

Day 4 ELA II Session

Linking Text Sets, Equity and the Productive Modalities

Grades 6–12


Table of Contents

Objectives Self-Assessment	3
Academic Conversation Mat	4
Checklist for Creating an Expert Pack	5
Gathering Text and Resources	6
Coherence Guide: Hints for How to Organize a Text Set	8
Ordering the Texts: A Coherent Sequence that Builds World and Word Knowledge	10
Annotated Bibliography and Suggested Sequence for Reading	11
Cumulative Activities: Learning Worth Remembering	12
Cumulative Activities: Rolling Vocabulary: “Sensational Six”	13
Brainstorm Reaction and Share Out	15
Singular Text Activities (Text Dependent) Learning Worth Remembering	16
Reflection: Next Generation Science Standards	19
Activity: Writing Task	20

Objectives Self-Assessment

DAY 4 OBJECTIVES SELF-ASSESSMENT	Pre-Day 4 Session	Post-Day 4 Session
	1 = Not Capable 2 = Unsure 3 = I Believe So, with Some Practice 4 = Absolutely, Yes	1 = Not Capable 2 = Unsure 3 = I Believe So, with Some Practice 4 = Absolutely, Yes
I can understand the role that Expert Packs can play in building student knowledge and vocabulary		
I can recognize when Expert Packs would benefit students in a curriculum sequence		
I understand how to construct an Expert Pack to support student knowledge, vocabulary, and reading.		
I can understand how to leverage opportunities for students to practice language and knowledge acquired through a text set		
I can recognize opportunities to use Expert Packs through reading and writing across disciplines		

Academic Conversation Menu




question
(or clarification)

question

sentence starters:

- ★ What do you think, [NAME]?
- ★ What do you mean? Will you explain that again, please?
- ★ Can you provide an example, please?
- ★ So you are saying that...?
- ★ In other words, you think...?
- ★ One point that was not clear to me was ...
- ★ Can you please clarify?

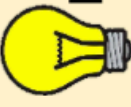


citing evidence

citing evidence

sentence starters:

- ★ This is supported by evidence from [TITLE] by [AUTHOR] which says...
- ★ This is further evidenced by the fact that...
- ★ It is clear that _____ because in [TITLE]... According to [TITLE]/[AUTHOR], ...
- ★ To prove my point, on page ___ of [TITLE], it states....




new idea

new idea

sentence starters:

- ★ I think/believe that...
- ★ In my opinion...
- ★ It seems to me that...
- ★ One of the main reasons that... that... that...
- ★ I find it interesting that...
- ★ One could argue...




challenge
(disagree)

challenge

sentence starters:

- ★ Sorry [NAME], but I disagree with you because...
- ★ I see your point [NAME], but in my opinion...
- ★ Another way of looking at it, [NAME], is...
- ★ I'm still not convinced that _____ because...
- ★ [NAME], your argument is invalid because...
- ★ How did you reach your conclusion, [NAME]?
- ★ However, couldn't you also say...?




agree

agree

sentence starters:

- ★ I agree with [NAME] because...
- ★ My idea is similar to [NAME]'s because...
- ★ My idea builds upon [NAME]'s idea...
- ★ That's an interesting idea, [NAME], and I'd like to add that....
- ★ That's what I think too, because....



question
(or clarification)

