

# How to Implement Text Sets in the Classroom

Select titles in the text set to read aloud in a series of group sessions. Each new text prepares students for studying the subsequent texts introduced in these group sessions.

This process provides a framework for a cumulative literary experience in which students respond to each new text in light of previous texts in an ongoing dialogue that evolves before, during, and after the text is read aloud.

Other titles in the text set are available in the classroom for students to choose for independent reading at school or at home with a parent or older sibling.

Arrange for older students to serve as regular “reading buddies” in grades K-2 so that all students can enjoy the books in the text set, regardless of their reading abilities. Give each student a “literature journal” in which to draw and/or write about these independent reading experiences. Self-selected texts become an integral part of the ongoing dialogue in the group sessions as students engage in an ongoing comparative study of the diverse titles in the text set throughout the literature unit.

The teacher uses these cumulative read-aloud sessions as a context for comprehension instruction by asking questions designed to teach students the reading-thinking strategies experienced readers use to generate meaning. These teacher-initiated questions are teaching tools; the goal is for students to internalize the questions and to use them to generate meaning as independent readers.