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Text

Talk

Robust Vocabulary Instruction

Based on the research of
Dr. Isabel Beck & Dr. Margaret McKeown

Grades K-3

Text Talk

Program Authors

The research underlying Text Talk is cited by the National Reading Panel as exemplary for defining effective vocabulary instruction.

Isabel Beck, Ph.D.
University of Pittsburgh

Dr. Beck has been acknowledged for “bridging the gap between research and practice” and is a member of the Reading Hall of Fame, International Reading Association. Dr. Beck has collaborated with Dr. McKeown for over a decade to conduct scientifically based research on effective vocabulary instruction.



Margaret McKeown, Ph.D.
University of Pittsburgh

Dr. McKeown is a leading researcher examining the effect of vocabulary instruction on reading comprehension. She has received awards from the International Reading Association and the Spencer Foundation for applying theory and cognitive research to practice classroom challenges.



What is Text Talk?

What should effective vocabulary instruction look like? To answer this question, the National Reading Panel turns to Dr. Isabel Beck and Dr. Margaret McKeown. The Text Talk instructional program is a result of these top researchers' years of theoretical and practical inquiry into vocabulary learning.

Text Talk engages teachers and students in robust vocabulary instruction tied closely to comprehension. What is “robust” instruction? It effectively helps children build a healthy understanding of words in a short amount of instructional time. The program is effective because it includes:



Unique point-of-use support that helps teachers inspire rich TALK about read-aloud TEXT.



Explicit and engaging teacher-led TALK that focuses students on actively thinking about and using vocabulary.



Lively direct instruction that helps students build both word and passage comprehension.



Professional development that is built right in to help teachers deliver vocabulary instruction that works!

Text Talk combines quality trade book read-alouds with explicit vocabulary instruction to help students build comprehension.



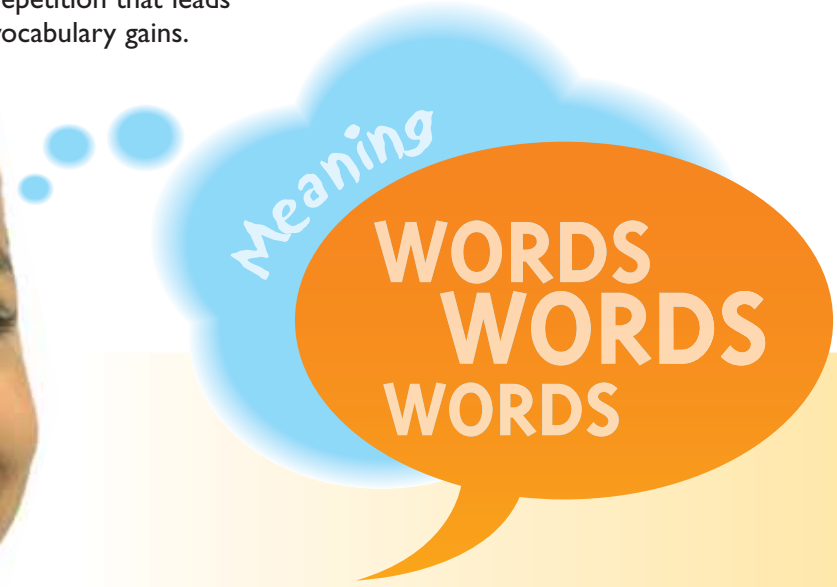
Early vocabulary instruction is critical for later reading success.

Students in the early grades need to build rich vocabularies through speaking and listening.

Building an extensive vocabulary is critical during the early grades.

Research shows that children arrive to school with greatly varying vocabulary levels, including some children who are experiencing “word poverty.” This early gap between language “have” and “have-not” students is referred to by researchers as the “multimillion word gap.” This gap can grow wider as students progress through middle and high school. While all students benefit from direct instruction in vocabulary, it is particularly important for those students who enter school having had limited opportunities to pick up words from adults in their environments.

Is the vocabulary instruction currently offered in basal reading series effective? No, according to a 2004 analysis published by Dr. Elfrieda Hiebert². Her quantitative analysis showed that the vocabulary instruction in major reading textbooks does not include the sufficient word repetition that leads to vocabulary gains.



Reading achievement requires students to have a strong vocabulary base.

To successfully comprehend text, children must understand the words that carry the meaning. A rich vocabulary is essential to successful reading comprehension.

Vocabulary skills matter on high-stakes standardized tests. To succeed on the verbal portions of these tests, students must answer both vocabulary and reading comprehension questions. A rich vocabulary is essential to success on required third- and fourth- grade reading tests.

Teachers in Grades K–3 have the opportunity to significantly improve students’ vocabulary. If effective vocabulary instruction is delivered during the early grades, children have the opportunity to build the vocabulary needed to comprehend text.



To increase reading comprehension in third- and fourth-grade, children need robust vocabulary instruction in Grades K–3.



