



Correlation
between Harcourt Trophies and Scholastic Text Talk

Why is Vocabulary Important?

“Vocabulary plays an important part in learning to read.”

-National Reading Panel

Words are our tools to communicate with others, as well as explore and analyze the world around us. Therefore, it stands to reason that children with a limited vocabulary will be handicapped in their educational progress. The most obvious effect of an underdeveloped vocabulary will be seen in poor reading comprehension, as children struggle to extract meaning from reading passages. Vocabulary knowledge and reading comprehension are strongly correlated, and lack of vocabulary skill is a contributor to low scores on standardized tests of reading.

While explicit vocabulary instruction benefits all students, those students who enter school having had limited opportunities to acquire words during the pre-school years benefit most dramatically. Research shows that without systematic vocabulary instruction during the primary grades, the gap between good and poor readers grows wider. Fortunately, weak vocabulary skills do not predict failure, merely point to the need for direct vocabulary instruction such as provided with Text Talk. If given a chance to improve their vocabulary skills, with a framework of effective instruction like Text Talk, most students can develop vocabulary skills at rates that will significantly impact their comprehension.

The purpose of this document is to share the research and evaluations completed of Harcourt Trophies. While the basal program scores very highly on other elements of reading instruction (phonics, etc.), educators may find that vocabulary gains are lower than desired. The second half of this document shows how Text Talk can supplement Harcourt Trophies on a week-by-week basis, both by offering expanded instruction in vocabulary and by reinforcing key comprehension skills.

RESEARCH AND EVALUATIONS OF VOCABULARY IN READING BASALS

A. Hiebert Analysis

A 2001 Hiebert evaluation of major reading basals finds a “sparing and haphazard use” of critical text factors essential for building strong vocabulary, including:

- Lack of repetition of words
- New words introduced at an inappropriate rate
- Lack of engaging text

The lack of repetition of words is particularly troublesome. Research studies show that students will not acquire vocabulary unless exposed to the vocabulary items multiple times. A study by Dr. Isabel Beck indicates that students need 10-12 exposures to each word through indirect means for the vocabulary to be absorbed by the students.

Yet, in Hiebert’s analysis of major reading textbooks in Harcourt Trophies, 37% of the unique words occur only once. (Hiebert (2001, a,b).

			% of unique words				
	Unique Words/100	Average Words per Passage	Singletons	4+ repetitions	High-Frequency (100 most frequent)	Phonetically Regular (CV & VC patterns)	Multisyllabic
Harcourt (2000)	21	95	37	37	11	42	36

Text Talk can be used to supplement Harcourt Trophies to offer expanded vocabulary instruction that includes significant repetition of robust vocabulary words.

THE FOLLOWING PAGE SHOWS HOW TEXT TALK FITS INTO HAR COURT TROPHIES’ WEEKLY INSTRUCTION PLAN IN 15-20 MINUTES A DAY.

Use Text Talk during Word Work or Language Arts for 15-20 minutes, 5 days a week

SUGGESTED LESSON PLANNER

I Am a Butterfly, pp. 8-35

Focus Skill: Predict Outcomes

Phonics: Digraphs /ch/, /tch/

Focus of the Week:

- HIGH-FREQUENCY WORDS: air, animals, around, fly, five, soon, turns
- COMPREHENSION: Predict Outcomes
- WRITING: Nouns: Animals or Things