Checklist for Creating an Expert Pack

Who will do this?	Check when completed					
		1. Choose a topic based on topics of study in content areas (science, social studies, and arts) and/or student interests. Refer to the Topics K-2 and 3-5 Science and Social Studies documents.				
		2. Gather resources from various sources. Refer to Finding Resources one=pager . Remember to choose more than what you will need.				
		3. Narrow the list to no more than 5-7 of the best resources. As you narrow resources keep two things in mind!				
		<table border="1"> <thead> <tr> <th>Coherence</th> <th>Complexity</th> </tr> </thead> <tbody> <tr> <td>How will the set build knowledge? How do the resources connect to one another? In what order should resources be read? Refer to the Coherence Guide for principles on ordering texts in a set.</td> <td>Do the resources build in complexity? Refer to the Qualitative Rubrics and complete Text Complexity Guide when necessary</td> </tr> </tbody> </table>	Coherence	Complexity	How will the set build knowledge? How do the resources connect to one another? In what order should resources be read? Refer to the Coherence Guide for principles on ordering texts in a set.	Do the resources build in complexity? Refer to the Qualitative Rubrics and complete Text Complexity Guide when necessary
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		4. Complete the Annotated Bibliography for each resource selected, making sure to sequence resources purposefully. Refer to the APA Citation Guide .				
		5. Carefully reread and review the resources, and create Learning Worth Remembering activities for the set.				
		6. As you reread each resource, select 4 – 5 words from each. Create an Expert Pack Glossary . Refer to Creating and Using the EPG .				
		7. Save all files with the following naming conventions:				
		<table border="1"> <thead> <tr> <th>Annotated Bibliography</th> <th>Learning Worth Remembering</th> </tr> </thead> <tbody> <tr> <td>Grade Band [space] Text Set Title [space] AB [space] version no. Examples: 203 Wonders of Nature AB v1 405 Earth’s Precious Resource AB v1</td> <td>Grade Band [space] Text Set Title [space] LWR [space] version no. Examples: 203 Wonders of Nature LWR v1 405 Earth’s Precious Resource LWR v1</td> </tr> </tbody> </table>	Annotated Bibliography	Learning Worth Remembering	Grade Band [space] Text Set Title [space] AB [space] version no. Examples: 203 Wonders of Nature AB v1 405 Earth’s Precious Resource AB v1	Grade Band [space] Text Set Title [space] LWR [space] version no. Examples: 203 Wonders of Nature LWR v1 405 Earth’s Precious Resource LWR v1
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		8. If there is one, send to a point person to review to begin the feedback cycle. Then publish to website!				

Gathering Text and Resources

General Tips on Finding and Selecting Resources

- Locate more candidate texts than you need for the set you are building.
- Consider materials that are not available in digital format—librarians, colleagues, and library catalogs can help locate these.
- Book excerpts can be superb short texts.
- Primary documents, video, graphics, charts, and photos can enhance your set and engage your students.
- Read each text carefully.
- Narrow your set of texts and resources using the Coherence Guide, Text Complexity Guide, and Qualitative Rubrics. These resources will help you consider the complexity, quality, relevance, and where each text or resource will fit best in your set.
- Provide source citations for anything you use in your Annotated Bibliography, following the APA Citation Guide provided.

Tips on Searching and Using Databases, Search Engines, Library Catalogs and Reference Works

- When searching reference works (general and subject encyclopedias, subject dictionaries, handbooks), no need to use advanced search—a simple keyword search should work (it is just like looking the entry up alphabetically in a codex or book version)
- When using highly structured databases (library catalogs, periodical databases), consider both reading the help guide and using advanced search
- When doing internet searches, start with just a keyword search or two and then quickly scan the top 50 results—if that doesn't work, consider limiting by top-level domain (.gov, .edu, .org)

Resource Examples

- Encyclopedias and Reference Sources
 - World Book (World Book Online—Scott Fetzer)
 - Encyclopedia Britannica Online and Britannica Kids & New Book of Knowledge (Scholastic Grolier Online)
 - Grolier Multimedia Encyclopedia & Encyclopedia Americana (Scholastic Grolier Online)
 - New Book of Popular Science (Scholastic Grolier Online)
 - Gale Junior Reference Collection, Gale Virtual Reference Library (Gale Cengage)

Oxford Reference Online (Oxford University Press)

- Library Catalogs, Vetted Lists, Reviews & Bibliographic Information
 - OCLC WorldCat
 - Library of Congress
 - Your local public library
 - American Library Association, Association for Library Service to Children, Young Adult Services Association, American Association of School Librarians, American Association for the Advancement of Science,

-
- School Library Journal, The Horn Book, Voice of Youth Advocates
 - Amazon, Powell's Books, Google Books and other booksellers

 - Periodical Databases
 - ProQuest (ProQuest)
 - SIRS Discoverer (ProQuest/Scholastic)
 - Ebscohost (Ebsco)
 - Kids Infobits, InfoTrac, Academic OneFile (Gale Cengage)
 - NewsBank (NewsBank)

