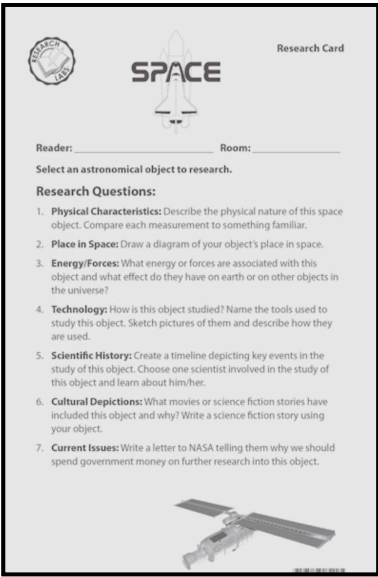
(Wilhelm, 2007)



9

<p>physical & behavioral characteristics</p>	<p>physical characteristics</p>	<p>life cycle</p>	<p>food web</p>
<div style="border: 2px solid red; padding: 10px;"> <p>Creating a Text Set Rule No. 2 Include books that cover the important scientific, social studies, or genre-related content.</p> </div>			

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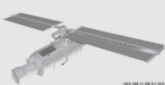
SPACE Research Card


Reader: _____ Room: _____

Select an astronomical object to research.

Research Questions:

- Physical Characteristics:** Describe the physical nature of this space object. Compare each measurement to something familiar.
- Place in Space:** Draw a diagram of your object's place in space.
- Energy/Forces:** What energy or forces are associated with this object and what effect do they have on earth or on other objects in the universe?
- Technology:** How is this object studied? Name the tools used to study this object. Sketch pictures of them and describe how they are used.
- Scientific History:** Create a timeline depicting key events in the study of this object. Choose one scientist involved in the study of this object and learn about him/her.
- Cultural Depictions:** What movies or science fiction stories have included this object and why? Write a science fiction story using your object.
- Current Issues:** Write a letter to NASA telling them why we should spend government money on further research into this object.





American Historical Fiction Genre Card

Reader: _____ Room: _____

American Historical Fiction


One grew up in an orphanage during the Great Depression. Another braved the dangers of the wagon train seeking a better life out West. Yet another found himself in an internment camp during World War II. But they can all call themselves American. American Historical Fiction takes us through the many stories of our nation, the stories of triumph and liberty, and stories of misfortune and injustice. What is it that binds together these many people and experiences? What makes them all "American"?

Setting	Characters	Theme & Plot
What makes this time in history so special? Why do you think the author wanted to use this time and place to tell a story?	Who is the main character in the book? How does s/he relate to the other characters in the story? Is she based on an actual historical person? If so, try and find out more information about that person. What kind of job do you think the author did in representing that person? Choose a character and think about how the author created that character. What kind of person is s/he? What does he/she like? How would you describe his/her way of thinking or behavior? How do you know?	What problems do the characters face? How do they overcome their problems? Are any of these problems like problems people could face in our world today? In what way? Why do you think the author wrote this book? What is his/her message, moral, or lesson for the reader?

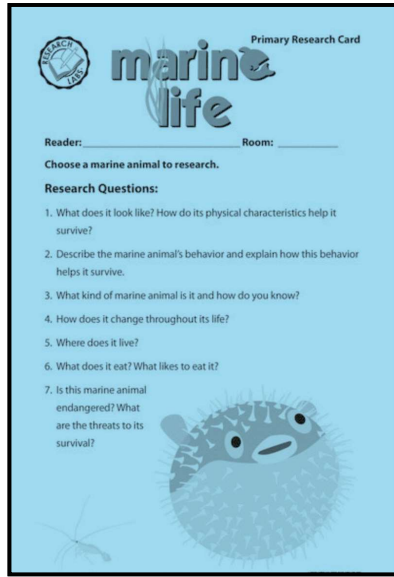
Identity & Inclusion
American has been a place of many peoples for centuries. Think about who is included in this book and who is missing.

