Text Complexity Facilitator's Guide

This presentation focuses on the exploration of quantitative evaluations of text complexity, qualitative evaluations of text complexity, considerations for reader and task, representation and diversity and critical literacy, and building meaningful text sets. The professional learning can take place in one sitting, which will last roughly two hours, or it can be broken up into sections, focusing on different evaluations of text complexity, practicing with the revised literary and informational text complexity rubrics, and building text sets. Below, you will find the slides for the presentation with detailed speaker notes and directions.

Goals for the presentation include:
- Examination of methods for evaluating text complexity
- Accessing the revised text complexity rubrics
- Focus on reader and task, including representation and diversity considerations
- Evaluate literary and informational texts
- Contemplate student engagement and abilities in text selection
- Revisit current text sets and/or build new text sets with the above considerations

These professional learning materials are designed to improve student outcomes. The materials can be used in professional learning communities; school, district, or CESA-level professional development; pre-service and graduate teacher education; and/or personalized learning. No portions may be altered, but they may be reproduced and dissemination for non-profit, educational purposes without prior permission.

Text Complexity

Name of Facilitator

Add facilitator name, date, and any other necessary information specific to your context for the initial slide.

Housekeeping

Revise slides 1-2 to reflect your local context, including the name/s of those facilitating the professional learning and any housekeeping information you need to share regarding the presentation such as providing a backchannel or document to track questions and notes.

Wisconsin's Vision for ALL Learners

Wisconsin Graduates are
College and Career **READY**

ALL STUDENTS IN
WISCONSIN GRADUATE
FROM HIGH SCHOOL
ACADEMICALLY PREPARED
AND SOCIALLY AND
EMOTIONALLY COMPETENT
BY POSSESSING AND
DEMONSTRATING...

Knowledge
Proficiency in academic content

Skills
Application of knowledge through skills
such as critical thinking, communication,
collaboration, and creativity

Habits
Behaviors such as perseverance,
responsibility, adaptability, and leadership

These proficiencies/attributes come
from rigorous, rich, and well-rounded
school experiences.

http://statesupt.dpi.wi.gov/sites/default/files/imce/statesupt/pdf/college-career-ready-definition-poster.pdf

Slide 3

While academics are a major part of defining college and career readiness, there are other important components to preparing all students. The Wisconsin Department of Public Instruction describes the knowledge, skills, and habits needed for success in achieving college and career readiness. Knowledge includes proficiency in academic content. Skills include Application of knowledge through skills such as critical thinking, communication, collaboration, and creativity. Habits include behaviors such as perseverance, responsibility, adaptability, and leadership. All of these characteristics speak to the evaluation of text complexity and text choices for teaching and learning purposes.

For more information: http://dpi.wi.gov/statesupt/agenda-2017

Slide 4

Schools must carefully design systems and processes for ensuring success for all students. In Wisconsin, this process is response to intervention (RtI) or multi-level system of support (MLSS). In Wisconsin, schools/districts systematically and intentionally employ collaboration, balanced assessment, and high quality instruction that are culturally responsive to ensure that all students are successful in academic and behavior. A well-functioning MLSS implements high-quality universal instruction, for all students, utilizes screening tools to quickly and consistently identify students who might be struggling, and provides multiple levels of interventions and enrichments, when necessary. Collaboration is embedded within this entire process. Culturally responsive practices are defined as programs, practices, and procedures shown to be effective with, reflective of, and respectful of students served by the organization. Evaluation of text complexity and building meaningful text sets is one part of this collaboration.

Culturally Responsive Practices
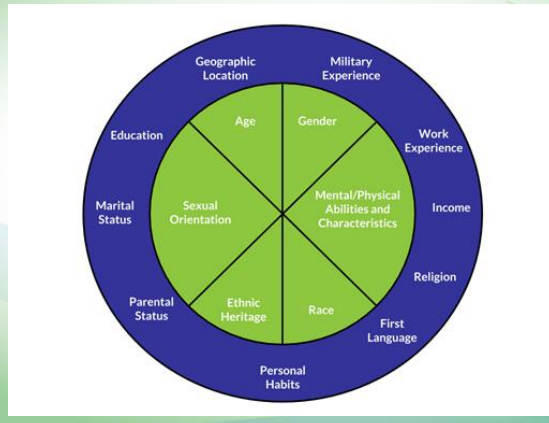
"Implementing Diversity" Marilyn Loden

Slide 5

Dr. Carol Lee explains culturally responsive practices as the ability to notice and respond to what the person in front of you cares about, needs, and wants. These needs and wants can be related to a person's membership in or identification with one or more cultures (some of which are included in this slide).