1: Hart, B & Risley, T.R. (1995) *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing Co.
2: Hiebert, E.H., Brown, Z.A., Taitague, C., Fisher, C., & Adler, M.A. (2004). Texts and English Language Learners: Scaffolding Entree to Reading. To appear in: F. Boyd, C. Brock, & M. Rozendal (Eds.), *Multicultural and multilingual literacy and language practices*. New York, NY: Guilford Publications, Inc.

Text Talk is Proven Effective!

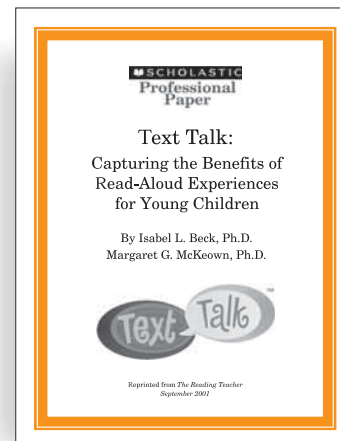
Why Text Talk Works:

Text Talk is based on over two decades of scientific research, and is described in respected books and journals.

The components of Text Talk instruction were developed through a decade of research by the authors. These are the components that made Text Talk work in efficacy studies, and what will make Text Talk work in your school:

- Read-Aloud TEXT**
 Rich read-aloud trade books were personally selected by Dr. Beck and Dr. McKeown to maximize vocabulary and comprehension learning.
- Active TALK**
 Text Talk instruction engages students in rich talk. Students actively speak and use words prompted by smartly constructed teacher questioning.
- Robust Instruction**
 Direct vocabulary instruction is both explicit and lively, engaging for teachers and students.
- Professional Development**
 Teachers implementing Text Talk are supported by point-of-use instructional language, systematic lesson plans, and video segments showing expert teachers modeling best instructional practices.

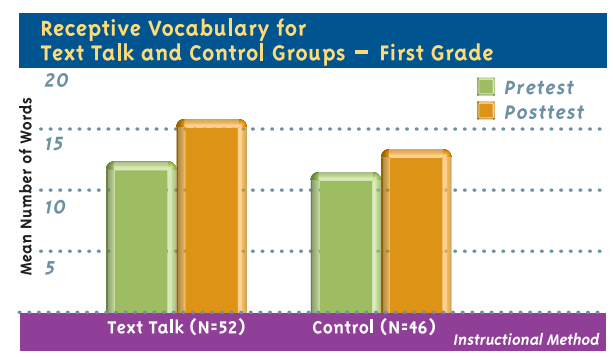
Download research studies at www.scholastic.com/texttalk



Results of scientifically based research reveal that Text Talk instruction leads to important vocabulary gains!

A 2002 research study¹ confirms that Text Talk is effective at enhancing young students' vocabulary development. Participating in the study were kindergarten and first-grade children from a predominantly African-American low socioeconomic status community. The study compared students receiving Text Talk instruction with a matched control group of students who continued with their standard instruction. Performance on a measure of receptive vocabulary for targeted words was evaluated with a winter pretest and spring posttest using a format similar to the Peabody Picture Vocabulary Test (PPVT). Results show that both kindergarten and first grade students in the Text Talk group made significantly greater gains in vocabulary scores.

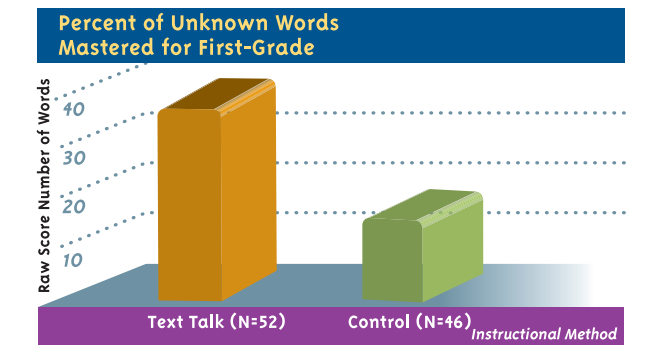
The research is clear: Text Talk is proven effective AND helps close the achievement gap in the early grades.



Furthermore, this research revealed more pronounced results for the lower performing kindergarten and first-grade students in the Text Talk group.² Students who did not initially know many of the targeted words, and who received direct vocabulary instruction with Text Talk, fulfilled significantly more of their learning potential by mastering more new words than similar students in the

control group. Researchers credited the learning potential gains of these "at-risk" students to the robust vocabulary instruction in the Text Talk program.

Furthermore, research has long revealed that intensive vocabulary instruction designed to promote deep and fluent word knowledge significantly increases children's reading comprehension abilities.³



1: Beck, I.L. & McKeown, M.G. (2004). Increasing Young Children's Oral Vocabulary Repertoires through Rich and Focused Instruction. (Submitted for Publication.)
 2: Beck, I.L. & McKeown, M.G. (2004). Increasing Young Children's Oral Vocabulary Repertoires through Rich and Focused Instruction. (Paper presented at the AERA annual meeting, New Orleans, 2002.)
 3: McKeown, M.G., Beck, I.L., Omanson, R.C., & Perfetti, C.A. (1983). The effects of long-term vocabulary instruction on reading comprehension: A replication. Journal of Reading Behavior, 15, 3-18.