- Black Women
- African-Americans, Latinos, Asian-Americans
- Native Americans
- Christians, Jews, Buddhists, Muslims
- Rich, poor, in-between

Point of View
From whose perspective is the story told? What other points of view might there be? How might they see the same events differently? Why?



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marine life Primary Research Card

Reader: _____ Room: _____

Choose a marine animal to research.

Research Questions:

- What does it look like? How do its physical characteristics help it survive?
- Describe the marine animal's behavior and explain how this behavior helps it survive.
- What kind of marine animal is it and how do you know?
- How does it change throughout its life?
- Where does it live?
- What does it eat? What likes to eat it?
- Is this marine animal endangered? What are the threats to its survival?



Pathway Forward:
Research Cards

11

Why Text Sets?


Learn from Diverse Perspectives & Reliable Narrators

"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 or recreated.

A window can be a mirror. Literature transforms human experience and reflects it back to us...we can see our own lives and experiences as part of a larger human experience. Reading, then, becomes a means of self-affirmation."

(Rudine Sims Bishop)



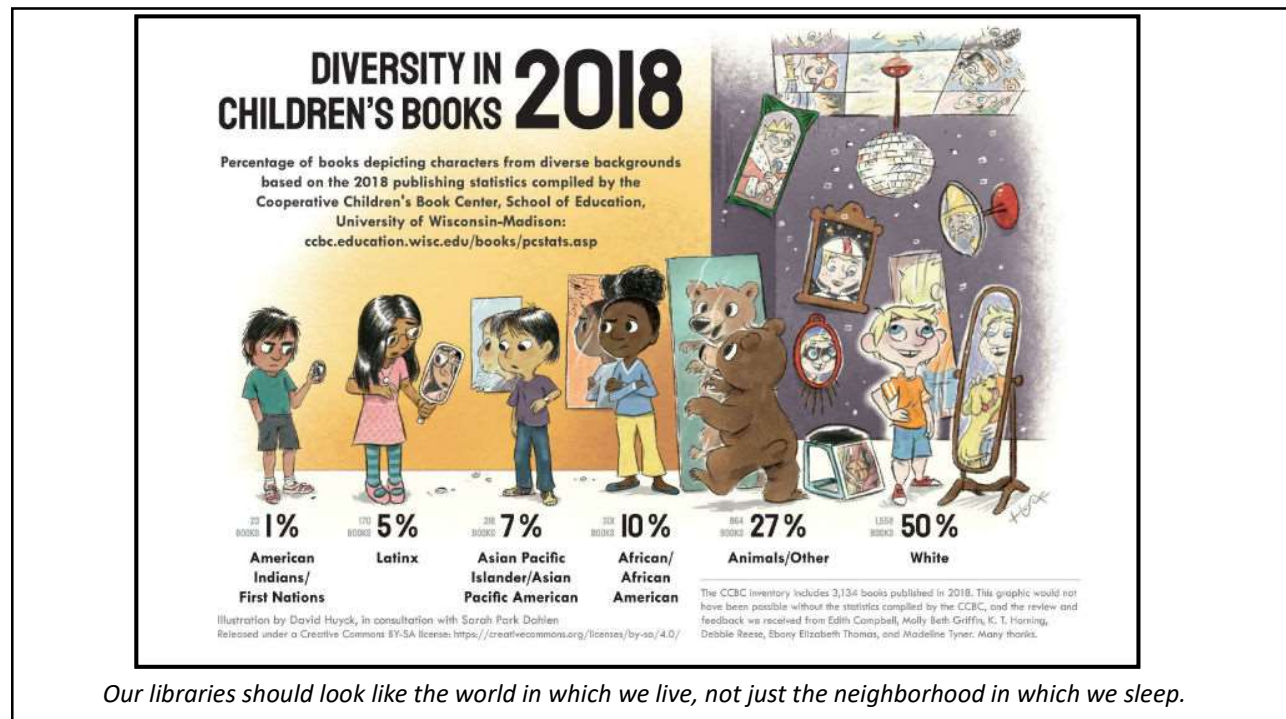
12




Creating a Text Set
Rule No. 3

Go out of your way to include numerous voices, narrators, and authors of color.