The Wisconsin RtI Center defines culturally responsive practices as programs, practices, and procedures shown to be effective with, reflective of, and respectful of students served by the organization.

Additional Resources:
- **WI DPI – Promoting Excellence for All:** http://statesupt.dpi.wi.gov/excforall
- **Wisconsin RtI Center – Culturally Responsive Practices:** http://www.wisconsinrticenter.org/educators/understanding-rti-a-systems-view/crp.html

Culturally Responsive Practices

- Think of all students as capable learners and have high expectations for them
- Be culturally competent
- Draw on students' experiences
- Use a variety of engagement strategies
- Foster critical consciousness and cultural knowledge
- Bridge students' home and school lives while meeting district and state curricular requirements

Dr. Gloria Ladson-Billings

Slide 6

Dr. Gloria Ladson-Billings identifies these components of culturally responsive practices. Teachers who are culturally responsive are culturally competent about their students' cultural beliefs and practices. English language arts classrooms are places where texts and discussion are an integral part of culturally responsive practice.

Slide 7

This learning about different evaluations of text complexity, representation and diversity, and building text sets relies heavily upon Wisconsin's broad definition of text.

A text is any communication – spoken, written, or visual – involving language. In an increasingly visual and online world, students need to be able to interpret and create texts that combine words, images, and sound in order to make meaning of texts that no longer read in one clear linear direction.

Texts as Windows and Mirrors

Texts serve as windows by allowing students to experience other ways of being and thinking; they serve as mirrors when students can see themselves in what is being read or discussed

Photo Credit: Joseph D. Lipka

Slide 8

Text can serve as windows and mirrors. Text serves as a window by allowing students to look into cultures other than their own. Text serves as a mirror in situations where students can see themselves in what is being read or talked about. Therefore, texts can help students better understand their culture and the culture of others. A major take away from this professional learning will be to review current text selection, evaluation of new or different texts, and building of text sets that serve as both windows and mirrors.

Range of Texts

Level	Literary	Informational
Elementary	50%	50%
Middle	45%	55%
High	30%	70%

Slide 9

The range of texts students should be reading at different grade levels outlined here is from the 2009 reading framework of the National Assessment of Educational Progress (NAEP). These percentages occur within the course of a student's day, NOT IN THE ELA CLASSROOM ALONE. At the elementary level, students should spend 50% of their time reading literature and 50% of their time reading informational texts. At the middle level, the level of literature decreases to 45% and informational texts increases to 55%. At the high level, the level of literature continues to decrease to 30% and informational texts increase to 70%. To seriously raise reading achievement, close achievement gaps, and increase graduation rates, it will take a concerted effort throughout the school day and across the grades. Students need to be reading in ALL their classes, not just in their English classes.

Text Complexity

Anchor Standard:
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Example Grade-level Standard:
RI.6.10   By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

Slide 10

In addition to the types of text and the range of texts students are to read at each grade level, CCSS also addresses how complex those texts should be. Looking at the standards, you will see what it means to be college and career ready in reading: "Read and comprehend complex literary and informational texts independently and proficiently." This is the anchor standard, which outlines where students should be by the time they graduate from high school. Now, when you look at the grade-level standards within the grade bands, you see more specificity. For example, Reading Informational Text Standard 10 at Grade 6 states, "by the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range." There are two things to notice about grade-level standards. The first is this concept of text complexity grade bands. Students are to be reading texts at the end of the grade-band at the end of the grade-band year. Up to that point, teachers are to scaffold instruction so students can build the skills and stamina to get there. It is essential for our students to be reading texts at both their independent level as well as their instructional level.