Why Text Talk Works: Text



Level **A** Grades K-1

“Learning in rich contexts is valuable for vocabulary learning.”
— National Reading Panel

Each Text Talk lesson plan begins with a teacher-led read-aloud using a high-quality trade book. Outstanding children’s literature includes captivating new titles and read-aloud classics. Text Talk authors Drs. Isabel Beck and Margaret McKeown personally selected each title to maximize vocabulary and comprehension learning.

Text Talk books were selected to include:

Robust Words

The text of each book includes words that are “just-right” for vocabulary instruction.

Rich Concepts

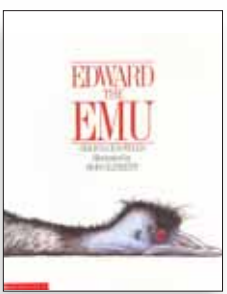
Books provide just enough conceptual challenge to require students to actively construct meaning.

Balance of Text and Illustration

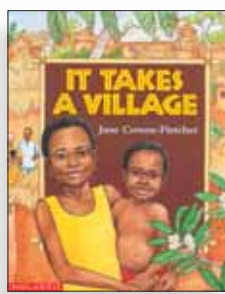
Each story is told with rich and engaging text that carries the story meaning, plus illustrations that confirm text comprehension.



It's Mine!
by Leo Lionni



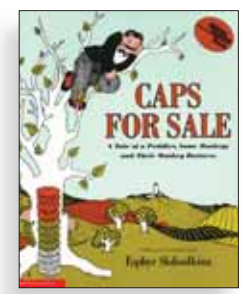
Edward the Emu
by Sheena Knowles



It Takes A Village
by Jane Cowen-Fletcher



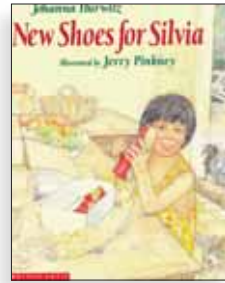
The Scarecrow's Hat
by Ken Brown



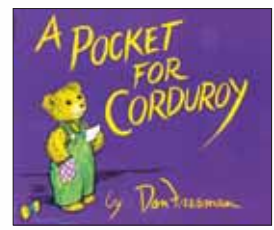
Caps for Sale
by Esphyr Slobodkina



Dear Juno
by Soyung Pak



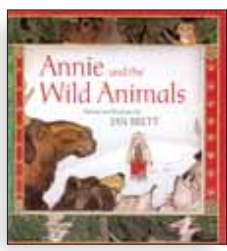
New Shoes for Silvia
by Johanna Hurwitz



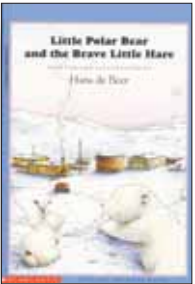
A Pocket for Corduroy
by Don Freeman



The Gingerbread Man
retold by Jim Aylesworth



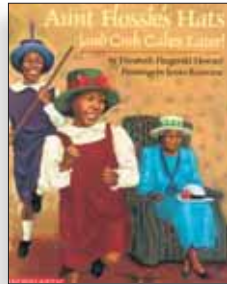
Annie and the Wild Animals
by Jan Brett



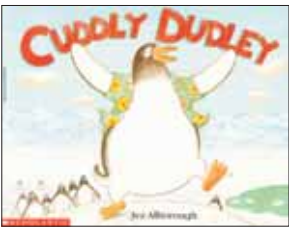
Little Polar Bear and the Brave Little Hare
by Hans deBeer



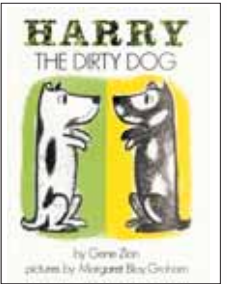
A Little Bit of Winter
by Paul Stewart



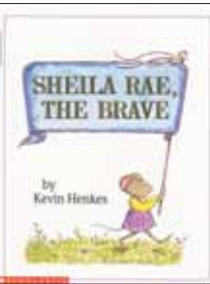
Aunt Flossie's Hats (and Crab Cakes Later)
by Elizabeth Fitzgerald Howard



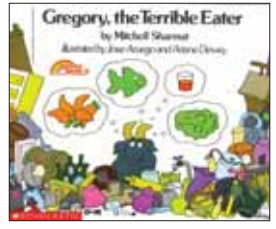
Cuddly Dudley
by Jez Alborough



Harry the Dirty Dog
by Gene Zion



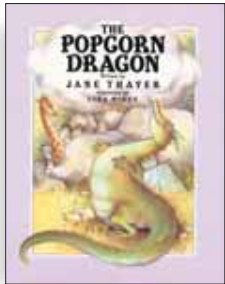
Sheila Rae, the Brave
by Kevin Henkes



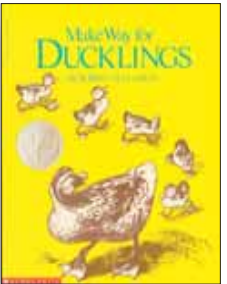
Gregory, the Terrible Eater
by Mitchell Sharmat