 - Web-Based Resources
 - U.S. government sites
 - Museum and library sites
 - Academic and research Institute sites
 - Other not-for-profit sites (beware many of these have a strong and sometime hidden ideological agenda)
 - Project Gutenberg
 - Google Books

Coherence Guide: Hints for How to Organize a Text Set

Other qualities of a text are more important than complexity when it comes to building a text set. Some of these considerations are what each reading contributes to the whole text set (and to the “Learning Worth Remembering” for the reader), and how the whole thing builds knowledge for the reader. These are even more important than how hard or easy a given piece is. Though it takes some time and experience to develop this sense, below are some guiding principles you can hold onto:

The Beginning

1. The hook! Start with a piece that grabs students. In some cases, this may be a piece that will be a challenge for your students. In that case, provide some supports. Refer to the Supports for Struggling Students detailed at the end of the 4–5 Earth’s Precious Resource Annotated Bibliography.
2. Videos could be used for the text-set hook, but it’s even better to combine a video with an especially engaging text.

The Middle – Ideas for Organizing your Text Sets

3. Some topics (e.g., an historical event or a “how-to” topic) probably should have the articles in chronological order. But this does not have to be a straitjacket! Beginning a set with a story about a family or child deeply affected by these events could be a great good way to start or to conclude a text set.
4. Similarly, some topics demand a clear sequence since understanding of the topic is based on knowing about other concepts. Some science topics are like that. For example, air pressure and states of matter can help students understand how weather works. Some geography explanation and maps would be needed early in a set on the European Explorers.
5. Some topics that “contain a lot of ingredients” will lend themselves to a compare-and-contrast type style. For example, text sets on the American Colonies, sea mammals, or habitats could work well with the compare-and-contrast model.
6. Some topics will lend themselves to a combination of providing context (background or historical perspective) with problem/solution sequencing. Some examples here might be climate change, human rights, mass extinctions, or child labor.
7. The greatest creativity might come with less conventional, high-interest topics (monsters, disasters natural and otherwise, unexplained mysteries, reviews of the best kids’ movies of all time). These could fall into any one of the approaches.

The End — How to Promote Great Remembering

8. The last text should bring the topic to closure of some sort. It could raise even more questions students might pursue; it could summarize and explain why the topic is so important, interesting, or unusual. The perfect article may be difficult to find, so this work can be done by what you ask readers to do with the knowledge they have gained.

The samples in the Learning Worth Remembering template offer some models for how to encourage this kind of closure.

Tips

9. Consider: does the reader have the knowledge foundation she needs to read this article? If not, is there another text you should put before it that would provide this foundation?
10. The information from article to article might overlap. This is a plus, not a problem!
 - o What is known helps connect to what is new.
 - o Children enjoy encountering something they already understand especially when it helps them understand the world.
 - o This repetition is key to learning academic vocabulary, especially those words learned indirectly from reading and not from direct instruction.
11. Consider the length of each piece of the text set. If an article or book is especially important or engaging but long, break it up into two or possibly three texts.
12. Consider how many great pieces you found. It may be possible to make two or three text sets on the same topic, so students could encounter the topic in different years. If you're sitting on a treasure trove and can't stand to get rid of any pieces, build two text sets!
13. Reading a number of grouped texts like this is going to be new for students as well as teachers. It makes sense to build in some type of "pausing point" for students in the middle of their reading so they can take stock of what they are learning. Think about whether you should fold something like that in.

Trust your judgment about what you have created for students and how much it will increase their knowledge of words and the world and their love of learning.