Text Complexity

Qualitative

Quantitative

Reader and Task

Representation and Diversity
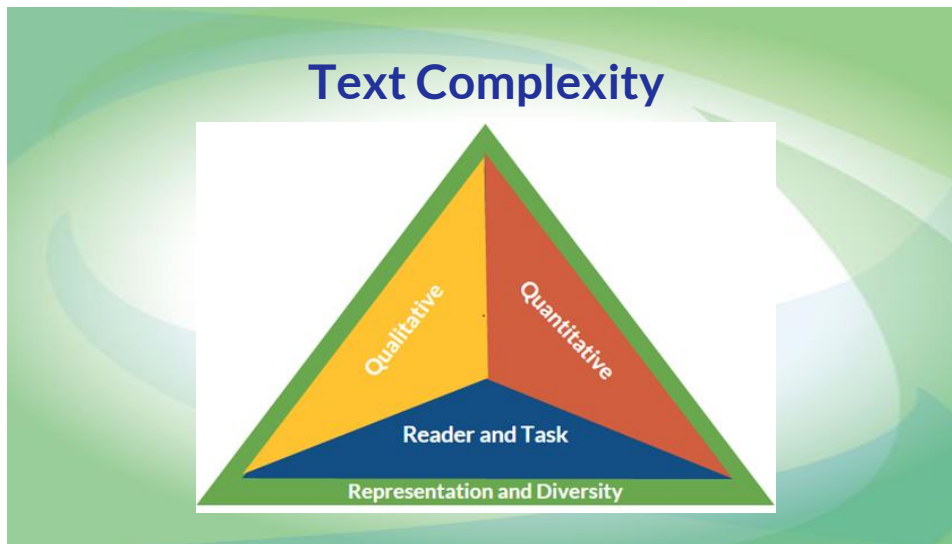
Slide 11

This model helps determine not only how easy or difficult a particular text is to read alongside grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10), but a major consideration for including representation and diversity among the texts we choose for our classrooms. These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading standards 1–9). The Standards thus approach the intertwined issues of what and how student read. As signaled by this graphic, the Standards' model of text complexity consists of three equally important parts: (1) Quantitative dimensions, which refers to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software; (2) Qualitative dimensions, which refers to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands; (3) reader and task considerations, which includes variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student; and (4) Representation and Diversity, which helps consider the ways in which the author and characters or speakers in a text contribute to the inclusion of diverse voices in the curriculum. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject" (Appendix A, 4). New research supports this model.

Each section of the triangle will be broken down and examined in the following slides.

Quantitative Measures of Text Complexity
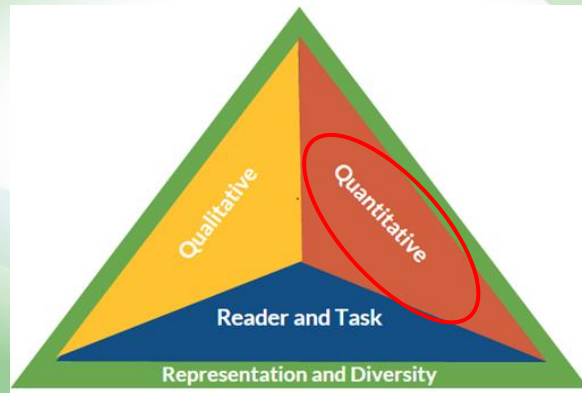
Slide 12

We are first going to examine quantitative measures because this is what has been a common practice for determining which books students read in many schools. The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

Quantitative

- Levels of meaning
- Structure
- Language conventionality and clarity
- Knowledge demands

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

Slide 13

Lexile and AR are commonly used tools to that use quantitative factors. (Lexile and Accelerated Reader are hyperlinked to their respective Websites: http://lexile.com/ and http://www.arbookfind.com if you want to show participants where/how to use both/either to determine the quantitative measures of texts.) There are also readability index calculators to figure out quantitative factors, but you can also use Microsoft Word, too, by simply cutting and pasting text into a Word document and then running the grammar check. It will give you a Flesch-Kincaid score. You can see in this chart that is from CCSSO's Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy that each of these scores, regardless of tool, falls into a Common Core Grade Band. Lexile scores can be found almost everywhere texts are.

Guess the Lexile

Grapes of Wrath
Lord of the Flies
Absolutely True Diary of a Part Time Indian
The Fault in Our Stars
Romeo and Juliet

Slide 14

However, quantitative measures of text complexity are not and should not be only sources of information we use in choosing texts for teaching and learning purposes. Revisit the text complexity grade band lexile ranges once more on the previous slide. Once educators have a grasp on the range of lexiles for particular grade bands, have them write down which lexile they believe each of the following texts would be. Once everyone is done, have them compare their guesses with each other, and then move on to the next slide to reveal the actual lexiles of each text for discussion.