Big Al
by Andrew Clements



The Popcorn Dragon
by Jane Thayer



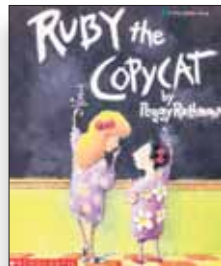
Make Way for Ducklings
by Robert McCloskey

Level B Grades 1-2

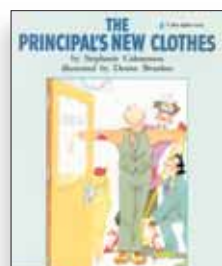
Level C Grades 2-3

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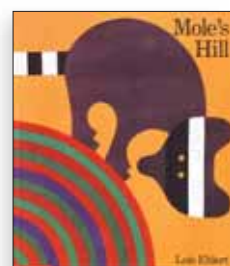
Download complete lesson plan and Text Talk notes!
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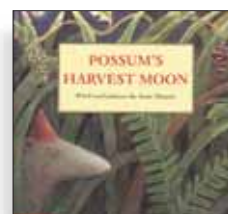
Ruby the Copycat
by Peggy Rathmann



The Principal's New Clothes
by Stephanie Calmenson



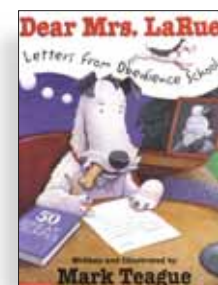
Mole's Hill
by Lois Ehlert



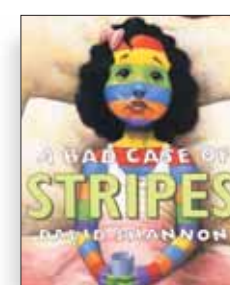
Possum's Harvest Moon
by Anne Hunter



Mice Make Trouble
by Becky Bloom



Dear Mrs. LaRue
by Mark Teague



A Bad Case of Stripes
by David Shannon



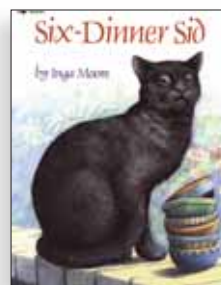
Picnic at Mudsock Meadow
by Patricia Polacco



Chato's Kitchen
by Gary Soto



Everybody Cooks Rice
by Norah Dooley



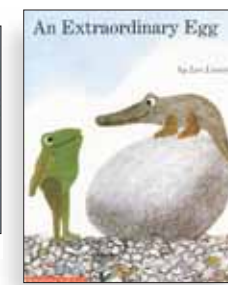
Six-Dinner Sid
by Inga Moore



Alexander and the Wind-Up Mouse
by Leo Lionni



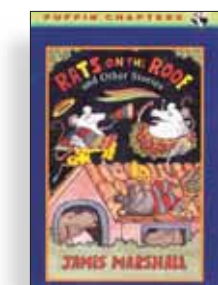
Amos and Boris
by William Steig



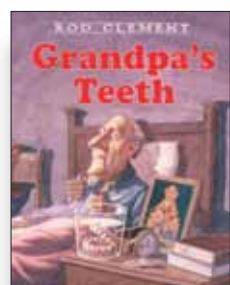
An Extraordinary Egg
by Leo Lionni



Mike Mulligan and His Steam Shovel
by Virginia Lee Burton



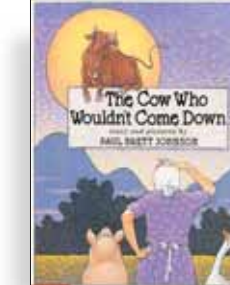
Rats on the Roof
by James Marshall



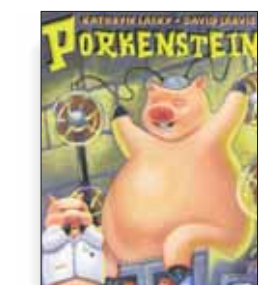
Grandpa's Teeth
by Rod Clement



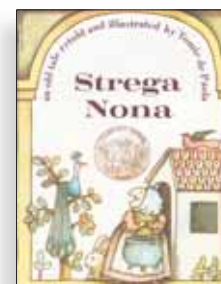
The Patchwork Quilt
by Valerie Flournoy



The Cow Who Wouldn't Come Down
by Paul Brett Johnson



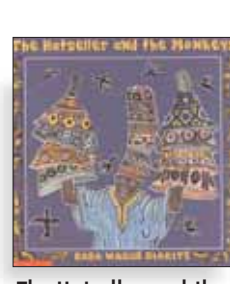
Porkenstein
by Kathryn Lasky



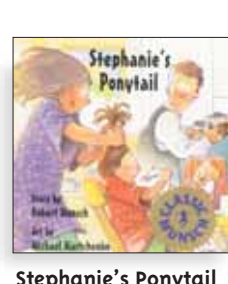
Strega Nona
by Tomie de Paola



Tikki Tikki Tembo
by Arlene Mosel



The Hatseller and the Monkeys
by Baba Wague Diakite



Stephanie's Ponytail
by Robert Munsch



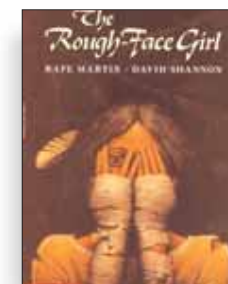
How Many Stars in the Sky?
by Lenny Hort