Ordering the Texts: A Coherent Sequence that Builds World and Word Knowledge

Text/Resource Title	Key Learning	Key Vocabulary

Annotated Bibliography and Suggested Sequence for Reading

[Lexile] [Text/Resource Title]

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: \$0.00

Recommended Student Activities:

[Lexile] [Text/Resource Title]

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: \$0.00

Recommended Student Activities:

[Lexile] [Text/Resource Title]

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: \$0.00

Recommended Student Activities:

[Lexile] [Text/Resource Title]

Author:

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Recommended Student Activities:

Cumulative Activities: Learning Worth Remembering

Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Cumulative Activities: Rolling Vocabulary: “Sensational Six”

- Read each resource then determine the six words from each text that most exemplify the central idea of the
- text.
- Next, use your six words to write about the most important idea of the text. You should have as many
- sentences as you do words.
- Continue this activity with EACH selection in the expert pack.
- After reading all the selections in the expert pack, go back and review your words.
- Now select the “Sensational Six” words from ALL the word lists.
- Use the “Sensational Six” words to summarize the most important learning from this expert pack

Title	Six Vocabulary Words & Sentences
	Word: Sentences: 1. 2. 3. 4. 5. 6.
	Word: Sentences: 1. 2. 3. 4. 5. 6.
	Word: Sentences: 1. 2. 3. 4. 5. 6.

	Word: Sentences: 1. 2. 3. 4. 5. 6.
	Word: Sentences: 1. 2. 3. 4. 5. 6.
	Word: Sentences: 1. 2. 3. 4. 5. 6.
Sensational Six	
Summary:	

Brainstorm Reaction and Share Out

How does this activity support/reinforce the knowledge and vocabulary learned about this topic?

How does this activity allow for student (gradual) independence?

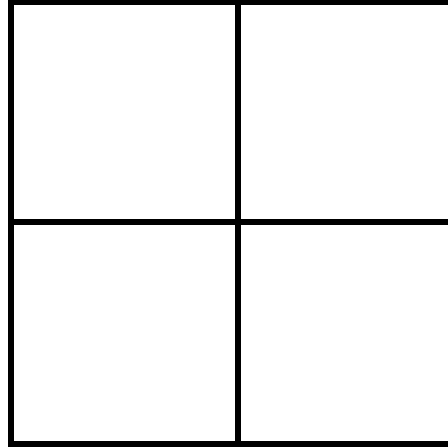
Is this adequate accountability for a volume of reading on a topic?

Notices and Wonderings

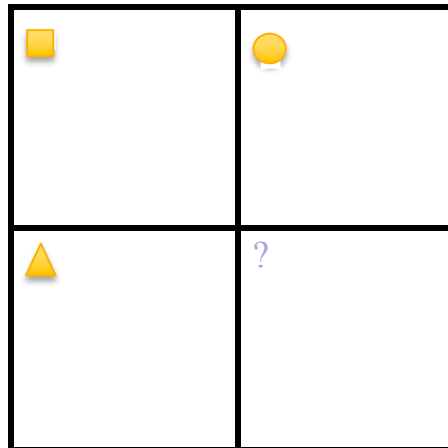
Singular Text Activities (Text Dependent) Learning Worth Remembering

1. A Picture of Knowledge (Recommended for [Insert Text/Resource Titles])

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



Draw these shapes in the corner of each quadrant.



Write!

- | | |
|----------------|---|
| Square: | What one thing did you read that was interesting to you? |
| Triangle: | What one thing did you read that taught you something new? |
| Circle: | What did you read that made you want to learn more? |
| Question Mark: | What is still confusing to you? What do you still wonder about? |

2. Quiz Maker (Recommended for [Insert Text/Resource Titles])

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include where you can find the answer in the resource.

QUESTION	ANSWER
1.	
2.	
3.	

3. Wonderings (Recommended for [Insert Text/Resource Titles])

- On the left, track things you don't understand from the article as you read.
- On the right side, list some things you still wonder (or wonder now) about this topic

I'm confused about:	This made me wonder:

