to say to each other? Can a few texts that are in close proximity to each other be grouped around a theme or essential question? Which short, accessible texts could I bring into the classroom to provide a context? How will the language of the theme serve as “reading Velcro” for each subsequent text? Often, in a fixed curriculum, the fulcrum text was canonical. Yet even with a traditional text at the center of unit design, I could still consider which texts to bring in from other units. I could also scour classrooms for unused resources that could add texture to the reading, discussion, and analysis of that major text. If you are using a textbook, ask if the selections can be reorganized around a theme or question. Imagine the selections becoming context or texture texts for other selections. Regardless of how tight the constraints on your