**Do Now:** Think of a student you know who has learned a ton about a particular topic. What is the impact of that knowledge for that student?

**KAS Connection:**

Read the following excerpt from the Kentucky Academic Standards (p. 222). Highlight key words and phrases that communicate the importance of text sets.

READING (RL AND RI) 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 6-8, students must read from a range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. By thinking critically and analytically, students begin to reflect on themselves and the world around them. Through independent and flexible use of cognitive strategies, students will acquire rich content knowledge and develop into independent, proficient lifelong learners.

Students must continue to develop the habit of reading closely in order to both comprehend and analyze increasingly difficult texts during grades 6-8. They must determine themes and central ideas in the text(s) and analyze the development and interactions between different elements and ideas over the course of a text. They must be given multiple opportunities to analyze how form, structure and word choice contribute to meaning and how authors develop perspective and purpose in text(s). Students should cite textual evidence to support analysis. In the analysis of print and non-print texts, students should compare approaches an author takes on similar themes and/ or topics and determine how techniques produce different effects that impact the audience. Students also begin evaluating arguments in a text.

The linear progression of the standards promotes the spiraling of foundational content and concepts from year to year. Within the grade level, alignment between standards is also present and should be addressed in multiple grade-level appropriate texts. Students must be exposed to and taught from grade-level appropriate, complex texts. Teachers should supplement quantitative measures, such as Lexile and Flesch-Kincaid, with qualitative measures, such as Tier 2 and Tier 3 vocabulary in context and subject-knowledge requirements, to determine the instructional purpose for texts and text sets.

**Pre-reading Reflection: 3-2-1**

**3 Take-Aways**











**2 Wonderings**



**1 Connection to current practice**



**Text Set Exploration:**

Look over the following texts designed to support 7th grade students’ understanding of immigration.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Text** | **Genre** | **Lexile** | **Source** | **Background knowledge** |
| *The Book of Unknown Americans* | 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 |
| ["Issue Overview: Immigration Reform"](https://newsela.com/read/overview-immigration-reform/id/20157/) | Nonfiction | 580L-1200L | Newslea | Summary of past and current immigration reform efforts |
| ["Surges and slips: Immigration in America over 200 years"](https://newsela.com/read/immigration-primer/id/26265/) | Nonfiction | 570L-1140L | Newslea | History of United States immigration policy and related push-pull factors |
| ["Interviews with Today's Immigrants"](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php) | Interviews | Various | Library of Congress | Personal experiences of immigrants from around the world |
| ["Comparing Jewish Refugees of the 1930s With Syrian Refugees Today"](https://www.nytimes.com/2017/01/04/learning/lesson-plans/text-to-text-comparing-jewish-refugees-of-the-1930s-with-syrian-refugees-today.html) | Nonfiction | 1100L-1200L | *New York Times* | Push-pull factors for and United States reaction to immigration during World War II and today |
| ["Why So Many Central Americans Are Seeking Asylum in the U.S."](https://www.pbslearningmedia.org/resource/central-americans-seeking-asylum/the-lowdown-why-are-so-many-central-americans-seeking-asylum/) | Nonfiction cartoon | 1000L-1100L |  | Push-pull factors for current immigration from Central America to the United States |

Retrieved from <https://iowareadingresearch.org/blog/text-sets-background-knowledge>

How are these texts connected?

What do students learn?

What do you notice about the kinds of texts in the set?

**Text Set Analysis & Adaptation**

**Review the following example text sets and reflect on strengths and possible adjustments to each.**

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Possible Adjustments** |
| Library of Congress Primary Source Sets  [www.loc.gov](http://www.loc.gov) |  |  |
| Newsela  [www.newsela.com](http://www.newsela.com) |  |  |
| Pro/Con.org  [www.procon.org](http://www.procon.org) |  |  |
| ReadWorks  [www.readworks.org](http://www.readworks.org) |  |  |