Reflection: Next Generation Science Standards

1. How would Expert Packs support the three standards listed below?

W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources

W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

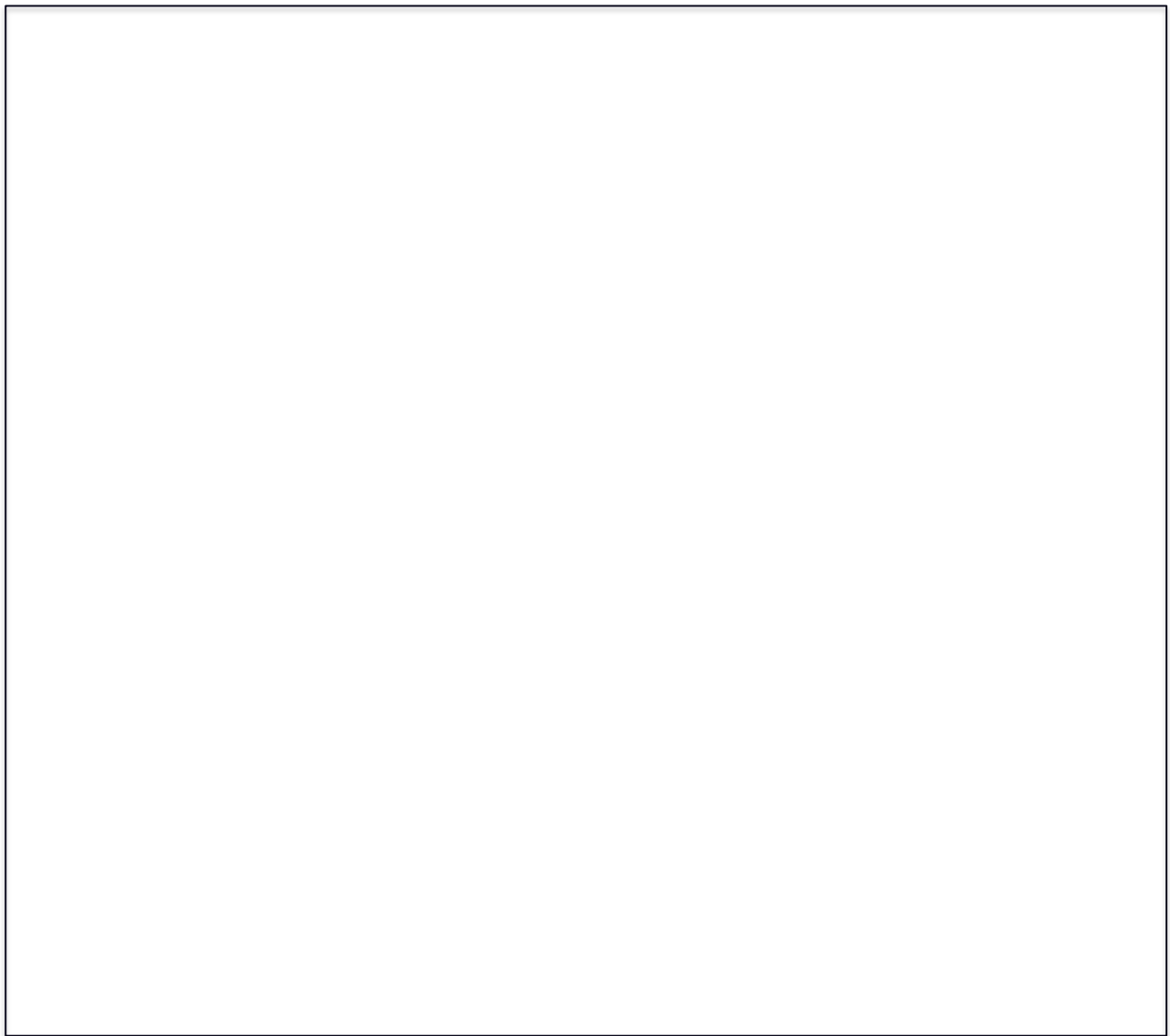
2. How could building knowledge of the “Research to Build and Present Knowledge” Writing Standards promote cross disciplinary reading and writing?

3. What steps would you need to take to build knowledge and use of these standards?

Activity: Writing Task

Directions:

- Review the WHST Standards
- Compare the WHST Standards to the Writing Standards.
- Turn and Talk:
 - What do you notice about the two sets of standards?
 - Are teachers planning with the WHST standards in the content areas?
 - How could these standards be leveraged with expert packs to support knowledge building across the disciplines?
 - Based on the expert pack we have used today, create one writing task that a History/Social Studies Teacher could use to support the building of knowledge in this topic area.

A large, empty rectangular box with a thin black border, intended for students to write their responses to the 'Turn and Talk' questions.