	Day 1	Day 2	Day 3	Day 4	Day 5
ORAL LANGUAGE	Sharing Literature, 8H Big Book: Listen and Respond	Sharing Literature, 8P Poem: Listen and Respond	Sharing Literature, 29E Poem: Build Concept Vocabulary	Sharing Literature, 33D Poem: Listen and Respond	Sharing Literature, 35F Big Book: Build Concept Vocabulary
Phonemic Awareness	Phonemic Awareness, 8H Phoneme Isolation: Focus on /ch/	Phonemic Awareness, 8P Phoneme Isolation: Focus on /ch/	Phonemic Awareness, 29E Phoneme Blending: Focus on /ch/	Phonemic Awareness, 33D Phoneme Addition: Focus on /ch/ and /h/	Phonemic Awareness, 35F Phoneme Isolation: Focus on Initial Blends with /
WORD WORK	Phonics 8 Introduce: Digraphs /ch/, /tch/ T	Phonics 8P Review: Digraphs /ch/, /tch/ T	Phonics 29E Review: Digraphs /ch/, /tch/ T	Phonics 33E Build Words T	Phonics 35E Introduce: Initial Blends with / T
Spelling	Spelling, 8K Predict: Word Sort T	Spelling, 8Q Building Words T	Spelling, 29H State the Generalization T	Spelling, 33A Review T	Spelling, 35I Posttest: Writing Application T
High-Frequency Words	High-Frequency Words, 8K Review: now, many T	High-Frequency Words, 8S Introduce: air, animals, around, fly, five, soon, turns T	High-Frequency Words, 29E Review: air, animals, around, fly, five, soon, turns T	High-Frequency Words, 33B Review: air, animals, around, fly, five, soon, turns T	High-Frequency Words, 35J Review: air, animals, around, fly, five, soon, turns T
READING	Read Apply Phonics, 8L DECODABLE BOOK 13 "Chad and His Chum," "Mitch and Fitch"	Read Read the Selection, 8A PUPIL EDITION "I Am a Butterfly," pp. 8-29 Comprehension Predict Outcomes Look for Word Bits and Parts	Read Rereading for Fluency, 29H Reading Across Texts, 30-31 "Muri Roca and the Butterfly" Making Connections, 32-33 Apply Phonics, 29G DECODABLE BOOK 13 "Chuck and Chet," "Mash, Chip, and Campy"	Read Reread the Selection, 35E	Read Rereading for Fluency, 35K Self-Selected Reading, 35L
Independent Reading	Independent Reading Books for All Learners	Independent Reading Books for All Learners	Independent Reading Books for All Learners	Independent Reading Books for All Learners	Independent Reading Books for All Learners
LANGUAGE ARTS	Shared Writing , 8M Word Chart Writing Prompt Have children write something special about an animal. Grammar, 8H Introduce: Nouns: Animals or Things T Daily Language Practice Can you clap your hands (yes, hands)?	Interactive Writing , 29B Report Writing Prompt Have children draw and write about a butterfly. Grammar, 29C Review: Nouns: Animals or Things T Daily Language Practice Did you catch a fish? (Yes, I did)	Writing Across the Curriculum , 33A Fact Writing Prompt Have children write about the insect they like best. Grammar, 33B Review: Nouns: Animals or Things T Daily Language Practice The bug is an ich bug. (Yes, yes)	Shared Writing , 35C Notes Writing Prompt Have children write about a subject of their choice. Grammar, 35D Review: Nouns: Animals or Things T Daily Language Practice How much cash is in the bag. (No, bag?)	Independent Writing , 35M Riddles Writing Prompt Have children write their riddle and the answer. Grammar, 35N Review: Nouns: Animals or Things T Daily Language Practice Spot scratched his back (Spot, tick)

8C Here and There T-tested skill

I Am a Butterfly 8D

B. Oregon Reading First Panel Review

The Oregon Reading First Panel has reviewed many of the most widely-used basal reading textbooks, for their inclusion of research-based instruction as recommended by the National Reading Panel.

These excerpts from the Oregon Reading First Panel Review show the scores received by Harcourt for Vocabulary Instruction

Reviewers used the Kame'enui Critical Elements Analysis to rate each textbook series. They rated each item according to a three-point scale that is represented by a full circle (i.e. , 2 points), a partial circle (1 point), or an empty circle (0 points.) A full circle indicates that the program consistently met or exceeded the criterion for that item. A partial circle indicates the program partially met the criterion for that item. An empty circle indicates that the program did not satisfy the criterion for that item.

Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/> +	1. Reviews previously introduced words cumulatively.
<input checked="" type="radio"/>	2. Provides opportunity for daily listening, speaking, and language experience.
<input checked="" type="radio"/>	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

Kindergarten Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$ ☒
 $\frac{1}{(1.5 \text{ pts})}$ ☒+
 $\frac{0}{(1 \text{ pt})}$ ☐
 $\frac{1}{(.5 \text{ pts})}$ ☐+
 $\frac{0}{(0 \text{ pts})}$ ☐

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)
<input type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>)
<input type="radio"/>	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)

Kindergarten Vocabulary Instruction — High Priority

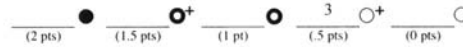
Tally the number of elements with each rating.

