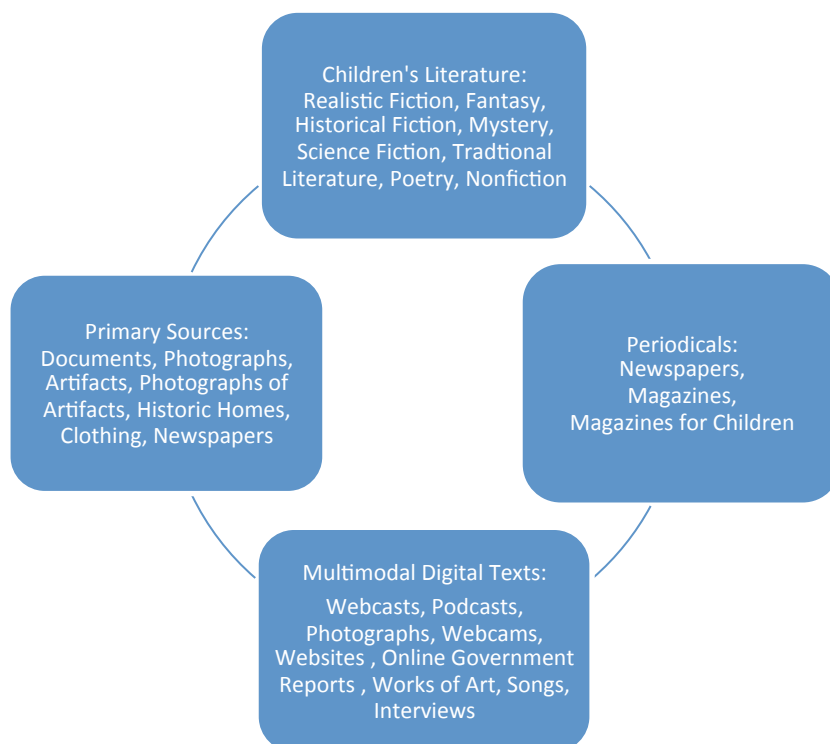


Teaching with Text Sets

Dr. Mary Ann Cappiello and Dr. Erika Thulin Dawes

What is a Multimodal, Multigenre Text Set?



Our Process for Teaching with Text Sets

1. Start with Content

- Work with your curriculum and standards documents to identify the content that you will teach.

2. Build a Text Set

- Locate and identify high quality print and digital resources related to your content.

3. Organize Texts

- Make instructional decisions about how the text resources you have identified will be used to scaffold, immerse, and extend content for students.

4. Respond to Texts, Create New Texts

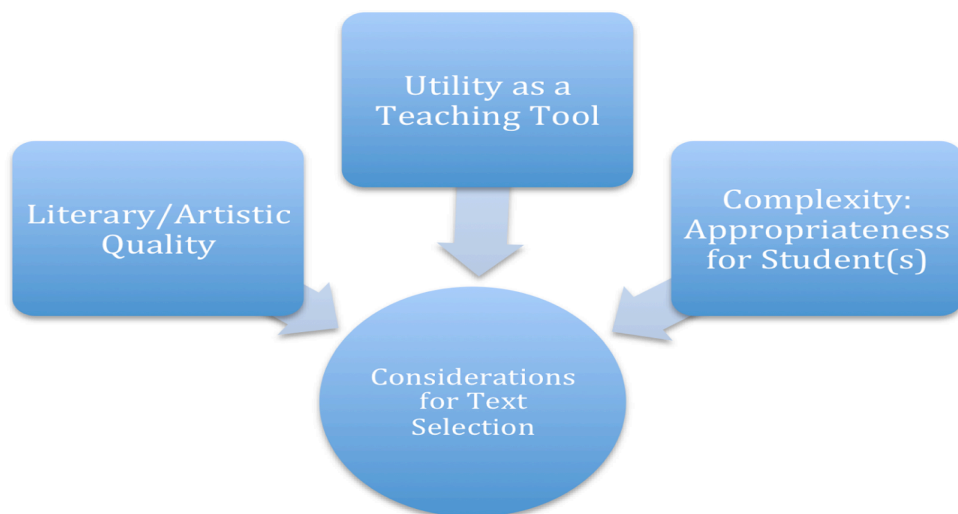
- Consider how students will read and respond to the texts in the text set and how you will assess student content and literacy learning.

