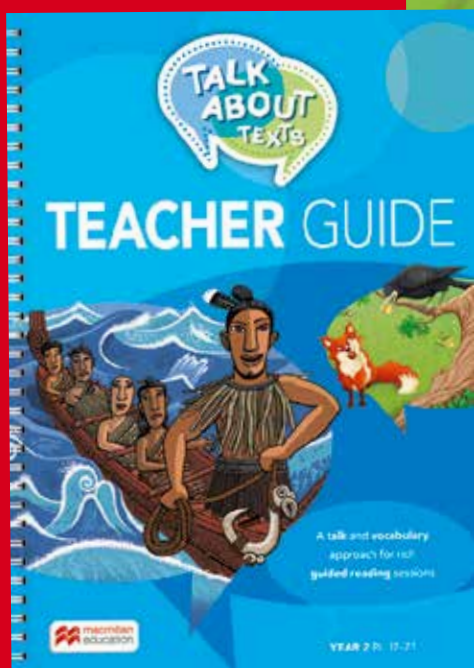


# TALK ABOUT TEXTS

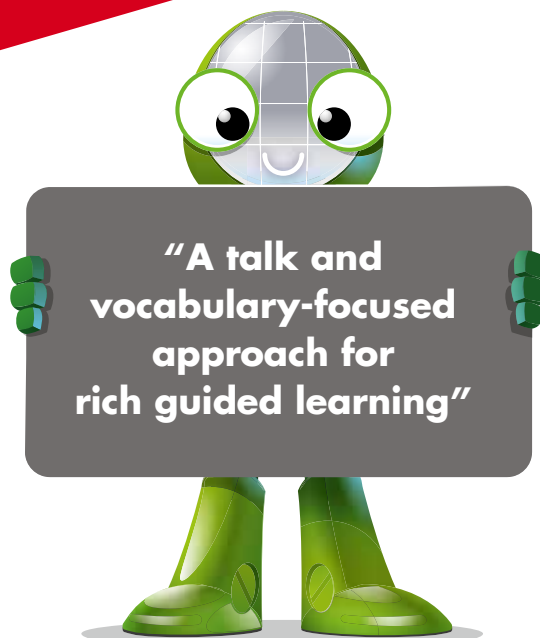
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 **macmillan**  
education  
INTERNATIONAL CURRICULUM



**UNLOCK  
THE POWER OF  
LEARNING  
ENGLISH**

**"A talk and  
vocabulary-focused  
approach for  
rich guided learning"**



# Talk About Texts

## Foundation–Year 3

***Talk About Texts* integrates the teaching of reading, vocabulary and oral language into one rich and effective program to help you achieve more in your guided reading time. This is new and improved guided reading!**

Research shows that robust vocabulary and oral language instruction is essential for positive reading comprehension outcomes. With that in mind, *Talk About Texts* seamlessly embeds a range of strategies to teach students four elements of oral language:

- listening and responding
- building vocabulary
- having conversations
- questioning

The series includes:

- 160 Student Books
- 160 Student eBooks
- 160 Teacher's Editions corresponding to each Student Book
- Teacher Guide, including Digital Teacher Resources and Flashcards for each year level: Foundation–Year 3/Reading Levels 1–30+.

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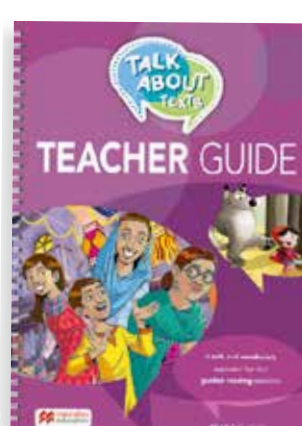
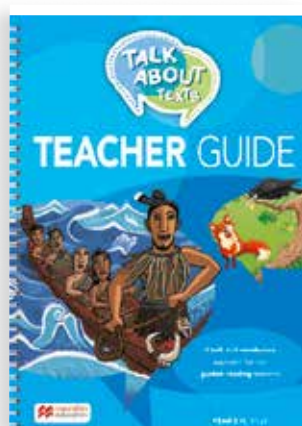
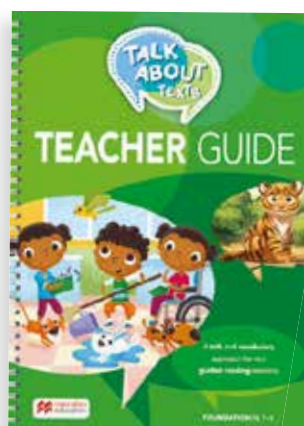
The Teacher's Editions and Teacher Guides save you preparation time and free you up to concentrate on your students and their next steps. The focused questions, answer frameworks, vocabulary flashcards and assessments have been carefully created by teaching professionals to provide everything you need to get started with this exciting and interactive approach!