$\frac{0}{(2 \text{ pts})}$ ☒
 $\frac{0}{(1.5 \text{ pts})}$ ☒+
 $\frac{0}{(1 \text{ pt})}$ ☒
 $\frac{0}{(.5 \text{ pts})}$ ☐+
 $\frac{3}{(0 \text{ pts})}$ ☐

High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/> +	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)
<input type="radio"/> +	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>)
<input type="radio"/> +	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)

First Grade Vocabulary Instruction — High Priority

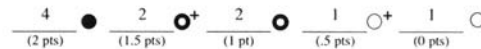
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/>	1. Variety of methods [NRP, pg. 4-4]
<input checked="" type="radio"/>	2. Incorporates exposure to a broad and diverse vocabulary through listening to an reading stories and informational texts. [NRP, pg. 4-4]
<input type="radio"/> +	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. [NRP, pg. 4-4]
<input type="radio"/> +	4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
<input checked="" type="radio"/>	5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
<input type="radio"/>	6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
<input checked="" type="radio"/>	7. Illustrates the prefix or suffix with multiple examples.
<input type="radio"/> +	8. Restructuring of vocabulary tasks for at-risk, low achieving students.
<input checked="" type="radio"/>	9. Uses examples when the roots are familiar to students (e.g., <i>remake</i> and <i>replay</i> as opposed to <i>record</i> and <i>recode</i> .)
<input checked="" type="radio"/>	10. Separates prefixes that appear similar in initial instructional sequences (e.g., <i>pre</i> , <i>pro</i>).

Second Grade Vocabulary Instruction — Discretionary

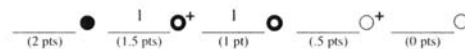
Tally the number of elements with each rating.



High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/> +	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. (<i>w</i>) [NRP, pg. 4-4]
<input checked="" type="radio"/>	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>) [NRP, pg. 4-4]

Second Grade Vocabulary Instruction — High Priority

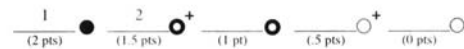
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
● ⁺	1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
○ ⁺	2. Restructuring of vocabulary tasks for at-risk, low achievers.
●	3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third Grade Vocabulary Instruction — Discretionary

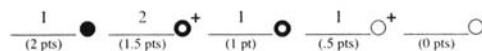
Tally the number of elements with each rating.



High Priority Items — Vocabulary Instruction	
Rating	Criterion
○ ⁺	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. (<i>w</i>)
○	2. Repeated and multiple exposures to vocabulary. (<i>st</i>) [NRP, pg. 4-4]
○ ⁺	3. Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text. (<i>w</i>)
●	4. Provides exposure to a broad and diverse vocabulary through listening to and reading stories. (<i>ss</i>) [NRP, pg. 4-4]
○ ⁺	5. Variety of methods; variety of contexts. (<i>ss</i>) [NRP, pg. 4-4]

Third Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.



Oregon Reading First Panel found Harcourt Trophies' vocabulary instruction insufficient (receiving a score of less than 75%) for all the following grades:

- Grade K 38% of possible score
- Grade 1 54%% of possible score
- Grade 2 67% of possible score
- Grade 3 72% of possible

This means that students could fall behind in vocabulary development during all these crucial first four grades, a deficiency that might be very difficult to remedy later on.

Text Talk provides comprehensive vocabulary instruction in the following topics, in which ORFP judges Harcourt to be insufficient:

- “integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts.”
- “provides direct instruction of specific concepts and vocabulary.”
- “provides repeated and multiple exposures to critical vocabulary.”

The above topics are all covered repeatedly in the following areas of the Text Talk lessons:

- Introduce vocabulary
- Develop vocabulary
- Integrate Vocabulary and Comprehension

C. Analysis of the types of words taught

Research by Dr. Isabel Beck and Dr. Margaret McKeown emphasizes that students need systematic instruction that prepares students to deal with “decontextualized language”. Beck explains: “... the kinds of words taught take on a greater role in the texts that students will encounter as they go up the grade levels.” In other words, students need to be explicitly prepared to comprehend the types of words that appear in chapter books, more complex texts, and on standardized tests.

In developing Text Talk instruction through over a decade of research, Dr. Beck and Dr. McKeown recognized that the type of instruction included in most comprehensive reading programs was inadequately preparing students for the vocabulary demands of more complex text.

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

Represents a familiar concept - For example, while students may not know that word they already know a simpler word to describe the same concept.

Will appear in more complex text - Students are likely to encounter these words in chapter books and on standardized tests starting in 3rd and 4th grade.

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.

