**Resources for Preparing a Reading List for Your Yearlong Plan[[1]](#endnote-1)\***

**Smagorinsky’s Virtual Library of Conceptual Units:** You can find this on the Links page of our weebly site. Just click on the “library” sign. If you click on the outlines for conceptual units (not the units themselves), you'll find lists and lists of likely titles for all kinds of topics. These ought to trigger your own thinking while also suggesting titles you might not have read but now want to.

**Perfection Learning** has excellent material for speech, theater, journalism, and debate. I’ve provided a link to their website in the Yearlong Plans section, but here it is again: http://www.perfectionlearning.com/all-ages-speech-theatre

**Morgan Library** maintains a curriculum collection on the second floor in the same area where the YA books are kept. It would be worth browsing the stacks to see what you can find. These are all books that are or have been or could be used in secondary schools—all subjects.

**School District Reading Lists:** This document has titles listed by grade. I’ve posted two of these—one for Poudre School District and one for a NY school district—in the Yearlong Plan section on our weebly site under Resources for Choosing Texts.

**School District Websites**: You could look for something like “required reading” if the whole site is searchable or find English classes with websites and/or syllabi.

*To Think about...*

**Variety.** Think broadly to define texts (print, yes, but also film, comics, art, advertising, blogs, websites, etc.). Remember that some students will respond better to some forms of text than others and that you want all students to become more versatile in what they “read” and how. Having one major text (or “fulcrum text,” as Wessling would put it) per unit is fine, but it’s important to include other texts as well. Wessling’s text complexity circles are tremendously helpful planning tools on this count. Think 1) context texts, 2) fulcrum text(s), and 3) texture texts. For a review of these concepts, see Ch. 2 of her book. I’ve also provided pdfs of her text circle figure and a blank version, too, in the Yearlong Plan section on our weebly site under Resources for Choosing Texts. Finally, you can find the table on choosing texts that our class created together. It includes helpful reminders about such concepts as “enabling texts” (Tatum), “whose classics” (Christensen), and “tiered texts” (Moss, Lapp, & O’Shea).

**Grade level or developmental level.** The material you choose should be appropriate for the grade you plan to teach. You can find this out by looking at some textbooks for a particular grade level, perusing school district websites to see what materials teachers use, reading guidelines from national associations such as NCTE or NCA, and talking to teachers in schools. Another guide is Appendix B of the Common Core Standards, which reference “text complexity” and provide exemplars. Again, see the Yearlong Plan section on our weebly site under Resources for Choosing Texts for a pdf of this document.

**Sufficiency.** How do you know how much material is enough? That’s part of what you learn in your teaching as you go along. For the sake of your plan, you should allow 4 to 6 weeks for the study of a major work such as a novel or play. You could probably assign a major speech every 3 or 4 weeks.

**Fit.** Consider how your reading material fits with your overarching concept. If you are recommending texts you haven’t read or seen, get as much information as possible from reviews on Amazon, teenreads.com and figment.com (links are on our weebly site), or goodreads.com, a social networking site for people who read. The YA Library Service Association website has a tremendous set of booklists, too.

1. \* I’m indebted as usual to Louann Reid for providing much of the content and language on this handout. [↑](#endnote-ref-1)