Guess the Lexile

Grapes of Wrath	680
Lord of the Flies	770
Absolutely True Diary of a Part Time Indian	600
The Fault in Our Stars	850
Romeo and Juliet	----

Slide 15

Use this slide for discussion purposes. What were the initial guesses for each lexile for each text? Were there any surprises? Why do you think that a lexile is not established for *Romeo and Juliet*? Allow time for discussion, and be sure to reiterate that it is inappropriate to assign lexiles to certain plays and especially poetry based on qualitative measures that must be considered as well. The next slide reiterates where each of these works fall among the grade bands for lexile.

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

Slide 16

If we only consider quantitative evaluations of text complexity, there will be times when texts just will not match grade bands. As you can see the texts listed on the previous slide would be determined as appropriate use in grades 2-3. Qualitative evaluations of text complexity are also important, as we will discover next.

Text Complexity

Qualitative

Quantitative

Reader and Task

Representation and Diversity
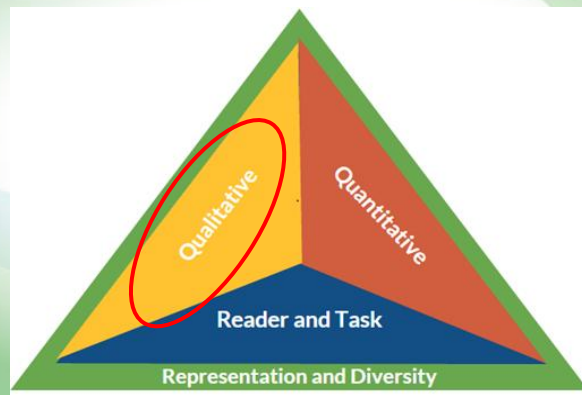
Slide 17

Qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands. Authors of the CCSS issue a statement advancing the idea that more weight should be given to qualitative measures of text complexity for *narrative fiction* (NGA Center, & CCSSO, 2010).

Qualitative

- Levels of Meaning- "the author's literal message is intentionally at odds with his or her underlying message"
- Structure- "complex, implicit, and unconventional structures... complex literary texts make use of more frequent flashbacks, and other manipulations of time and sequence"
- Language Conventionality and Clarity- "texts that rely on figurative, ironic, ambiguous, purposely misleading, archaic, or otherwise unfamiliar language or on general academic and domain-specific vocabulary"
- Knowledge Demands- "texts that make many assumptions in one or more areas" of the extent of readers' life experiences and depth of cultural or literary knowledge

Slide 18

Qualitative Evaluations of text complexity are defined on this slide. Read over them with the audience for familiarity and preparation for future practice.

Levels of meaning may refer to a text that is a satire or parody, when the author purposely adds a layer of complexity for literary reasons.

Structure is an important consideration regarding qualitative evaluation of text complexity. Not only are literary devices such as flashbacks considered structural, but consider texts that are written in verse, or as a graphic novel.

Language Conventionality and Clarity spans many different ways authors can use language that may be considered outside of everyday uses of language.

Knowledge Demands take into consideration even broader considerations for the use of a text, including what students already know or think they know about a text, including their own experiences and culture. This may inform any other preparation an educator might do to frontload a text, or how to appropriately use a text for close reading purposes.

Qualitative

Engaged reading is *motivated*, strategic, knowledge driven, and socially interactive. It is also influenced by kinds of classroom practices students experience.

(Guthrie et al., 2007)

Slide 19

When considering qualitative evaluations of text complexity, we open more doors into meaningful discussion for texts that students may want to read. The definition of engaged reading as you see here includes motivation to read, which is driven through students' need to know, discuss, and even share what they read. A lexile or other quantitative measure of text complexity cannot help determine these characteristics.
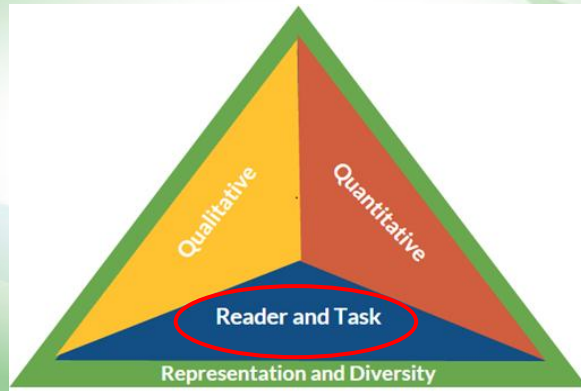
Slide 20

While the prior two elements of the model focus on quantitative and qualitative evaluations of text complexity, we must also remember that students' ability to read complex texts does not always develop linearly. The goal is to have students read progressively complex texts, but selection of different types of texts that also take into consideration students' motivation, knowledge, and experiences also play a part.