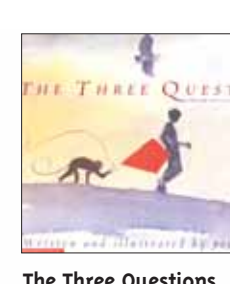
The Princess and the Pizza
by Mary Jane Auch and Herm Auch



Just Plain Fancy
by Patricia Polacco



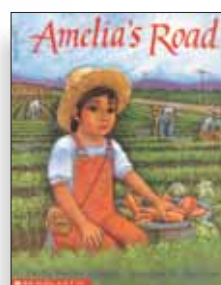
The Rough-Face Girl
by Rafe Martin



The Three Questions
by Jon J. Muth



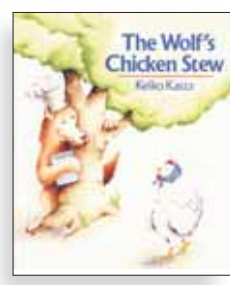
Angel Child, Dragon Child
by Michele Maria Surat



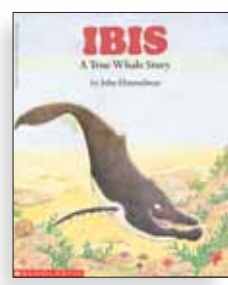
Amelia's Road
by Linda Jacobs Altman



Beware of the Bears!
by Alan MacDonald



The Wolf's Chicken Stew
by Keiko Kasza



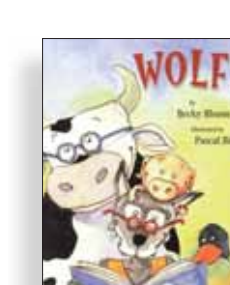
Ibis: A True Whale Story
by John Himmelman



Stلالuna
by Janell Cannon



The Three Little Wolves and the Big Bad Pig
by Eugene Trivizas



Wolf!
by Becky Bloom



Montezuma's Revenge
by Cari Best



Koko's Kitten
by Dr. Francine Patterson



The Great Kapok Tree
by Lynne Cherry

Why Text Talk Works: Talk



“The nature of the interaction (emphasizing active participation) during storybook readings can have an impact on vocabulary learning.”
— National Reading Panel

To make the most of read-aloud time and vocabulary instruction, research shows that students and teachers need to TALK. Engaging students in actively using words through speaking enriches and deepens students’ understanding of word meanings. Effective instructional talk by teachers helps students build vocabulary in a way that sticks, and reinforces essential comprehension skills.

Text Talk Notes stick onto the pages of each read-aloud title, providing teachers with point-of-use support. Teachers engage students in TALK through:

Open-Ended Questions

Well-constructed teacher language prompts students to move beyond one-word responses and actively use words in dialogue.

Follow-Up Questions

Specific teacher-led questions scaffold students’ thinking by encouraging them to elaborate and develop their initial ideas.

Word Explanations

Child-friendly word definitions composed by authors Dr. Beck and Dr. McKeown help teachers give immediate attention to explaining challenging words.

Smart Use of Background Knowledge

Teachers support helps students tap into past experiences and knowledge in a way that doesn’t distract from text meaning.



Text Talk notes provide teachers on the spot supports

Overview/Organizer and Read-Aloud (Sessions 1 and 2)

Each Text Talk lesson plan begins with a lesson overview and organizer. In sessions 1 and 2, teachers do a read-aloud using the adhesive Text Talk Notes to engage students in active talk about the story.

“...student initiated talk and active participation is important [for learning vocabulary].”
— National Reading Panel

A specific research-based comprehension skill is targeted in each lesson.

Each lesson focuses on six vocabulary words: four words from the story, and two words about the story.

Preparing for lessons is quick with a synopsis of the story, key instructional purpose, literary element, and author/illustrator background.

Sessions	Focus	Instruction	Standards & Objectives
Read Aloud	Develop Language & Comprehension	Read aloud <i>Beware of the Bears!</i> Use the Text Talk Notes to scaffold and monitor comprehension.	Responds to open-ended questions about the story with substantive sentences
Introduce Vocabulary	Introduce Vocabulary launched p. 13 chaotic; astonishment p. 26 gleefully p. 22 complicated	Contextualize and explain vocabulary words and provide examples. Ask children to think about examples and to provide their own.	Applies vocabulary words in multiple contexts
Review Vocabulary	Integrate Vocabulary & Comprehension Review Assess Maintain	Review and assess vocabulary words. Use them to enhance story comprehension and in shared writing. Discuss the main plot events in <i>Beware of the Bears!</i>	Uses new vocabulary words when summarizing the story Demonstrates use of new and previously taught vocabulary in writing and daily conversation

A lesson organizer shows an entire week’s instruction at a glance.

