





Text Talk™


Aligns to Title I, Part A


The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **Text Talk** can support a *Title I* program. The criteria are drawn from the Federal *Title I Final Rules and Regulations* posted at:


<http://www.ed.gov/policy/elsec/reg/title1/fedregister.html>


Key Criteria for Title I, Part A Funding	 Text Talk
<p>1. Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p>Text Talk has been scientifically proven to raise students' knowledge of vocabulary, an essential component for literacy development. Students learn, practice, and develop skills they need to meet state standards.</p> <p>The standards-based lesson plan for each read-aloud book includes understandable definitions, interactive thinking and talking activities, and application of words beyond the story. The program delivers direct, robust vocabulary instruction of sophisticated words, combined with rich talk about text, to provide students with critical language and reading comprehension skills.</p> <p>Text Talk correlates to several major textbook series and can effectively supplement a district's reading/language arts core program in these areas:</p> <ul style="list-style-type: none"> ▪ Vocabulary ▪ Comprehension ▪ Listening ▪ Speaking ▪ Writing <p>Embedded professional development ensures that teachers effectively implement Text Talk in their Grades K-3 classrooms. The program provides comprehensive lesson plans, as well as point-of-use teacher language prompts and modeling for most of the pages of the read-aloud books. The Professional Guide provides teachers with guidelines and practical tips for using Text Talk in the classroom. An Implementation DVD shows expert teachers modeling Text Talk instructional strategies.</p>


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<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State’s student academic standards</p>	<p>Text Talk provides direct instruction and repetition of vocabulary words, as well as rich dialogues about text between students and their teachers that appeal to the needs of all students. It also provides additional instructional opportunities for students with special needs.</p> <p>To support English-language learners (ELLs) in their vocabulary development, Text Talk provides teachers with reliable routines that incorporate effective, specific strategies. These can be used with ELLs in small-group settings, which can provide teachers with the opportunity to clarify, correct, and elaborate as needed. In addition, each lesson plan contains an icon that reminds teachers to incorporate these ELL strategies into their instruction.</p> <p>Text Talk assessments help teachers differentiate instruction and evaluate children’s progress in developing the following essential elements of reading:</p> <ul style="list-style-type: none">▪ <u>Vocabulary</u>. Each lesson contains an assessment that tests children’s knowledge of the targeted vocabulary words. These vocabulary words are similar to those that appear in most basal texts and standardized tests. Teachers read sentences containing the vocabulary words and ask the children to record whether or not each sentence makes sense.▪ <u>Comprehension</u>. Teachers ask questions, which are provided in each lesson plan, to 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 whether they can build meaning based on the text rather than relying too much on their prior knowledge or the illustrations.


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<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>Text Talk's research-based strategies for building vocabulary are key to closing the gap between struggling and successful readers. The program's emphasis on sophisticated, useful vocabulary words helps students to understand text within and beyond the program. Participation in interactive discussions with the teacher enhances students' reading comprehension.</p> <p>Teachers can choose from three levels of the program to appropriately challenge students. While teachers read the books aloud, they monitor students' comprehension and scaffold instruction by asking them to elaborate, reflect on, and connect key story ideas.</p> <p>The authors, Isabel L. Beck, Ph.D., and Margaret G. McKeown, Ph.D., of the University of Pittsburgh, scientifically proved the program's effectiveness in increasing students' vocabulary knowledge (Beck & McKeown, 2004). Their study took place in a low-SES, primarily African-American school district. Kindergarten and first-grade students using Text Talk significantly increased their learning of vocabulary compared to a control group. Results were measured using pre- and post-test scores using a format similar to the Peabody Picture Vocabulary Test (Beck & McKeown, 2002).</p> <p>Furthermore, this research showed more pronounced results for the lower-performing Kindergarten and first-grade students in the Text Talk group. Student 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.</p> <p><i>(More information about Text Talk's efficacy research can be found in Text Talk: A Summary of Research, which is available at: www.scholastic.com/texttalk.)</i></p> <p style="text-align: right;"><i>(Continued)</i></p>