Reader and Task

- Motivation
- Knowledge/experiences
- Purpose
- Task complexity/Instruction

Slide 21

Variables specific to particular readers such as motivation, knowledge, and experiences - and to particular tasks - such as purpose and the complexity of the task assigned and the questions posed - must also be considered when determining whether a text is appropriate for a given student.
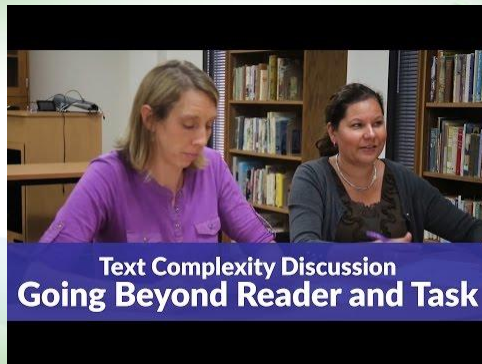
Slide 22
The video embedded in this slide is an example of a discussion on Reader and Task considerations. Play the video and have participants document what the considerations are for reader and task, and how these considerations go beyond quantitative evaluations of text complexity. After viewing, have a brief discussion related to the considerations for reader and task from the video discussion. Feel free to move the discussion into ideas for reader and task considerations with texts in your context.
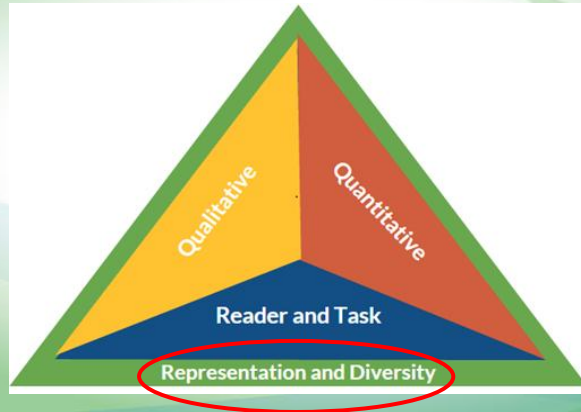
Slide 23
Representation and Diversity are inherent elements of a text. They establish the ways in which the author and characters/speakers in a text contribute to the inclusion of diverse voices in the curriculum. The graphic shows that representation and diversity span all parts of the text complexity triangle, as you have already witnessed with issues related to qualitative evaluations of text complexity, as well as reader and task considerations.
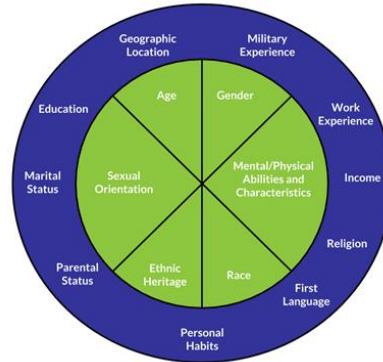
Slide 24

The chart on this slide references myriad ways and author, characters, or speakers from a text can contribute to diverse voices in a curriculum. The chart is not all inclusive, but an important discussion tool for broadening our considerations of texts that can serve as windows and mirrors in our classrooms. Students should be able to not only see themselves in the texts available for teaching and learning purposes, but view experiences outside of their own as well.

**Representation and Diversity:
Critical Literacy**

- Who is represented? Who is left out?
- What questions or topics are raised?
- What other texts could pair well?
- Author's point of view in relation to the topic?
- Historical, social, or cultural context of text?

Slide 25

The questions on this slide also speak to representation and diversity and provide more specific questions related to how texts specifically serve as windows and mirrors, including who is represented, what questions or topics are raised, other texts that might work well together, authors point of view, and historical, social, and/or cultural contexts of a text. These are more closely examined in the next slide and the first text complexity rubric for literary texts.