The pages that follow list the words that Harcourt focuses on for vocabulary instruction. As is appropriate for students who enter with limited vocabulary skills, the series focuses on high-utility words that represent everyday terms (house, room, river) and basic words that describe a student’s immediate world (big, little, huge). The program also does an adequate job of categorizing and grouping words (e.g. friendship words: sharing; kind; helpful, etc.). However, missing from the instruction is a systematic introduction of “robust words” that teach children to understand and use decontextualized language.

On the pages that follow, the final column shows how the words from Text Talk strengthen the scope and sequence of vocabulary skills for Harcourt. Text Talk is a useful supplement to this textbook series. When used together, students will be much better prepared to comprehend texts in 3rd and 4th grades.

Harcourt, Grade K

	High-Frequency Words	Text Talk Words
Week 1	a, my	bickering desperately definitely recognized harmony selfish
Week 2	the, I	amusing detest gumption snarled mimic contented
Week 3	like, go	restless wandered searching vendor support responsible
Week 4	we, on	swapped grateful relief delighted benefit trustworthy
Week 5	to, you	disturb ordinary refreshed upset imitate satisfied
Week 6	have, do	gentle soared noticed crisp communicate eager
Week 7	what, do	perhaps certainly smooth collected resourceful patience
Week 8	what, no	insisted drowsy nuzzled hesitating panic reluctant
Week 9	<u>No High-frequency words this week</u>	delicious fancy rather shaped boast devoured
Week 10	see, look	imagine grumpy growls unexpected tame strategy
Week 11	come, for	embarrassed warn steep thumped concerned frigid

Week 12	<u>No High-frequency words this week</u>	remind prodged grasped message companions solution
Week 13	me, one	crowded memories proud rippled variety routine
Week 14	little	adorable enormous resist lonely annoyed gregarious
Week 15	<u>No High-frequency words this week</u>	clever furiously wonder dashed disguise restore
Week 16	are, here	average revolting fussy terrible nutritious appropriate
Week 17		convince fearless frightening occurred daring switch
Week 18		expect trust clumsy tremendous congenial determined
Week 19		envious forlorn scorched politely ability overjoyed
Week 20		horrid responsibility amazing cozy courteous competent

Harcourt, Grade 1

	Harcourt/Word Work	Text Talk
Week 1	<u>High Frequency Words</u> <i>down, got, up</i>	n/a
Week 2	<u>High Frequency Words</u> <i>up,</i> <i>go,</i> <i>and,</i> <i>in,</i> <i>oh,</i> <i>yes</i> <u>Words to describe a cat</u> Looks...gray, big, etc. Sounds...purr, meow Feels, furry, soft, sharp, claws	n/a
Week 3	<u>High Frequency Words</u> <i>yes</i> <i>and</i> <i>make</i> <i>they</i> <i>walk</i> <u>Animals We Like</u> <i>dog</i> <i>cat</i> <i>frog</i> <u>Words that rhyme with...</u> <i>in</i> <i>pig</i>	n/a
Week 4	<u>High Frequency Words</u> <i>they</i> <i>walk</i> <i>help</i> <i>now</i> <i>play</i> <i>too</i> <i>want</i> <u>Words that rhyme with...</u> <i>tack</i> <i>sick</i>	n/a
Week 5	<u>High Frequency Words</u> <i>now</i> <i>want</i> <i>don't</i> <i>of</i> <i>so</i> <u>Words that rhyme with...</u> <i>hot</i> <i>hop</i>	n/a
Week 6	<u>High Frequency Words</u> <i>of</i> <i>so</i> <i>buy</i> <i>that</i> <i>very</i> <i>where</i> <u>Brainstorm Food Words</u> apples pizza spaghetti ice cream <u>Words that rhyme with...</u> <i>all</i> <i>ill</i> <u>Vocabulary about Farms</u> cheese ice cream milk vegetables wheat	n/a

	bread cake meat corn corn on the cob	
Week 7	<u>High Frequency Words</u> was said could friends new put she use	n/a
Week 8	<u>High Frequency Words</u> <i>we</i> <i>use</i> <i>gives</i> <i>he</i> <i>night</i> <i>out</i> <i>people</i> <i>says</i> <i>when</i> <i>your</i> <u>Places and Animals Who Live There</u> city street, cat jungle, monkey dune, camel junkyard, dog seas, seagull forest, bear <u>Language Arts: Animals and Their Homes</u> bear, a cave ant, an anthill spider, a web bird, a nest cow, a barn frog, a pond dog, a doghouse <u>Word Power</u> eat from gone grows or two	n/a
Week 9	<u>High Frequency Words</u> two from be good Mr. need our right saw time try <u>Language Arts: Outdoor Activities</u> climb the jungle gym play tug-of-war play kickball jump rope play tag, etc.	n/a
Week 10	<u>High Frequency Words</u> be try away food funny	n/a