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<p>Close the achievement gap between high- and low-performing children, Continued</p>	<p>Text Talk contains built-in assessments in every lesson that help guide instruction and monitor students' progress.</p> <ul style="list-style-type: none">▪ 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. <p>Text Talk helps motivate children to continue learning and increase their achievement. The program provides high-quality, engaging literature with appealing illustrations in a variety of topics that hold students' interest. 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 during and beyond the lessons.</p>

Key Criteria for Title I, Part A Funding	 Text Talk
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p>Dr. Beck and Dr. McKeown scientifically proved that Text Talk increases student achievement (Beck & McKeown, 2004) and specifically designed the program to reflect current research findings. Some of the research results integrated in Text Talk instruction include:</p> <ul style="list-style-type: none"> ▪ Intentional, explicit instruction of words and word-learning strategies has a positive impact on vocabulary (e.g., Tomeson & Aarnoutse, 1998) and on reading comprehension (e.g., McKeown et al., 1985). ▪ Students' vocabulary acquisition is closely tied to their reading comprehension and academic success (e.g., Anderson & Freebody, 1981). ▪ Students who are having difficulties developing their vocabularies continue to struggle over time unless they receive intensive, explicit instruction (Biemiller, 1999; White, Graves, & Slater, 1990). ▪ Teacher-student interactions, which accompany read-aloud activities and require students to think analytically, promote vocabulary growth (e.g., Dickinson & Smith, 1994). ▪ For students to incorporate new words into their vocabulary base, they must continue to use the words after initial instruction (e.g., Beck, Perfetti, & McKeown, 1983). ▪ To increase students' vocabulary, teachers should focus on words that are "likely to appear frequently in a wide variety of texts and in the written and oral language of mature language users" (Beck et al., 2002). ▪ Explicit instruction of targeted vocabulary words improves word knowledge and reading comprehension of English-language learners and English-only learners to equal degrees (Carlo et al., 2004). <p>More information about the research behind and efficacy of Text Talk can be found in two Scholastic publications that can be accessed from www.scholastic.com/texttalk:</p> <ul style="list-style-type: none"> ▪ <i>Text Talk: A Summary of Research</i> ▪ <i>Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children</i> by Isabel L. Beck, Ph.D. and Margaret G. McKeown, Ph.D. (Reprinted from <i>The Reading Teacher</i>, September 2001) <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Strengthen the core academic program</p> <p>In Text Talk, students receive instruction and practice in two of the five essential elements of reading that were identified by the National Reading Panel (2000):</p> <ul style="list-style-type: none"> ▪ Vocabulary. Text Talk provides direct instruction of vocabulary words associated with mature language learners. By working with words that are in advance of their typical oral vocabulary, young children develop rich vocabulary and concepts. The targeted words are those that children will encounter in third- and fourth-grade texts, as well as on standardized tests. <ul style="list-style-type: none"> ○ During active classroom discussions about the read-aloud story, teachers ask open-ended questions to spur students' oral vocabulary development and analytical thinking. ○ Text Talk delivers <i>rich</i> instruction of vocabulary through elaboration and discussion of words, their meanings, and their uses. ○ The program provides <i>more rich</i> instruction of vocabulary by extending learning throughout the week and by asking students to apply words in multiple contexts, such as in word activities, graphic organizers, and writing activities. ○ Using language that appears on adhesive Text Talk Notes, teachers clarify vocabulary words to deepen students' understanding of the text. ○ Teachers use the Word Winner chart to record students' oral usage of targeted vocabulary and to engage them in building their word consciousness. ▪ Comprehension. Comprehension strategies are integrated with vocabulary instruction. <ul style="list-style-type: none"> ○ Each lesson focuses on and explicitly teaches a key comprehension strategy, such as summarizing, problem/solution, answering questions, generating questions, and recognizing story structure. The National Reading Panel endorsed these strategies as being effective in increasing comprehension. ○ As teachers page through the book, they help students elaborate, connect, and reflect on important story ideas to broaden their understanding of the text. ○ Teachers scaffold comprehension as they read the book aloud by asking open-ended questions about the story and using language 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. <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<p>Provide an enriched and accelerated program</p> <p>Text Talk enriches the curriculum and accelerates learning through multiple strategies:</p> <ul style="list-style-type: none"> ▪ Direct instruction and review of vocabulary words ▪ Rich talk about text in teacher-student interactions that are key in literacy and language development ▪ Active engagement of students in their learning of vocabulary words and comprehension of the story ▪ Integration of vocabulary development with reading comprehension ▪ Scaffolded instruction ▪ Built-in assessments that help teachers evaluate students' vocabulary learning and text comprehension ▪ Child-friendly and clear definitions ▪ Practice using words in varied contexts, both within the program's lessons and in other situations ▪ Appropriately challenging program levels ▪ Balance of text and illustration <p>The program contains literature in a variety of genres, including realistic fiction, fantasy, folktale, and fairytale. The stories, many of them award-winning, challenge students to imagine contexts with which they are unfamiliar, provide the opportunity to learn new information, and contain sophisticated vocabulary.</p> <p>Text Talk provides teachers with all the materials they need for successful program implementation:</p> <ul style="list-style-type: none"> ▪ <u>Professional Guide</u> for each levels provides explicit instruction and review of targeted vocabulary words and comprehension skills. Teachers use prompts and suggested activities from the guide to actively involve students in their learning. ▪ <u>Read-aloud books</u> consist of high-quality literature in a variety of topics and genres. ▪ <u>Text Talk Notes</u> give point-of-use support for most of the pages in each read-aloud book. Teachers can use the suggested language on the Notes to engage students in a meaningful dialogue and to clarify instruction. These adhesive notes are designed to be placed on appropriate pages of the books. ▪ <u>Word Winner chart</u> for each lesson helps teachers encourage students to use the targeted vocabulary words beyond the story. The chart lists the lesson's six targeted vocabulary words. Teachers place tally marks next to the words each time they or the students orally use the words. <p style="text-align: right;"><i>(Continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, Continued</p>	<ul style="list-style-type: none"> ▪ <u>Lending Library books</u> correspond to the read-aloud books, further student’s exposure to and use of vocabulary words, and involve families in their children’s reading development. ▪ <u>Parent letter</u>, available in English and Spanish, explains the program and effective ways for families to help their children develop vocabulary. <p>Increase the amount and quality of learning time</p> <p>Text Talk can be effectively implemented in classrooms during the regular school day, extended school year, before- and after-school programs, and summer programs. Each of the three Text Talk levels contains 20 weekly lessons that are designed to take no more than 20 minutes per day. Five sessions per lesson provide students with critical instruction, practice, and review.</p> <ul style="list-style-type: none"> ▪ <u>Sessions 1 and 2</u>—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. ▪ <u>Sessions 3 and 4</u>—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. ▪ <u>Session 5</u>—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.