Observational Assessment
Are children able to tell the story in a condensed form?
Are children building meaning based on the text rather than relying on their prior knowledge?

Teachers informally monitor children’s understanding of key comprehension skills at the end of each read-aloud session.

Text Talk Notes stick to the pages of each book to provide point-of-use instructional language. Teachers prompt and challenge students to make meaning through language.

To build teachers’ professional knowledge, quotes from research appear in each lesson.

Why Text Talk Works: Robust Instruction



“Direct instruction was found to be highly effective for vocabulary learning.”
— National Reading Panel

Text Talk proves that direct vocabulary instruction can be engaging! Each lesson plan focuses on six specific vocabulary words (120 words per level) that stretch students’ minds to build their overall facility with words. Text Talk instruction is direct, rich and lively!

Each systematic lesson plan includes:

Child-Friendly Definitions

Dr. Beck and Dr. McKeown personally developed each word explanation to ensure that teachers present meanings that are both child-friendly and clear.

Active Thinking & Talking

Direct vocabulary instruction combines word definitions with rich instruction that requires children to engage actively in lively conversations about meaning.

Repetition of Words

Through a series of quick word “games,” students actively talk about and use each word multiple times, deepening their knowledge so each new word “sticks.”

Words in Varied Contexts

As per the National Reading Panel recommendations, children experience vocabulary words both in the context of the read-aloud story and beyond.

What type of words?

Text Talk instruction focuses on robust words. Each word was chosen because it:

- ▶ Represents a familiar concept.
For example, while students may not know **“bicker,”** they already know **“fight.”**
- ▶ Will appear later in text or standardized tests.
Students are likely to encounter words like **“forlorn”** and **“misconception”** in chapter books and on standardized tests starting in 3rd and 4th grades. Text Talk words help teachers make the most of limited instructional time by focusing on useful words that give children a healthy vocabulary in the early grades.

Lesson Plan: Direct Vocabulary Instruction (Sessions 3 and 4)

Sessions 3 & 4 of the lesson plan feature direct vocabulary instruction that is both explicit and engaging.

“Active learning is best. When students were engaged in the tasks in which they were learning vocabulary, they had larger gains.”
— National Reading Panel

Instruction focuses on “robust” vocabulary words that will appear in increasingly challenging books and on standardized tests.

Child-friendly explanations are followed by lively discussion that engages students in actively saying and using target words.

Session 4 of each lesson plan provides vocabulary instruction and development for remaining target words.

More rich, engaging vocabulary instruction asks children to discuss and elaborate on the words they are learning.

Introduce Vocabulary

launched	splattered	chaotic
Explain In the story, when the bears were playing and throwing the cereal around, Daddy Bear launched some spoonfuls of cereal in the air. That means that he threw some of the cereal through the air. Say the word. When you launch something, you send it into the air. To launch a rocket, you send it up into the air or into space. Let's say the word that means sent through the air.	Explain After Daddy Bear launched the cereal at Mommy Bear, it splattered on her best blouse. That means it splashed all over her. Say the word. When something splatters, it makes a mess and splashes all over the place. A spatterer might accidentally splatter paint on the floor if he is not careful. Let's say the word that means splashed all over.	Explain When Daddy Bear walked into the house, it was a big mess. Another way to say that is to say that the house was chaotic. Say the word. When something is chaotic, everything is out of place. A basketball game would be very chaotic if there were no rules. The teams would be confused about what to do and just running all over the place. Let's say the word that means wildly out of order.
Discuss & Summarize ▶ Let's think about some things that could be launched into the air. I will name some things, and if you think they could be launched, say, "launched." If not, don't say anything. • paper airplane launched • an elephant No response. • fireworks launched • a tree No response. ▶ If a space shuttle were not sent into space on time because of bad weather, what might you say about that? For example, "The space shuttle was not launched on time because of bad weather." ▶ What's the word that means sent through the air? launched	Discuss & Summarize ▶ Let's think about things that splatter. I will name some things, and if they are times when something splatters, say, "splatter." If not, don't say anything. • bursting a water balloon splatter • an acorn falling to the ground No response. • dropping a bowl of soup splatter • a car driving through a puddle splatter ▶ If you rode your bike through a mud puddle and mud got all over your bike, what could you say about what happened? For example, "I rode through a mud puddle, and mud splattered on my bike." ▶ What's the word that means splashed all over? splattered	Discuss & Summarize ▶ Let's think about when things are chaotic. If I say something that you think is chaotic, say, "That's chaotic." If not, don't say anything. • a big rainstorm that is blowing trash around That's chaotic. • a man knocking things over trying to swat at a wasp That's chaotic. • a room where everything is in its place No response. • a playground with toys all over the floor That's chaotic. ▶ If a neighbor was moving into a new house, and boxes were everywhere, what might you say about the house? For example, "My neighbor's house was chaotic." ▶ What's the word that means wildly out of order? chaotic

Develop Vocabulary

Idea Substitution
Tell children that you will read a sentence that has something to do with one of their new words. (launched, splattered, chaotic) Ask children to tell you which new word would fit or make sense in the sentence. Then ask someone to repeat the sentence, using the new word.
• Mark dropped his glass of juice and it splashed all over the floor. Which new word goes with that sentence? splattered
Mark dropped his glass of juice, and it splattered all over the floor.
• Because the roads were icy, the traffic was unorganized. Which new word goes with that sentence? chaotic
Because the roads were icy, the traffic was chaotic.
It is important to provide examples of a word's use in contexts beyond the story.