	hide how many some their	
Week 11	<u>High Frequency Words</u> also know move only room should those those write <u>Vocabulary</u> anything	n/a
Week 12	<u>High Frequency Words</u> <i>over</i> <i>town</i> <i>world</i> <u>Vocabulary</u> country Earth special	n/a
Week 13	<u>High Frequency Words</u> <i>different</i> <i>old</i> <i>water</i> <i>years</i> <u>Vocabulary</u> above hold warm	coincidence loyal murmured recited sensitive bitter
Week 14	<u>High Frequency Words</u> <i>because</i> <i>most</i> <i>picture</i> <i>why</i> <u>Vocabulary</u> cook front listen young	delicate drafty raved trickster imposter genuine
Week 15	<u>High Frequency Words</u> always does even pretty say sound <u>Vocabulary</u> almost once	quivered strolled gathered burst compromise obstacle
Week 16	<u>High Frequency Words</u> any took <u>Vocabulary</u> busy care Dr. eight	autumn creature harvest snug conclude accomplished
Week 17	<u>High Frequency Words</u> again blue high love opened <u>Vocabulary</u> hello	assortment contributed civilized inappropriate orderly concoct

Week 18	<u>High Frequency Words</u> another change <u>Vocabulary</u> field touch twelve wait wild	perfect suspicious nasty damp gullible versatile
Week 19	<u>High Frequency Words</u> <i>nothing</i> <i>thought</i> <u>Vocabulary</u> afraid flew join learn wonder	adventure cautiously envy precious fond transform
Week 20	<u>High Frequency Words</u> air animals around fly live soon turns	miserable necessities privilege stranded reliable opportunity
Week 21	<u>High Frequency Words</u> city house sometimes take there	extraordinary impressed inseparable triumphantly doubt misunderstanding
Week 22	<u>High Frequency Words</u> about books by family grew read work writing	cellar skyscraper settled straightened diligent efficient
Week 23	<u>High Frequency Words</u> find follow found four full these way were	compliments sputter valuable hero abundance eavesdrop
Week 24	<u>High Frequency Words</u> each great other place school talk together	custom honored troublesome unfortunate rescue foolish
Week 25	<u>High Frequency Words</u> door kind made who would	destination intricate selected venture enthusiastic merchant
Week 26	<u>High Frequency Words</u> cold sure <u>Vocabulary</u> caught hurried near	bunch definitely strange finally exceptional original

	son	
Week 27	<u>High Frequency Words</u> both <u>Vocabulary</u> during ready	basking dazzling gazing instead anticipation exhausted
Week 28	<u>Vocabulary</u> clues detective floor nature piece pulls	accidental labored permanent sturdy associate cherished
Week 29	<u>Vocabulary</u> angry okay nearly sorry	astonishment gleefully launched splattered complicated chaotic
Week 30	<u>High Frequency Words</u> <i>boy</i> <i>head</i> <i>read</i> <u>Vocabulary</u> brought few	craving screeched scrumptious joyfully scheme devious
Week 31	<u>Vocabulary</u> afternoon bicycle carry hours parents words	avoid curious familiar struggled assist peculiar
Week 32	<u>Vocabulary</u> against careful fire quietly shook	clutched crooned gasped sighed adapt plunged

Harcourt, Grade 2

Harcourt	Word Work	Text Talk
Week 1	<u>Book Parts</u> dull exciting handsome hardly sideways sparkling spotted <u>High-Frequency Words</u> big brown eat no people	n/a
Week 2	<u>Locate Information</u> homework minutes snuggle treat always <u>High-Frequency Words</u> get line more stop together	n/a
Week 3	<u>Locate Information</u> chipmunks picked sniffing sout woods <u>High-Frequency Words</u> about boy fall few same	n/a
Week 4	<u>Compare and Contrast</u> alone cheer fine meadow reason spoiled <u>High-Frequency Words</u> alone home right river think	n/a
Week 5	<u>Narrative Elements</u> clustered gathered raced wandered amazing <u>High-Frequency Words</u> ball children each girl name	n/a
Week 6	<u>Alphabetical Order</u> enormous granddaughter grew planted	n/a

