



Scholastic *Text Talk*

Text Talk is a systematic vocabulary program that builds extensive oral vocabulary and comprehension skills. The delivery of robust vocabulary instruction of sophisticated words, combined with rich talk about text, provides students with critical language and reading comprehension skills. *Text Talk* is research-based and has been proven effective in raising students' knowledge of vocabulary, an essential component for literacy development. Built-in professional development ensures that teachers effectively implement *Text Talk* in their Grades K-3 classrooms.

Instructional Content

Text Talk focuses on oral vocabulary development integrated with comprehension strategies. Isabel Beck, Ph.D., and Margaret McKeown, Ph.D., leading researchers of vocabulary theory and practice, authored the program and personally selected the high-quality read-aloud books. Each lesson plan includes understandable definitions, interactive thinking and talking activities, and application of words beyond the story. In addition, *Text Talk* correlates to several major textbook series.

Vocabulary

- *Text Talk* provides explicit instruction of robust vocabulary words that children will encounter in most third- and fourth-grade basal courses. By working with words that are above their independent reading level, children develop rich vocabulary and concepts.
- Using language that appears on adhesive Text Talk Notes, teachers clarify vocabulary words to deepen students' understanding of the text.
- Teachers ask open-ended questions provided in the Professional Guide to spur students' vocabulary development and analytical thinking.
- The class completes graphic organizers and brief writing activities related to the vocabulary words.
- Children repeatedly use vocabulary words throughout the week and apply words in multiple contexts.

Fluency

- Teachers model fluent reading of read-aloud books.

Comprehension

- Teachers briefly preview the read-aloud story and focus children on key story ideas.
- Each lesson focuses on a comprehension strategy, such as summarizing and problem/solution.
- As teachers page through the book, they help students elaborate, connect, and reflect on important story ideas to enhance their understanding of the text.
- Teachers scaffold comprehension of the read-aloud books by using the open-ended questions and teacher modeling found on the adhesive *Text Talk* Notes.
- Children connect the literary elements of the story's genre, such as fantasy, folktale, and fairytale, to the important story ideas and comprehension strategy.

Instructional Design

Text Talk is available in three levels, each with 20 weekly lesson plans and 20 packets of Text-Talk Notes, as well as corresponding read-aloud and Lending Library books. Five sessions per lesson provide students with critical instruction, practice, and review.

- Sessions 1 and 2—Teachers introduce and read aloud a book. They ask open-ended questions that stimulate children to think and talk about the story. These questions are designed to prompt long answers, text-related discussions, and analytical thinking that are proven critical to comprehension and word acquisition.
- Sessions 3 and 4—Teachers explicitly teach six vocabulary words, four that appear in the story and two that are introduced orally and connected to the story. In a class discussion, teachers help children develop vocabulary through questioning, graphic organizers, word association, and other strategies.
- Session 5—Teachers revisit the story to review vocabulary words and to assess students' knowledge of them. Teachers use the words to enhance story comprehension and writing activities. The class discusses the book's literary elements, and students take a *Text Talk* Lending Library book home to share with their families.

Assessments

Text Talk contains built-in assessments in every lesson that help guide instruction.

- Quick Check—Each lesson includes an end-of-lesson assessment that tests children's knowledge of the vocabulary words taught during the week. Teachers read sentences containing the vocabulary words and ask the children to record whether each sentence makes sense or doesn't make sense.
- Observational Assessment—Teachers ask questions provided in each lesson plan that evaluate children's understanding of the text. The answers help teachers determine whether the children are able to retell the story in their own words and build meaning based on the text rather than relying too much on their prior knowledge or the illustrations.

Motivation and Engagement

Text Talk provides high-quality, engaging literature in a variety of topics. The intriguing stories appropriately balance text with appealing illustrations. Student-friendly word definitions ease students' development of vocabulary, and teachers engage them in actively using taught words through open-ended and follow-up questions. During the week, teachers playfully encourage students to use the vocabulary words outside of the lesson by marking the "Word Winner" chart each time a word is used. Teachers tally the marks daily to provide feedback on how well children are integrating the new words into their oral vocabulary. As a result of these activities, students increase their involvement with word acquisition and feel motivated to learn more words successfully.

Differentiated Instructional Strategies

Text Talk provides research-based strategies for building vocabulary that are key to closing the gap between struggling and successful readers. Teachers can choose from three levels of the program to appropriately challenge students in the early grades and to give them a strong foundation as they build their reading skills. While teachers read aloud the books, they monitor students' comprehension and scaffold instruction accordingly. All students, including English Language Learners, benefit from the program's explicit instruction and repetition of vocabulary words, as well as rich dialogues about text between students and their teachers. To specifically support English Language Learners in their vocabulary development, *Text Talk* provides teachers with reliable routines that incorporate effective ELL-specific strategies.

Home-School Connection

Families receive a letter, available in English and Spanish, explaining the program and effective ways to help their children develop vocabulary. Every week, students take home a Lending Library copy of a read-aloud book to further their exposure to vocabulary words and for family members to read to them. In addition, teachers encourage students to be a “Word Winner” at home by using the new words and listening for them when family members are speaking.

Professional Development

The *Text Talk* (half-day) Implementation Training provides teachers with a foundation in the Tiers of Vocabulary developed by program authors Dr. Isabel Beck and Dr. Margaret McKeown. Teachers learn the research-based principles behind the vocabulary and read-aloud books in *Text Talk* and how to implement the daily lessons in their classrooms. Teachers will learn how to effectively use the program, including:

- Observing and practicing strategies for an effective read-aloud
- Examining the research-based Tiers of Vocabulary and strategies for direct instruction
- Exploring the lessons and word games in the Professional Guides

** The Text Talk Implementation Training is included with purchases totaling \$20,000 or more.*

For additional information about *Text Talk*, visit www.scholastic.com/texttalk.