What's the Word?
Tell children that you will say a sentence that has a word missing. Either launched, splattered, or chaotic will fit in each sentence. For each sentence, ask a child to explain why.
• At the circus, we saw a person from a cannon. launched
• When Dad made hamburgers, he _____ cooking oil on the counter. splattered
• When my mom rearranged all the furniture, the house was _____ chaotic
• My friend laughed when I _____ milk on her shirt. splattered
• The warrior _____ a spear in the story. launched

Word Web
Write the web on the board or on chart paper. Then ask children to name things that might splatter. As you record their answers, ask children to explain them.
spaghetti sauce in the microwave
things that might splatter
• Which word is like splattered? splattered
• If you made your toy rocket fly through the air, what did you do with it? launched

Using All The Words
• If a horse ran into a bookstore and knocked all the books off the shelves, would the bookstore be chaotic or launched? chaotic
• Which word is like splattered? splattered
• If you made your toy rocket fly through the air, what did you do with it? launched

Session 4 of each lesson plan provides vocabulary instruction and development for remaining target words.

Activities like Word Webs encourage children to visually explore word uses and expand meanings.

Visit our Web site to download test analysis:
www.scholastic.com/texttalk

Why Text Talk Works: More Robust Instruction



Dr. Margaret McKeown "reports success in learning of the words and use of word meanings and in increased story comprehension.... There is a high correlation between vocabulary knowledge and comprehension." — National Reading Panel

The objective for all vocabulary instruction is ultimately to build students' comprehension abilities. Text Talk works because it integrates vocabulary and comprehension. Each lesson plan begins with a read-aloud, follows with direct vocabulary instruction, and concludes with a return to the story.

Each Text Talk lesson plan includes:

Return to Story
After working with words in direct instruction, teachers return to the context of the read-aloud to ensure students fully apply word meanings to the story.

Word Winner
Teachers encourage students to use vocabulary words throughout the day, deepening meanings in a fun way.

Lending Library
Teachers extend the learning throughout the classroom and into home by encouraging students to experience books independently and with their family.

Progress Monitoring Assessment
A simple, quick end-of-lesson assessment and embedded observational assessment help teachers confirm that word meanings "stick" with all students.

Lesson Plan: Return to Story (Session 5)

Each lesson plan concludes with a return to the read-aloud story that integrates vocabulary and comprehension learning. Informal assessment and cumulative reviews are also provided.

"...the finding that vocabulary is strongly related to comprehension is unchallenged." — National Reading Panel

Children solidify their understanding of new vocabulary and of the story. Vocabulary and comprehension are skillfully and seamlessly integrated.

Integrate Vocabulary & Comprehension

CONFIRM
Use these questions to review all six vocabulary words:
 - Which could be launched on a windy day, a kite or a car?
 - Which would have splattered after being dropped, an apple or a milkshake?
 - Which would be chaotic, a forest fire or a campfire?
 - Who would react with astonishment, someone who found a twenty-dollar bill on the street or someone who found a penny?
 - Who would react gleefully, someone who giggled and smiled or someone who cried and frowned?
 - Which would be complicated, playing a game you already know or learning a new game with lots of rules?

CONNECT
As you page through the book, help children use vocabulary words to show their understanding of the story. Reinforce responses or ask children to explain their answers.

launched (page 19) One of the bears launched a spoonful of cereal and it landed on Mama Bear's blouse. What else was launched in the house?
splattered (page 19) The bears splattered cereal in the kitchen. What else might have splattered in the house?
gleefully (page 22) The bears watch Goldilocks gleefully as she looks at the mess. What else did the bears do gleefully?

chaotic (See page 24.) Ask children to use the word chaotic to tell about the house after the bears have been there.
astonishment (page 26) The bears show astonishment when Goldilocks does not get upset. Whose astonishment will be the greatest of all the characters in the book?
complicated (See page 26.) Figuring out why Goldilocks is not upset is complicated for the bears. Which other character in the story will find it even more complicated to figure out what happened to the house?

EXPLORE
Discuss the important elements of a modern fairy tale in *Beowulf* of the Bears!
Beowulf of the Bears is based on the story *Goldilocks and the Three Bears*. This story starts where *Goldilocks and the Three Bears* ended. Like the original story, the characters in this tale include the three bears and Goldilocks. But *Beowulf of the Bears* has a character not in the original story. Who is he? What else is different about this version of the story?

An interactive writing activity deepens students' understanding of vocabulary words.

