What is a text?
The meaning of "text" has greatly expanded. A text is anything that helps students build knowledge--written material, images, artifacts, maps, songs, video clips, and more.

What is a text set?
A text set is a collection of related texts organized around a topic, theme, idea, or line of inquiry. The line of inquiry of a given set is determined by an anchor text—a rich, complex, grade-level text. The anchor text is the focus of a close reading with instructional supports in the classroom. Strong text sets also share common vocabulary, which helps bolster students' vocabulary knowledge through repeated encounters with similar ideas.The number of texts in a set can vary depending on purpose, resource availability around a given topic, and the length of time allotted in a course. Text sets can be used to give students choice in their own material of study. Most importantly, the texts in the set connect meaningfully to each other. In a sense, the texts "talk to one another" so that in encountering/exploring the set, students deepen their understanding and begin to build a coherent body of knowledge around a topic.

How should text sets be organized?
There are many ways of organizing text sets. Often, strong sets will be organized around the topic of the anchor text, so that students have the opportunity to build additional knowledge about that topic.

Many teachers focus a text set around a compelling question, an open-ended invitation to inquiry that allows for multiple possible responses. A compelling question provides coherence and promotes inquiry, critical thinking, analysis, and metacognition. An effective compelling question also invites rich and divergent thinking and perspectives as students explore and consider perspectives. Here are some general guidelines to think about when developing compelling questions:

Student	Thinking	Content
- Will the question get under students' skin--in a good way? - Is the question interesting? - Is there a way to engage students in this question? - Is the question written in student-friendly language? - How does it relate to topics and questions that have resonated with past groups of students?	- Does the question encourage analysis, synthesis, evaluation, and creativity? - Is the question open-ended and does it allow for multiple possible responses/a range of responses? - Does the question invite students to argue using evidence? - Does the question invite responses from diverse audiences?	- Does the question require students to apply specific disciplinary concepts? - Does the question raise other important questions--supporting questions--that are sequenced in the unit of study? - Can the question connect to other text sets in the course? - Is it clear why the question is important? - Do the texts represent a diverse range of perspectives, especially around race, gender, and class?

How to develop a text set?

STEP ONE: Identify anchor texts, competencies, and key performance indicators.
- Consider what students need to be ready for life after grade 12 to determine appropriate themes, ideas, or lines of inquiry.
- Determine the unit focus for several units in each grade and develop a progression of content across grade levels.
- Select an anchor text for each unit focus and that meets many of the following criteria:
  - Students will be interested in the text or it allows for them to build reading stamina and perseverance.
  - Text serves as a mirror into students' personal lives, identities, and cultures or a window into someone else's experience. Students cannot learn about themselves unless they understand others.
  - The content of the text is age-appropriate.
  - The text is written by a published author and/or is high-quality and contains accurate information.
  - The text is appropriately complex for the intended grade-level.
  - The text is available for classroom use (e.g., is found in a textbook anthology or online or can be purchased).

STEP TWO: Gather related texts that support student understanding of the content and anchor texts.
- Select texts that relate to the anchor text based on the unit focus.
- Include variety and balance in text formats (i.e., print, media, visual, etc.) and lengths across the units.
- Include written texts that are within the grade-level text complexity range (or above for reading aloud).

STEP THREE: Evaluate Texts for Inclusion in the Set
- Consider the features of strong text sets:
  - Does the text contribute to the students building a body of knowledge connected meaningfully to the anchor text?
  - Is the text worthy of student time and attention?
  - Does the text contribute to a range and balance of text types and formats in the overall set?

STEP FOUR: Sequence the texts sets across the year.
- Determine the order of the text sets. Focus on ordering them to build student knowledge and increase the text complexity of texts being read over the year.
- Establish content competencies that might be particularly useful or appropriate for different text sets. Content competencies and key performance indicators should grow in complexity over the year.
- Evaluate sequencing of text sets in relation to written assignments and summative assessments to ensure alignment and growth over the year.
- Each set represents one unit. Units can range from 3-9 weeks.

What are features of strong & weak text sets?

Strong Text Sets	Weak Text Sets
Build student knowledge about a topic; meaningful connection to the anchor text	Texts are not related or connected across sets or they are only superficially connected
Texts are authentic, rich, and worthy of study	Only contains commissioned texts or textbook passages
Range of text types and formats (written, images,	Focused exclusively on one genre or format

etc.)	
Text complexity levels support student achievement of the complex demands of the Transitional ELA competencies and key performance indicators	Text complexity levels are erratic and do not support the complex demands of the Transitional ELA competencies and key performance indicators
Text set presents a variety of viewpoints/perspectives	Text set presents limited viewpoints/perspectives

STEP FIVE: Evaluate and revisit text sets on a regularly basis
- Text sets are dynamic and ever evolving. They should address current issues that students care about in a meaningful and coherent way. Therefore, the sets should be re-evaluated by the educator on an annual basis to ensure the most up-to-date resources are deployed and match student needs and interests.

Adapted from the Guide to Creating Text Sets by CCSSO.