13



14



Creating a Text Set
Rule No. 4 Include books that accompany the core text to offer a broader and more accurate scope of the issues.

15

Pathway Forward: Authenticity Checklist

Worksheet for Selecting Native American Children's Literature		
Please use the American Indian Library Association's guidelines before using this criteria.		
Title	Author	Illustrator
Authority	Was the book written by a Native American author?	YES NO
	Was it written in consultation with a Native American community?	
	Does the author have in-depth expertise in the tribal community referenced in the book?	
	Does the author cite consultants with expertise in the tribal community?	
Accuracy	Is the text historically and culturally accurate?	
	Are the illustrations historically and culturally accurate?	
	Are the references primary-source documents or from tribal community members?	
Tribally Specific	Is the book tribally specific and does it avoid generic terms such as "The Native Americans"?	
	Does the book avoid stereotypes and generalizations in its language and illustrations?	
	Are retellings or interpretations of traditional stories that specify tribal culture included in the notes?	
Language	Is the dialogue realistic and free of Hollywood romanticism such as "My Son" or broken English such as "Me go help"?	
	If the dialogue uses a word that is often misunderstood (such as "squaw"), are clear explanations of the word given in the notes or glossary?	
	Does the dialogue misuse words such as "papoose" (the Narragansett word for "baby") that cannot be universally applied across tribes?	
"We are still here"	Does the book show continuity of culture, convey indigenous knowledge, values, religions, and morals rooted in the past and connected to the present?	
	Does the book present accurate portrayals of contemporary life among various geographical settings: on or near reservations, villages, and communities in urban or rural areas?	

If you have more checkmarks in the no boxes do not use the book in the classroom but consider using this worksheet as a tool with your students to develop their critical thinking skills instead.

Does the author have **authority**?

Is the information **accurate**?

Does the text **over-generalize**?

Are the language and illustrations **respectful**?

Is the information **updated**?

16

Why Text Sets?

Practice Independent Reading Skills
while Applying Grade-Level Thinking

"Focus on enhancing autonomous reasons for reading because autonomous reading motivation in particular leads to more qualitative reading behavior and better reading performance."

(Saeed,S., & Zyngier, D. 2012)