Review

Vocabulary Wrap Up
 - Which word means a feeling of surprise, astonishment or complicated? **astonishment**
 - Which word means hard to figure out, chaotic or complicated? **complicated**
 - Which word means so happy you're silly, gleeful or chaotic? **gleeful**
 - If something splashes all over, is it splattered or launched? **splattered**
 - Which word means like a wild mess, complicated or chaotic? **chaotic**
 - Which word means sent through the air, splattered or launched? **launched**

Write
 Discuss with children different things that are and are not chaotic. Create a chart on the board or on chart paper and record children's responses. Ask children to select one of the listed words and write about it. Invite children to share their writing with the class.

Chaotic	Not Chaotic
1.	
2.	
3.	

Word Winner

launched	//	2
splattered	///	3
chaotic	//	2
astonishment	///	3
gleefully	//	2
complicated	//	2

Continue to add tally marks next to words as they are remembered by you or your children.
 Count and record the tally marks.

Teachers conclude each lesson by assessing children's understanding of target vocabulary words.

Assess

QUICK CHECK
 I will read some sentences that make sense and some that don't make sense. You decide—if the sentence makes sense, circle the word. Yes, if it doesn't make sense, circle the word No.

- It is easy to **launch** a tree.
- A rock will **splatter** if you drop it.
- A face showing **astonishment** might have wide eyes and an open mouth.
- If you do something **gleefully**, you are very sad.
- It takes a long time to do **complicated** homework.
- Everything is lumpy-turvy in a **chaotic** bedroom.

Maintain

Book Connection
 Use these questions to review vocabulary words and enhance children's comprehension of *Beowulf of the Bears*!
 - Did the bears think it was **strange** when Goldilocks laughed? How do you know?
 - Was the solo the bears jumped on **sturdy**? Explain.
 - Which word do you think describes what the bears felt while hiding behind the door, **anticipation** or **dazzling**? Explain.
 - When Goldilocks walked through the house, was she **gazing** at the mess, or was she **exhausted**? Explain.

Home Connection
 Word Winner Encourage children to be Word Winners at home by using the new words and listening for when others use them.
 Text Talk Lending Library Encourage children to take a copy of *Beowulf of the Bears* or another Text Talk book home.
 See page 20 for a professional guide for the book lending take-home letter.
 scholastic.com/texttalk

A cumulative review ensures students retain words from previous lessons.

Word Winner

launched	//	2
splattered	///	3
chaotic	//	2
astonishment	///	3
gleefully	//	2
complicated	//	2

SCHOLASTIC

The Word Winner chart is used throughout the week to tally students' use of words in daily conversation.

A take-home letter (in English and Spanish) encourages children and families to be word winners at home.

Dear Family,

We are working with a program in class that's designed to help children develop their comprehension and vocabulary skills through stories, read-alouds, and other activities. This program uses a variety of words that are found in books for young children—because children love to learn big words. Research has shown that the earlier children learn these words, the better able they are to use them in their speech and writing for the rest of their lives.

Each week, I will be sending home six new words. These are the words we are learning and using in our daily conversations and regional activities. This week, and in the weeks to come, please use these words as frequently as possible. Put out the list and put someone in charge of your home, such as on the refrigerator. See how many times you, your child, and those around you can use these words in your conversations. There's a game out of it!

And remember, do you share reading experiences with your child, print out and talk about the "big words" you encounter.

Sincerely,

Place this week's take-home words here

Why Text Talk Works: Teachers



“...the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students’ achievement in this area.”
— National Reading Panel

Program authors Dr. Beck and Dr. McKeown know that for building vocabulary and comprehension, teachers matter! That’s why Text Talk is built to provide both new and experienced teachers the opportunity and tools to improve and refine classroom practices.

Text Talk builds professional development into:

Text Talk Notes

The point-of-use adhesive notes help instructors maximize instruction and engagement during read-aloud time.

Professional Guide

Lesson plans integrate “direct research quotes.” Explanations and research overviews from the authors help to build teachers’ professional knowledge.

Implementation DVD

SEE expert teachers conduct a full Text Talk lesson plan in a real classroom (with real students!). The Implementation DVD includes videos, author introductions, and practical tips that ensure teachers effectively implement Text Talk in their classrooms.

From Theory to Practice
“Text Talk questions encourage children to talk about the important ideas in a story as they occur. Open-ended questions are interspersed with story reading in order to encourage children to express and connect story ideas.”
—Dr. Isabel Beck and Dr. Margaret McKeown



Level A: Grades K-1

Level B: Grades 1-2

Level C: Grades 2-3

Each level of Text Talk includes:

- ▶ 20 Read-Aloud Trade Books
- ▶ Adhesive Text Talk Notes for each title
- ▶ Professional Guide including lesson plans, assessments, author research summary, and embedded professional development content
- ▶ Word Winner write-on Chart and marker
- ▶ Lending Library including one set of 20 Trade Books (same titles as read-alouds) and Lending Chart
- ▶ Classroom Display/Storage Case
- ▶ Implementation DVD including video segments

Call 1-800-SCHOLASTIC to order now!



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