Organize Texts: Models for Teaching with Text Sets

Model	Used When You...
Duet Two texts paired with one another.	<ul style="list-style-type: none"> • want to introduce a focused comparison and contrast of content and/or genre. • find two texts that are ideally matched for comparison and/or contrast. • want to model writing decisions authors make regarding genre and structures.
Sunburst One core text and a range of other texts that support comprehension of the core text.	<ul style="list-style-type: none"> • want to model and practice the process of reading across multimodal, multigenre texts. • have a required text that you must teach. • want to extend a core text with other texts of varying complexity and perspective.
Tree Ring One core text, some of the texts used to create the core text (author's sources), and other texts related by topic or genre.	<ul style="list-style-type: none"> • have a text that is a clear match to the content you want or need to cover, and: • has depth of coverage and content. • has rich resources in the front or back matter (author's note, bibliography, source notes). • prompts inquiry and further exploration.
Solar System A collection of a range of texts that work together to support understanding of a topic, theme, or genre.	<ul style="list-style-type: none"> • seek breadth and depth in your content coverage. • when you are looking for the greatest flexibility in text complexity and instructional grouping. • can devote time to a longer unit of study.
Mountain A range of texts on a topic that become increasingly more specific to support the reader's interests and purposes.	<ul style="list-style-type: none"> • want to give students the responsibility of individual or paired content research. • want to give students the responsibility of individual or paired genre exploration.

Cappiello, M.A. & Dawes, E.T. (2012). *Teaching with text sets*. Huntington Beach, CA: Shell Education.

Selecting Children's & Young Adult Literature: A Three Part Evaluation Process



Quality, Utility, and Complexity Chart

Title:

Author:

Year of Publication:

Notes from the Book Reviews
•

Genre Characteristics: Literary & Artistic Value	Genre Characteristics: Complexity and Accessibility
<i>How does it meet established criteria?</i>	<i>How does the book meet and/or differ from genre characteristics? How does this impact accessibility?</i>

Content: Literary & Artistic Value	Content: Complexity and Accessibility
<i>What is the book about?</i>	<i>How complex is the content for the intended audience? How does this impact accessibility?</i>

Text Structure: Literary & Artistic Value	Text Structure: Complexity and Accessibility
<i>How is the book organized? What is the overall text structure?</i>	<i>Is the text structure simple or more complex? How does this impact accessibility?</i>

Language: Literary & Artistic Value	Language: Complexity and Accessibility
<i>How is the language rich and interesting? What kind of sentence variation occurs?</i>	<i>How challenging is the language? How does this impact accessibility?</i>

Visuals: Literary & Artistic Value	Visuals: Complexity and Accessibility
<i>How do the visuals engage the reader? How do they enhance the content? How does the book design reinforce the content?</i>	<i>How do the visuals and design impact accessibility?</i>

Utility as a Teaching Tool: Instructional Possibilities (Purpose/Practice)
Teaching Purposes
Teaching Practices

Readers:
<p><i>Overall, in what ways does this book feel appropriate for some or all of the readers in your class?</i></p> <ul style="list-style-type: none"> •

Quantitative Evaluation of Text Complexity:
<p><i>Include one or two quantitative measurements of complexity to compare and contrast with your evaluation of the text.</i></p> <p>Lexile Range =</p> <p>ATOS/Accelerated Reader Bookfinder (Renaissance Learning) =</p>

Resources

Cappiello, M.A., Dawes, E.T. (2014). *Teaching to complexity: A framework to evaluate literary and content-area texts*. Huntington Beach, CA: Shell Education.

Cappiello, M.A., Dawes, E.T. (2012). *Teaching with text sets*. Huntington Beach, CA: Shell Education.

Cappiello, M.A., Cunningham, K., Dawes, E.T., and Enriquez, G. Various entries. "The Classroom Bookshelf Blog." www.classroombookshelf.blogspot.com