Slide 26

At this point, hand out paper copies of the literary text complexity rubric, or have participants access the literary text complexity rubric under Text Complexity/Professional Learning tab on the website. Take some time to review the rubric and examine the new portions of the rubric related to "Representation and Diversity," "Critical Literacy," and "Reader and Task," as these have been revised based on the Teaching Tolerance Appendix D tool for selecting diverse texts. The Wisconsin Department of Public Instruction literacy consultants received permission from Teaching Tolerance to add portions of their tool into the original text complexity rubrics to consider not only qualitative, quantitative, and reader and task considerations, but issues related to providing texts that serve as windows and mirrors for all students. The following slides provide example discussions from the new parts of the literary text complexity rubric.
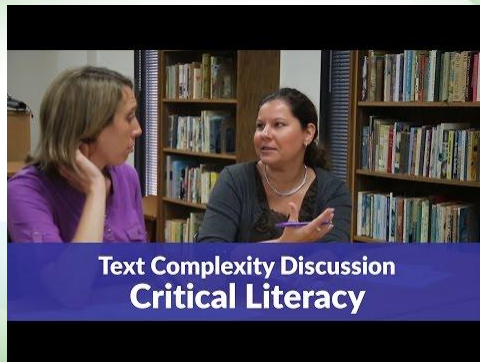
Slide 27

The video from this slide provides a short example discussion on the critical literacy portion of the literary text complexity rubric. Tell participants that the purpose for viewing is to consider how this portion of the rubric can be used for deeper understanding and consideration of texts based on issues related to representation, author beliefs or attitudes, or historical or cultural context. After viewing, hold a brief discussion related to these issues from the example discussion. Feel free to discuss how these questions could move discussions forward related to texts in your local context.
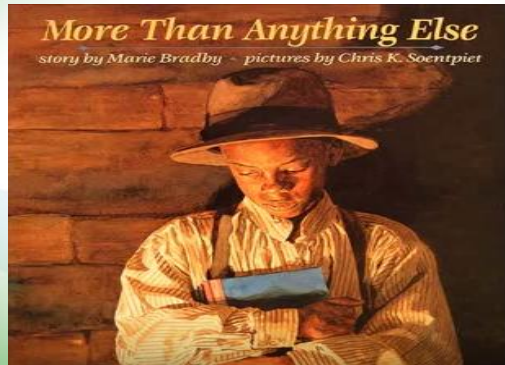
Slide 28

At this point, participants will practice using the literary text complexity rubric. Based on the grade levels represented, you can practice with this text, More Than Anything Else, which is geared toward the elementary level, the poem from slide 30, "Theme for English B," which is geared toward the secondary level, or both. If you choose to use More Than Anything Else for practicing filling out the rubric, you can play the video, have participants follow along, and then fill out the rubric together or in small groups. https://www.poets.org/poetsorg/poem/theme-english-b

Practice and Discuss

TEXT COMPLEXITY FOR LITERARY TEXT
PI-8112 Rev. 07-15

Text selection is critical to both literacy instruction and student engagement. This tool asks educators to use a multi-dimensional and culturally responsive approach to text selection by considering four distinct—but interconnected—dimensions of text: complexity, representation and diversity, critical literacy, and reader and task. Based on these quantitative and qualitative elements of a text, educators decide whether or not to select the text, with which students to use a text, and have rationale for their decisions.

GENERAL INFORMATION ABOUT TEXT	
Title	Author
Text Type	Genre
Topics	Notable Features

Slide 29

Once participants have viewed More Than Anything Else, have them practice filling out the rubric together. When finished, have participants discuss their findings. Access the literary text complexity rubric under Text Complexity/Professional Learning tab on the website.

Slide 30

The slide will take participants to the poem "Theme For English B," by Langston Hughes. If you choose this text for practicing with the rubric, click on the image, or go directly to https://www.poets.org/poetsorg/poem/theme-english-b.

Slide 31

Once participants have read "Theme for English B," have them practice filling out the literary text complexity rubric together. When finished, have participants discuss their findings. Access the literary text complexity rubric under Text Complexity/Professional Learning tab on the website.

