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**Text Set Guidance for Teachers of English Language Learners**

Part 1: Why Text Sets Support English Language Learners

Note to User Testers: This text will appear on the Achieve the Core website alongside the descriptions of text sets available for download.

Those acquiring English as a second language often struggle with vocabulary development. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic
* Providing web based resources and/or videos that are tied to the content of the texts students are reading
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts which feature the vocabulary

Part 2

***Text Set Protocol Grades K-2***

***Note to User Testers: This protocol should be used in conjunction with any text set available on achievethecore.org for grades K-2.***

The protocol below assumes that students will be engaged in reading text sets with the support of the teacher and/or another adult staff member. This can be done full class, or in small groups, but will likely require adult support in this grade band.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content.

**Step one: Build Knowledge and Vocabulary**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this include:*

* Engage students in reading auxiliary texts and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach content-specific vocabulary prior to students engaging with a text set.
* Provide a student-friendly glossary prior to reading each text, with picture support where possible.

If pairing the text set with a [Read Aloud lesson](https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=788), the Read Aloud anchor text will serve as a primary resource for building knowledge and vocabulary prior to engaging in the text set. Teachers should use the [juicy sentence protocol](https://docs.google.com/document/d/140zeYNdc8EpI65IEbDKbeXpeUib4E46A5AIgOJSbzQA/edit?pli=1) to dig deeply into a sentence or phrase within the read aloud book, to build vocabulary, deepen content knowledge, and support understanding of syntax and grammar. Juicy sentence work should not be done for the other texts in the text set, since the purpose is for students to work rapidly through a high-volume of reading to build knowledge.

**Step two: Read text orally**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource.

*Options for this include:*

* Have the teacher model the first read of a text or resource.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this include:*

* + Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
	+ Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.
	+ Allow for discussion/conversation (in the students’ home language if possible) with a small group reading the same text set prior to writing.

*or*

* Provide heterogeneous language groupings to talk about content and discuss what students are learning.

**Step four: Write about what was read**

*Options for this include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine.
* Have students complete the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as independent graphic organizers that help to scaffold the writing process and capture student knowledge over time. Encourage students to use a combination of writing and drawing.
* Provide language supports such as strategically chosen sentence starters to help students engage in writing/drawing about what they read.

**Repeat steps one through four with each resource in the text set**

***Text Set Protocol Grades 3-12***

***Note to User Testers: This protocol should be used in conjunction with any text set available on achievethecore.org for grades 3-12.***

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward knowledge-building, independent reading.

**Step one: Build Knowledge and Vocabulary**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this include:*

* Engage students in reading auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach content-specific vocabulary prior to students engaging with a text set.
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this include:*

* + Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
	+ Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.
	+ Allow for discussion/conversation (in the students’ home language if possible) with a small group reading the same text set prior to writing.

*or*

* Provide heterogeneous language groupings to talk about content and discuss what students are learning.

###### Step four: Write about what was read

*Options for this include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide language supports such as strategically chosen sentence starters to help students engage in writing about what they read.

**Repeat steps one through four with each resource in the text set**