<sup>1</sup> Sinatra, R., Zygouris-Coe, V., & Dasinger, S. (2011). 'Preventing a vocabulary lag: What lessons are learned from research', *Reading & Writing Quarterly*, 28(4), 333–357.

<sup>2</sup> Lervag, A., Hulme, C., & Melby-Lervag, M. (2017). 'Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex', *Child Development*, 00(0), 1–18.

... vocabulary understanding plays a major role in reading comprehension.<sup>1</sup>

... the development of reading comprehension is dependent on underlying oral language skills.<sup>2</sup>





# At a glance

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TALK ABOUT TEXTS COMPONENTS	STUDENT BOOKS	STUDENT eBOOKS	TEACHER'S EDITIONS	TEACHER GUIDES + DIGITAL TEACHER RESOURCES + FLASHCARDS
<b>FOUNDATION</b> READING LEVELS 1-8	 45 titles	 45 eBooks	 45 titles	 1 Teacher Guide
<b>YEAR 1</b> READING LEVELS 9-16	 40 titles	 40 eBooks	 40 titles	 1 Teacher Guide
<b>YEAR 2</b> READING LEVELS 17-23	 40 titles	 40 eBooks	 40 titles	 1 Teacher Guide
<b>YEAR 3</b> READING LEVELS 24-30+	 35 titles	 35 eBooks	 35 titles	 1 Teacher Guide

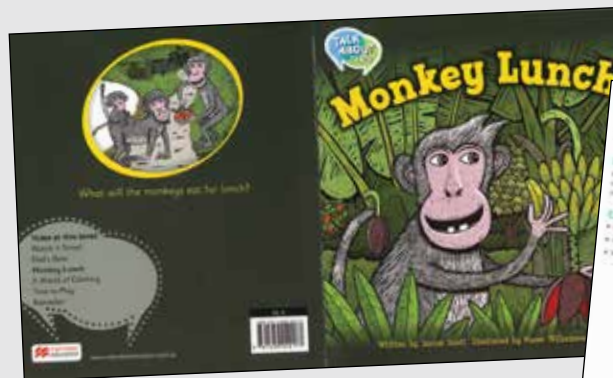
## Get the best solution for your needs

Contact your local Macmillan consultant to discuss your requirements and build your own package to suit your needs.



# All you need to lead rich guided reading

Save precious planning time by following the comprehensive teaching notes in your Teacher's Edition. Set around the edges of the Student Book pages, these handy resources are practical and easy to use.



**Monkey Lunch Student Book**  
9871420240177 | Reading Level 6



**Monkey Lunch Teacher's Edition**  
9781420240177 | Reading Level 6

From the outside, each Teacher's Edition looks just like the Student Book, which allows discreet access to teaching notes, including questions and prompts to promote rich talk, vocabulary and comprehension checks, and activities. Oral language strategies and vocabulary instruction are embedded throughout, providing everything you need for an effective guided reading session. These Teacher's Editions have been written by teachers and experts to save you valuable preparation time, freeing you up to bring the lesson to life and to focus on individual differentiation.

**Before Reading**  
activities activate students' prior knowledge and encourage prediction

**Vocabulary for Reading**  
highlights rich 'tier 2' vocabulary used in this text

**High Frequency Word/s** are listed to help you support word accuracy and fluency

## Before Reading

### Activate Prior Knowledge

Encourage students to share what they know about traditional tales. What is a traditional tale? Ask students what their favourite traditional tale is and why.

### Encourage Prediction

Read the title of the book and look at the cover image. Ask students to predict what activity this story might be about. Together, look at the images throughout the book.

### Introduce Vocabulary for Talking

Introduce these focus words that students will use in their oral responses to the text during the **Talk** activities.

**main idea** **most important** **learnt** **sentence** **worked out**

You may also find it useful to review the **Vocabulary for Reading** used in the text to check for understanding.

### Vocabulary for Reading

jealous fame moaned allow  
shore unbearable annoyed  
complained cast amazing  
gigantic enormous solid  
admired

*Note: These words are highlighted on each featured student page. They may be introduced through 'Check Understanding' or used as a prompt for discussion.*

### High Frequency Word together

RL 18

Imaginative: Narrative

469 words

### Talk Strategy to Try: Move up, Move back

Reluctant speakers often require encouragement to join in oral activities during class discussion. Encourage reluctant speakers to share their responses using a 'move up, move back' strategy. Have students stand up facing you after you have read a page together. Once a student has spoken they must 'move back'; this leaves quieter students at the front. They now have a chance to share their ideas too.

**Vocabulary for Talking** introduces academic focus words, which students use in their spoken responses during the guided reading session

**Talk Strategies** provide you with an idea or approach to try during the guided reading session to improve students' oral language skills and comprehension through interactive talk

**Will You Play With Me? Teacher's Edition**

9781420241679 | Reading Level 4

'Say' prompts help you introduce the section and explain to students what they need to do

The **Vocabulary for Reading** words from the inside front cover are highlighted on Student Book pages as visual prompts for discussion during reading

#### Say

'Read page 4 by yourself silently and look at the photo.'

