

Considerations of a Text Set

"The Common Core State Standards emphasize students' abilities to not only restate the information a text teaches but to analyze the author's claims and the validity of the argument presented - as do Norman Webb's Depth of Knowledge levels. To do that kind of high-level, critical, analytical work, students need to read more than one text on a subject. In effect, they must become expert at gathering information and at analyzing how that information is conveyed, so that they can, indeed, evaluate texts rather than simply summarize them. It's exciting intellectual work that you'll embark on with your students - and they'll surprise you with how critical they can be as readers and thinkers given the opportunity, the expert instruction, and the resources to develop their own stances on important subjects."

Text Sets should include:

- **Texts of varying levels of difficulty**
 - Include complex subjects and high-level text within planning to model or provide other scaffolds.
 - Also choose accessible subjects and text to support independence for all levels of readers
- **Texts of differing viewpoints**
 - To enhance students' critical analytical skills, teach how to:
 - Compare authors' claims and the validity of their arguments,
 - Authors convey information
- **Varying types of texts:**
 - Informational texts
 - Primary & Secondary Source Documents
 - Text books
 - Articles
 - Fiction
 - Biographies
 - Pictures
 - Videos

Source:

A Curricular Plan for the Reading Workshop, Grade 7 and Grade 8, 2011-2012

Unit Four Nonfiction Research Clubs: Developing Analytical Lenses for Informational Reading by Lucy Calkins and colleagues at Columbia University's Teachers College.