	strong turnip <u>High-Frequency Words</u> black grow last man mouse	
Week 7	<u>Alphabetical Order</u> alongside chores engine simple sprout tool <u>High-Frequency Words</u> after early hot pretty someone	n/a
Week 8	<u>Alphabetical Order</u> cranes directions promise twitch worry <u>High-Frequency Words</u> before blue ever jump room	n/a
Week 9	<u>Synonyms</u> batter buttery perfect recipe smeared yellow cake <u>High-Frequency Words</u> bit cake open smell thank	n/a
Week 10	<u>Charts and Graphs</u> announced arrived glum members rebuild <u>High-Frequency Words</u> between enough fill idea number	n/a
Week 11	<u>Charts and Graphs</u> frontier nearby orchards survive tame wild <u>High-Frequency Words</u> bag call country rain sleep	<i>obedience</i> <i>misconceptions</i> <i>melodramatic</i> <i>neglected</i> <i>despair</i> <i>persistent</i>

Week 12	<u>Reading Diagrams</u> beautiful nutrition protects ripens streams <u>High-Frequency words</u> air different food light water	<i>contagious</i> <i>distraction</i> <i>remedies</i> <i>vanished</i> <i>altered</i> <i>perplexed</i>
Week 13	<u>Fact and Fiction</u> discover energy forecast shed source <u>High-Frequency Words</u> answer bark page paper tall	<i>eerie</i> <i>bleak</i> <i>legend</i> <i>mortified</i> <i>reveal</i> <i>mischievous</i>
Week 14	<u>Make Inference</u> beneath relay race shimmered snug wrinkled knelt <u>High-Frequency Words</u> coming dark front lake past	<i>vibrated</i> <i>reassured</i> <i>cowered</i> <i>suppressed</i> <i>dumbfounded</i> <i>dismayed</i>
Week 15	<u>Charts and Graphs</u> boasted crept crown village vines <u>High-Frequency Words</u> drink hat hid hill road	<i>boarder</i> <i>community</i> <i>gulped</i> <i>grumbling</i> <i>appetizing</i> <i>diversity</i>
Week 16	<u>Cause and Effect</u> boring ducked sense suppose tractor <u>High-Frequency Words</u> cow hen mean started wife	<i>relocate</i> <i>ferocious</i> <i>queasy</i> <i>lumbered</i> <i>collaboration</i> <i>steadfast</i>
Week 17	<u>Cause and Effect</u> captured imagination manners matador plains relax vacation <u>High-Frequency Words</u>	<i>description</i> <i>complain</i> <i>suspect</i> <i>mystery</i> <i>sleuth</i> <i>conspiracy</i>

	fire rock tell train wait	
Week 18	<u>Make Inferences</u> details disappoint forcibly information oceans stroke <u>High-Frequency Words</u> feed letter lost sea won't	<i>masterpiece</i> <i>dreaded</i> <i>anxious</i> <i>ruin</i> <i>compassion</i> <i>nurturing</i>
Week 19	<u>Antonyms</u> admired fussed haze mimicked notice pale <u>High-Frequency Words</u> bone box draw pictures whose	<i>sternly</i> <i>contrary</i> <i>ignored</i> <i>glide</i> <i>innovative</i> <i>rivals</i>
Week 20	<u>Fact and Fiction</u> flippers hatch miserable slippery waddled horizon	<i>disbelief</i> <i>incredible</i> <i>creation</i> <i>creaky</i> <i>colossal</i> <i>isolated</i>
Week 21	<u>Narrative Elements</u> caused clasp confused cornered objects removes typical <u>High-Frequency Words</u> isn't maybe near park sign	<i>gracious</i> <i>humble</i> <i>fragrant</i> <i>muttered</i> <i>fret</i> <i>practical</i>
Week 22	<u>Compare and Contrast</u> addresses clerk grown honor pour route <u>High-Frequency Words</u> kittens miss shop steps surprise	<i>gossiped</i> <i>shunned</i> <i>peered</i> <i>constantly</i> <i>exotic</i> <i>simplicity</i>
Week 23	<u>Multiple-Meaning Words</u> appeared conductor created imitated rhythm	<i>charred</i> <i>haughtily</i> <i>feverishly</i> <i>awesome</i> <i>prevail</i> <i>suitable</i>