Informational Text Complexity Rubric

TEXT COMPLEXITY FOR INFORMATIONAL TEXT
PI-8112 Rev. 07-15

Text selection is critical to both literacy instruction and student engagement. This tool asks educators to use a multi-dimensional and culturally responsive approach to text selection by considering four distinct—but interconnected—dimensions of text: complexity, representation and diversity, critical literacy, and reader and task. Based on these quantitative and qualitative elements of a text, educators decide whether or not to select the text, with which students to use a text, and have rationale for their decisions.

GENERAL INFORMATION ABOUT TEXT	
Title	Author
Text Type (Format)	
Topics	Notable Features

Slide 32

At this point, transition participants into the informational text complexity rubric, which can be accessed on the Text Complexity/Professional Learning site. Take some time to review the rubric, noting the differences between the literary rubric and the informational one. The following slides will provide texts for practice with the informational rubric.

Slide 33

This slide and slide 35 provide two texts for participants to view and use to practice filling out the informational text complexity rubric. This text from *The Ways* is geared toward a secondary audience: http://theways.org/story/living-language. If you prefer a text geared toward an elementary audience, skip forward to slide 35. Watch the video then move to the next slide for practice with the rubric.

Slide 34

After viewing the video from *The Ways,* have participants fill out the informational text complexity rubric together or in small groups. When done, have them share their findings or areas of interest for discussion purposes.

Informational Text Complexity Rubric Practice

Slide 35

This text from about Kate Pelham Newcomb is geared toward an elementary audience for practice with the informational text complexity rubric. Have participants watch the video, and then move to the next slide for practice filling out the rubric. You can access the text here if you are an educator in Wisconsin:

http://explore.ecb.org/videos/WML_player?NOLA=WIBO&REFERER=BADGER&EP=5

Slide 36

After viewing the Kate Pelham text, have participants fill out the informational text complexity rubric together or in small groups. When done, have them share their findings and any areas of interest for discussion.

Text Sets

Building text sets requires providing windows and mirrors for all students

Photo Credit: Joseph D. Lipka

Slide 37

Now that you have an understanding of different areas related to text complexity, practiced with both rubrics, and discussed areas of interest, the final portion of this professional learning focuses on revisiting text sets already in use and/or building new texts sets that include the dimension of the rubrics so that they include both windows and mirrors for all students.

Slide 38

The revised text complexity rubrics include not only quantitative, qualitative, and reader and task considerations, but ideas to think about representation and diversity in any context. Building solid text sets include great informational and literary texts for all students to reach grade-level standards and thinking that reflect their contexts and reflect diverse experiences as well. The following slide provides an example discussion related to some of these issues for participants to consider.

Slide 39

The purpose for viewing this example discussion is to think about how educators make connections to different texts on the same topic. *I See the Promised Land* is under discussion for its unique take on Dr. Martin Luther King Junior, and the example discussion shares insight into what this means for readers, and what other texts could be considered in a potential text set.

Collection of Texts
Multiple print and digital texts in diverse media, formats, and lengths

Instructional Texts	Independent Texts

Instructional Texts:
- Grade-level texts
- Tight focus on the standards
- Build knowledge
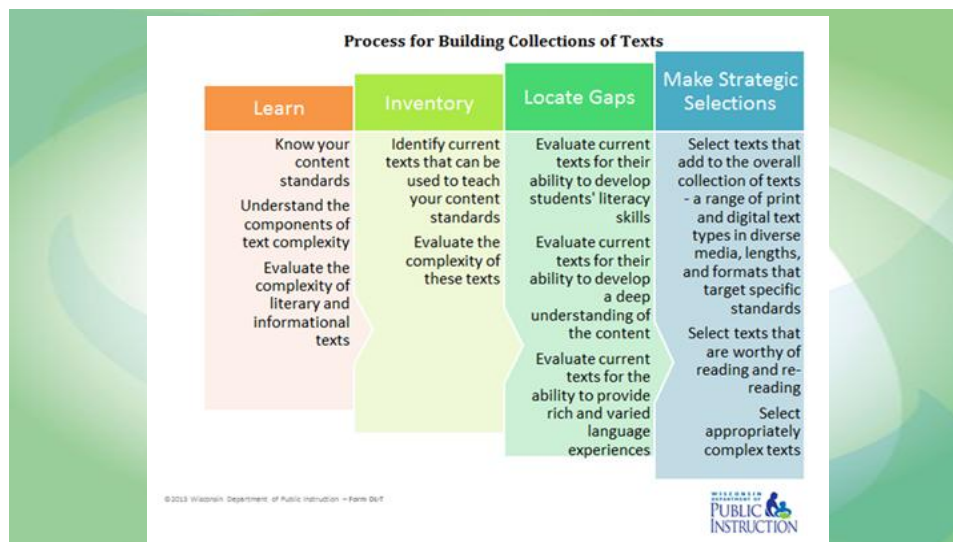- Literary merit, culturally responsive, and rich in content