17

Beetles

Ladybug Babies

Butterflies

All About Butterflies

Tarantulas

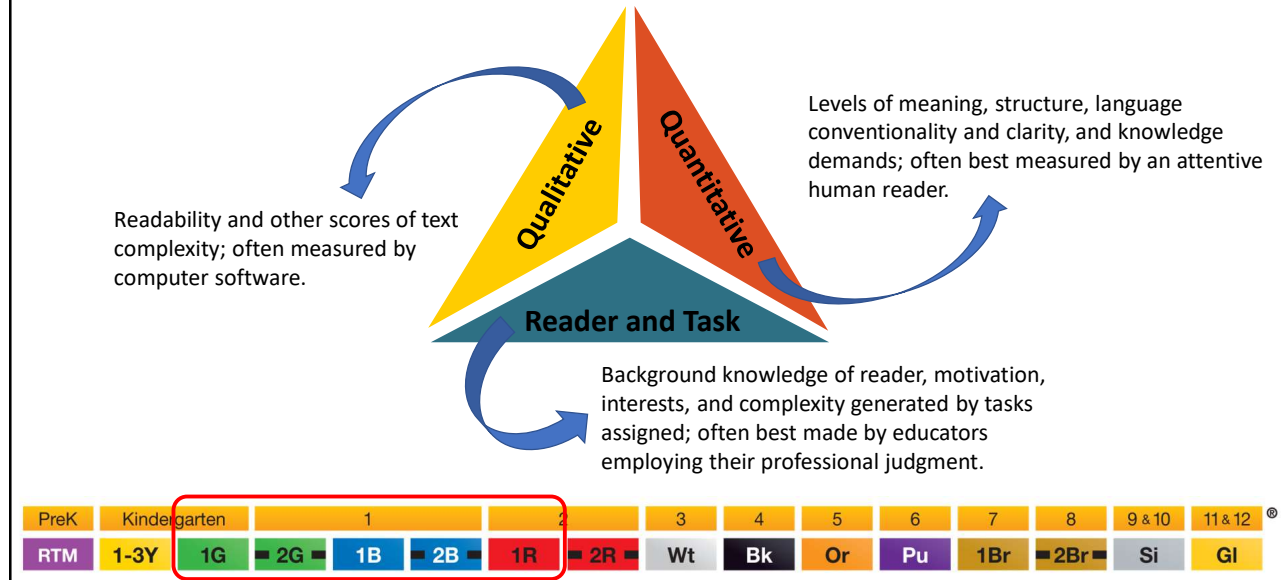
Wolf Spiders Are Like Wolves

All About Spiders

Creating a Text Set
Rule No. 5 Include books at a variety of reading levels.

18

Pathway Forward: Text Complexity



19

Creating a Text Set

Rule No. 1

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Rule No. 2

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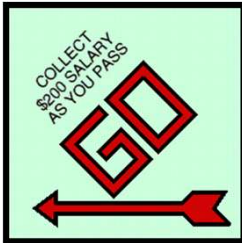
Creating a Text Set

Rule No. 5

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20

Pathway Forward: Reflect



What's something you want to **KEEP** doing?



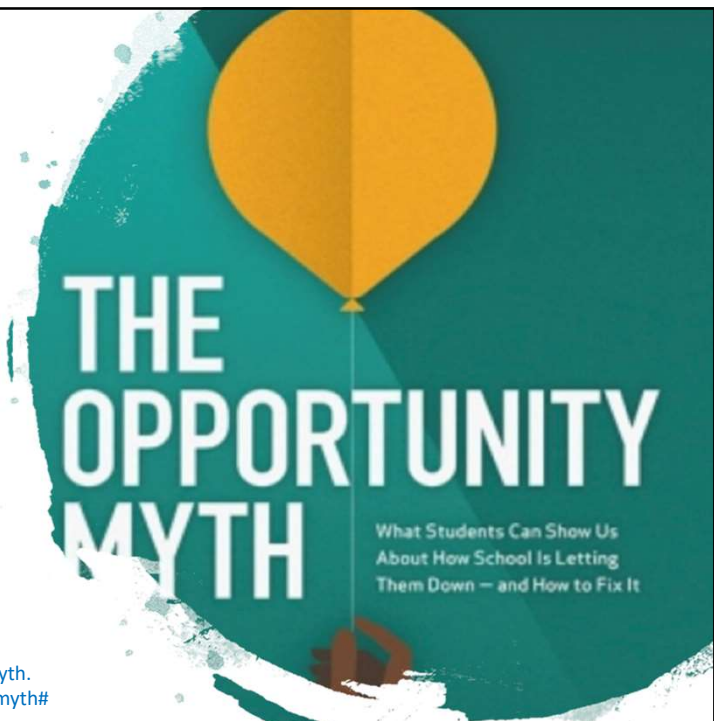
What's something you want to **STOP** doing?



What's something you want to **DO DIFFERENTLY**?

21

“We bring all the flaws of humanity to this human work of teaching, which is why we need a **loving but challenging community** to think through the choices we make and see them in a larger context.”



Frietag, E. (2018, October 25). Reflecting on the Opportunity Myth. Retrieved from <https://instructionpartners.org/resources/opp-myth#>

22