Collection of Texts

Multiple print and digital texts in diverse media, formats, and lengths

Instructional Texts

Tight focus on the standards

Independent Texts

Independent-level texts

Literary merit, culturally

Build knowledge

responsive, and rich in

content

Apply learning over time

Promote joy of reading

High-interest texts

Grade-level texts

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Process for Building Collections of Texts

Learn	Inventory	Locate Gaps	Make Strategic Selections
Know your content standards Understand the components of text complexity Evaluate the complexity of literary and informational texts	Identify current texts that can be used to teach your content standards Evaluate the complexity of these texts	Evaluate current texts for their ability to develop students' literacy skills Evaluate current texts for their ability to develop a deep understanding of the content Evaluate current texts for the ability to provide rich and varied language experiences	Select texts that add to the overall collection of texts - a range of print and digital text types in diverse media, lengths, and formats that target specific standards Select texts that are worthy of reading and rereading Select appropriately complex texts



Inventorying Texts

Reading	Text Types	Q1	Q2	Q3	Q4
Informational Texts	Literary Nonfiction Nonfiction				
Literary Texts	Stories				
	Dramas				WISCONSIN
	Poetry				PUBLIC INSTRUCTION
					INSTRUCTION

Locating Gaps within Collections of Texts

Literacy Development	Yes!!!	Sort	Not	Action Steps
•		of	Really	•
Do students have access to multiple grade-level and				
independent-level texts at varying levels of text				
complexity?				
Do students have access to a range of print and digital				
text types in diverse media, lengths, and formats?				
Can the texts be used to teach specific standards?				
Do the texts provide students with the opportunity to				
develop their vocabulary, increase their reading				
fluency, and deepen their comprehension?				
Deep Understanding				
Are the texts culturally significant and rich in content;				
do they exemplify literary merit?				
Do the texts cluster around central ideas/topics/themes				
to develop deep content knowledge?				
Do the texts provide students the opportunity to				
acquire meaning, confirm meaning, and create				
meaning?				
Do students have access to a range of print and digital				
text types in diverse media, lengths, and formats to				
conduct research?				
Rich and Varied Language Experiences				
Do students have access to multiple texts that interest				
them and promote the joy of reading?				
Do the texts provide students with opportunities for				
discussion?				
Do students have multiple ways to access the texts?				