Independent Texts:
- Independent-level texts
- Apply learning over time
- Promote joy of reading
- High-interest texts

Slide 40

The graphic here represents different types of texts in diverse media, formats, and lengths that can be included in meaningful text sets for students. Note that there are different texts for instructional purposes, along with different texts for students to read independently. It is not expected that educators will put every text available through the text complexity rubric, but for some texts, this will be helpful and meaningful. Independent texts are those that students can choose on their own and serve important purposes to apply their learning and promote the joy of reading. Alert participants to access the Text Sets handout from the Text Complexity Professional Learning site.

Process for Building Collections of Texts

Learn	Inventory	Locate Gaps	Make Strategic Selections
Know your content standards	Identify current texts that can be used to teach your content standards	Evaluate current texts for their ability to develop students' literacy skills	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
Understand the components of text complexity	Evaluate the complexity of these texts	Evaluate current texts for their ability to develop a deep understanding of the content	Select texts that are worthy of reading and re-reading
Evaluate the complexity of literary and informational texts		Evaluate current texts for the ability to provide rich and varied language experiences	Select appropriately complex texts

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PUBLIC INSTRUCTION

Slide 41

Creating collections of texts takes time. Before you decide to order more texts – or throw out what you currently are using – start at the beginning of the process: Learn. First, you need to know your content standards. Texts are used in service to the standards, not the other way around. Next, you need to understand the components of text complexity and how to evaluate the complexity of texts, which you just learned. The second step in the process for creating collections of texts is to do an inventory of the texts that you currently have access to and to evaluate those texts for their complexity. Use the planning sheet to help you with this process. The third step is to locate gaps. Are your current texts developing your students' literacy skills? Are students able to develop a deep understanding of the content? Do your texts provide rich and varied language experiences? Use the planning sheet handout – locating gaps – to help you with this process. The final step is to make strategic selections. This is when you add texts to the texts you already have in order to create collections of texts that have multiple print and digital texts in diverse media, formats, and lengths that target specific standards. These texts should be worthy of reading and rereading. There are various websites to find quality texts. See the next slide for some examples to explore.

Text Resources: Filling in the Gaps

BadgerLink (www.badgerlink.net/)

Article of the Week (www.kellygallagher.org)

Time Magazine (http://www.time.com/time/)

The Week Magazine (http://theweek.com/)

The New Yorker (http://www.newyorker.com/)

The New York Times (http://www.nytimes.com/)

TeachingBooks (www.teachingbooks.net/)

Children's Cooperative Book Center (CCBC)
(http://ccbc.education.wisc.edu/)

*Teaching Tolerance* (http://www.tolerance.org/)

Slide 42

Building a text set involves time and careful consideration. The links on this slide are examples of places educators might go to find texts related to any text set they are building. This is not an all inclusive list, but a good start to sites that have myriad texts available for educators to use. Participants can take a few minutes to explore any of the sites that look promising to them as they either revise text sets already in existence, or start building new ones.
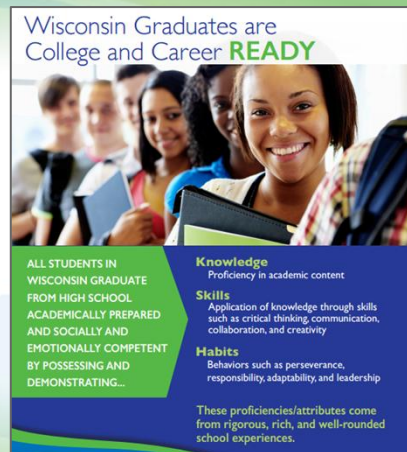
Slide 43

Finally, the questions here provide a concluding discussion related to how using these text complexity tools in your context.

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If you have any questions, feel free to contact Marci Glaus, the English Language Arts Consultant, or Barb Novak, a Literacy Consultant.