	startled <u>High-Frequency Words</u> church dad pat sisters windows	
Week 24	<u>Summarize/Restate</u> dappled exhibition landscape business ranch thousands <u>High-Frequency Words</u> birthday buy dance hold ride	<i>advance</i> <i>drenching</i> <i>injure</i> <i>uncertain</i> <i>insecure</i> <i>priority</i>
Week 25	<u>Details</u> celebrations develop furious graceful grocery store students <u>High-Frequency Words</u> cooks duck lion men oil	<i>gleamed</i> <i>mumbled</i> <i>tender</i> <i>tilted</i> <i>yearn</i> <i>cooperative</i>
Week 26	<u>Make Inferences</u> flock guide harbor soared swooping <u>High-Frequency Words</u> beautiful boat city high morning	<i>prowling</i> <i>trembling</i> <i>extremely</i> <i>generous</i> <i>secure</i> <i>persevere</i>
Week 27	<u>Locate information (References)</u> connects distance features mapmaker peel <u>High-Frequency Words</u> America leg mountain state tires	<i>concentrate</i> <i>passion</i> <i>emergencies</i> <i>confidence</i> <i>industrious</i> <i>achieve</i>
Week 28	<u>Author's Purpose</u> cassette companions luggage relatives sturdy <u>High-Frequency Words</u> able bike board follow seat	<i>revenge</i> <i>misery</i> <i>mesmerized</i> <i>coaxed</i> <i>regret</i> <i>frustrated</i>
Week 29	<u>Homophones</u>	<i>aggressive</i>

	cozy drifted fleet launched looming realized <u>High-Frequency Words</u> hole lived night story young	<i>distress</i> <i>accustomed</i> <i>affection</i> <i>console</i> <i>capable</i>
Week 30	<u>Predict outcomes</u> feat heroine hospitality refused spectators stood <u>High-Frequency Words</u> above carry group hungry mile	<i>ancestors</i> <i>slithered</i> <i>withered</i> <i>lulled</i> <i>defenseless</i> <i>intentions</i>

Harcourt, Grade 3

	Word Work	Text Talk Vocabulary Words
Week 1	<u>Selection Vocabulary</u> colonel soldier brambles weary outstretched stumbling urgent	n/a
Week 2	<u>Selection Vocabulary</u> canyon gazing skillful arranged swiftly pride feast	n/a
Week 3	<u>Selection Vocabulary</u> nonsense tidbit mischief duty council satisfied	n/a
Week 4	<u>Selection Vocabulary</u> latch dusk cunning embraced tender brittle delighted	n/a
Week 5	<u>Selection Vocabulary</u> wits wailing advice dreadful faring farewell	n/a
Week 6	<u>Selection Vocabulary</u> glistened county	n/a

	galloped clutched bid auctioneer	
Week 7	<u>Selection Vocabulary</u> ranchers profit tending corral stray market	n/a
Week 8	<u>Selection Vocabulary</u> stagecoach miners nuggets skillet settle boom town landmark	n/a
Week 9	<u>Selection Vocabulary</u> trading schooner harvest machete pulp bargain support	n/a
Week 10	<u>Selection Vocabulary</u> congratulations value amount receive combinations choices	n/a
Week 11	<u>Selection Vocabulary</u> signal celebrations choosy average tracks admiring	<i>obedience misconceptions melodramatic neglected despair persistent</i>
Week 12	<u>Selection Vocabulary</u> windmill cherished furrows ample shunned growth	<i>contagious distraction remedies vanished altered perplexed</i>
Week 13	<u>Selection Vocabulary</u> magma edges range epicenter coast peak	<i>eerie bleak legend mortified reveal mischievous</i>
Week 14	<u>Selection Vocabulary</u> eventually converse continent sphere universe homeward	<i>vibrated reassured cowered suppressed dumbfounded dismayed</i>
Week 15	<u>Selection Vocabulary</u> force nucleus loops solar wind particles fluorescent	<i>boarder community gulped grumbling appetizing diversity</i>
Week 16	<u>Selection Vocabulary</u>	<i>relocate</i>