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<p>5. Provide high-quality and ongoing professional development that aligns with the State’s academic standards</p>	<p>Text Talk’s embedded professional development provides teachers with strategies for vocabulary and comprehension instruction.</p> <ul style="list-style-type: none"> ▪ <u>Professional Guide</u> supplies systematic lesson plans with well-constructed teacher language prompts to help students actively use vocabulary words in meaningful dialogue. It also integrates “research into practice” explanations and research overviews from the authors. ▪ <u>Adhesive Text Talk Notes</u> give on-the-spot support for most pages in each read-aloud book. Teachers can use the suggested language on the Notes to actively engage students in rich talk, for instruction of the story’s literary element, clarify vocabulary, and help students recognize comprehension strategies. ▪ <u>Implementation DVD</u> includes author introductions, practical tips that ensure teachers effectively use Text Talk, and video segments that show expert teachers modeling best instructional practices. ▪ The Text Talk Implementation training, included with the program purchase, 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 lesson in their classrooms.
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>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.</p>
<p>7. If appropriate, coordinate with other funding programs, including <i>Reading First</i></p>	<p>Scholastic’s scientifically research-based Text Talk program can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which these Scholastic products qualify include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Title I – Supplemental Educational Services • Title II, Part D—EETT • Title III – English Language Acquisition • IDEA, Part B • IDEA, <i>Response to Intervention</i> • 21st Century Community Learning Centers