	department obeys commands audience expression accident noticed	<i>ferocious</i> <i>queasy</i> <i>lumbered</i> <i>collaboration</i> <i>steadfast</i>
Week 17	<u>Selection Vocabulary</u> grumble exploded languages mumbled streak stubborn darted	<i>description</i> <i>complain</i> <i>suspect</i> <i>mystery</i> <i>sleuth</i> <i>conspiracy</i>
Week 18	<u>Selection Vocabulary</u> detective case specific assistant definitely returned positive	<i>masterpiece</i> <i>dreaded</i> <i>anxious</i> <i>ruin</i> <i>compassion</i> <i>nurturing</i>
Week 19	<u>Selection Vocabulary</u> aimed captain monitor pretended professional familiar	<i>sternly</i> <i>contrary</i> <i>ignored</i> <i>glide</i> <i>innovative</i> <i>rivals</i>
Week 20	<u>Selection Vocabulary</u> ancient compete host stadium medals record earned ceremonies	<i>disbelief</i> <i>incredible</i> <i>creation</i> <i>creaky</i> <i>colossal</i> <i>isolated</i>
Week 21	<u>Selection Vocabulary</u> trained wise message patiently litter eager	<i>gracious</i> <i>humble</i> <i>fragrant</i> <i>muttered</i> <i>fret</i> <i>practical</i>
Week 22	<u>Selection Vocabulary</u> telegraph drifts temperature guided trail splinters	<i>gossiped</i> <i>shunned</i> <i>peered</i> <i>constantly</i> <i>exotic</i> <i>simplicity</i>
Week 23	<u>Selection Vocabulary</u> creature curious marine delicate collapsed survived	<i>charred</i> <i>haughtily</i> <i>feverishly</i> <i>awesome</i> <i>prevail</i> <i>suitable</i>
Week 24	<u>Selection Vocabulary</u> brunch omelet peaceful erupting lava escape	<i>advance</i> <i>drenching</i> <i>injure</i> <i>uncertain</i> <i>insecure</i> <i>priority</i>
Week 25	<u>Selection Vocabulary</u> firm confident comfortable	<i>gleamed</i> <i>mumbled</i> <i>tender</i> <i>tilted</i>

	approach equipment program appointment	<i>yearn cooperative</i>
Week 26	<u>Selection Vocabulary</u> collection cartwheel seriously mustache fastened beyond	<i>prowling trembling extremely generous secure persevere</i>
Week 27	<u>Selection Vocabulary</u> gym perform prefer roam recite enjoying billions	<i>concentrate passion emergencies confidence industrious achieve</i>
Week 28	<u>Selection Vocabulary</u> ballhawk vanish fault concentrate outfielder depend	<i>revenge misery mesmerized coaxed regret frustrated</i>
Week 29	<u>Selection Vocabulary</u> glanced comfort longed contagious prescription attention unexpected	<i>aggressive distress accustomed affection console capable</i>
Week 30	<u>Selection Vocabulary</u> generation persistently illuminated summoned faithful fortunate	<i>ancestors slithered wither lulled defenseless intentions</i>

TEXT TALK AND COMPREHENSION

Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.

--“Put Reading First”, National Reading Panel

How Text Talk Focuses on Comprehension Strategies:

- 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 element of the story’s genre, such as fantasy, folktale, and fairytale, to the important story ideas and comprehension strategy.

TEXT TALK REINFORCES COMPREHENSION STRATEGIES COVERED BY HARCOURT TROPHIES, PROVIDING VITAL NECESSARY PRACTICE TO ENSURE STUDENT SUCCESS NOW, AND IN THE FUTURE.

Harcourt comprehension skill	Reinforced by Text Talk
Ask/Answer Questions	X
Background Knowledge: prior knowledge and experiences	X
Cause and Effect	X
Compare-Contrast	
Details	
Directions: one-two, multi-step	
Draw Conclusions	X
Fact-fiction	X
Fact-opinion	
Analyze, critique and evaluate, synthesize, and visualize text and information	X
Interpret information from graphic aids	
Drawing Conclusions	X
Locate information	
Book Parts	X
Text Features	X
Alphabetical order	
Main idea: stated/unstated	X
Main idea and supporting details	X
Make inferences	X
Make judgements	X
Make predictions/predict outcomes	X
Monitor comprehension Adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts	X
Paraphrase/restate facts and details	X
Preview	X
Purpose for reading	X
Organize information	
Alphabetical order	
Numerical systems/outlines	
Graphic organizers	
Referents	
Retell stories and ideas	X
Sequence	X
Summarize	X
Text structure	X
Narrative text	X
Informational Text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)	X