#### Read

Ask the students to read page 4 to themselves, and to look at the photograph.

#### Check Understanding

- Where do baby foxes sleep?
- What does the word 'den' mean?

The baby foxes sleep in a **den**.



#### Talk

In the photo, where do you think the foxes' den is?

I think that the foxes' den is \_\_\_\_\_.

What helps you understand this?

The **information** in the text told me \_\_\_\_\_. In the **photo**, \_\_\_\_\_ helped me to **understand** this.

Focused '**Check Understanding**' questions provide opportunities during reading to check literal comprehension and understanding of the text, including vocabulary

Wrap-around format allows you to access your teaching notes and the Student Book text at the same time, without the need to refer to additional books or papers

### **Sleeping Baby Animals Teacher's Edition**

9781420241648 | Reading Level 2

'Read' prompts help you follow best practice, offering different types of reading experiences, such as reading in pairs, teacher modelling and independent reading

#### Say

'Read pages 10-11 by yourself silently and look at the photo.'

#### Read

Ask pairs of students to take turns to read pages 10-11. Then, discuss the meaning of 'crack the code'.

#### Check Understanding

- What were the different groups going to do?
- What code was Caitlin going to start with?
- What did Charlie's arms feel like at the end of the session?

### Chapter 3 Crack the Code



The next day, we were split into groups. Each group was going to learn a different code, and then the groups would swap around. I was in the 'Treetops' group, and we were starting with semaphore code, while Caitlin was in the 'Waterfalls' group. They would be starting with Morse code. This was going to be fun!



#### Talk

Why did Charlie think the workshop was going to be fun?

I think Charlie thought the workshop was going to be fun **because** \_\_\_\_\_.

Do you think all the children found the workshop easy? What clues support your answer?

I think that \_\_\_\_\_. The **clues** that helped me are \_\_\_\_\_.

'Talk' questions and sentence frames, focused on a specific comprehension strategy, stimulate rich conversation

Answer frameworks support use of full sentences and **Vocabulary for Talking** in student responses



# Engaging Student Books that build reading confidence

**Each of the 160 Student Books is finely levelled to systematically build students' reading skills and confidence.**

The wide range of Student Books allows you to match content to your teaching topics and students' interests, enabling students to build robust comprehension skills across a broad range of texts.

- Links to other learning areas of the Curriculum, including Science, Humanities and Social Sciences, and The Arts.

After Reading activities at the end of every book provide opportunities for students to develop personal responses to the text by thinking, talking and then writing.

The complete range of Student Books is also available in eBook format for independent or shared reading.

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**Will You Play With Me? Student Book** | 9781420240030 | Reading Level 4



## The Future

The Arctic and Antarctic are special places on Earth. They are home to many varieties of plants and animals. But if global warming continues, the plants and animals in these areas will no longer exist. If humans keep producing pollution, the ice in these places will melt. If that happens, these amazing places will change forever.

Many plants and animals found in these areas will be affected by melting ice.

20

## Things that are similar and different about the Arctic and Antarctic

	Arctic	Antarctic
Coldest temperature	-34°C	-91°C
Animals	Many mammals including polar bears, reindeer and foxes. Many different types of birds, whales and seals	Few. Mostly penguins, whales, seals and seabirds
Plants	Many	Few
People	Inuit people. Scientists and tourists visit	Scientists and tourists visit
Solid land	No	Yes
Seasons	Summer and winter	Summer and winter

Text features are introduced incrementally across the levels

**The Arctic and Antarctic Student Book** | 9781420241136 | Reading Level 21

Carefully levelled using Reading Recovery criteria

My mind was racing. I wanted to message Caitlin for help, but we didn't have our tablets or the internet. Then, Lisa passed me her torch while she looked at Archie's ankle. With that, she literally handed me the answer!

I quickly turned the powerful torch towards base camp. I made a series of flashes – three short, three long and three short.

"Don't let me down, Caitlin," I muttered.

Later that night, Caitlin told me that the Waterfalls group had been toasting marshmallows on the campfire when she noticed a flashing light in the sky. She pointed it out to Jonny, who was supervising the group. It was then that she realised the flashing was a very important coded message – 'SOS'! The Treetops group must be in trouble ...



**Code Champions Student Book** | 9781420241495 | Reading Level 27

## After Reading

### Let's Think About It

- Do you think the author likes technology? What clues can you find in the text to support your opinion?
- What situations can you think of where knowing codes would be useful? Why?
- What would you use code to do?

### Let's Write About It

Create a code and communicate a written message to someone in your group. Work with your partner.

After Reading activities move students through a process of reflection and discussion, in preparation for writing

### Let's Talk About It

Share your ideas with a partner.

- I think the author ... The clues in the story are ...
- Knowing codes would be useful ... because ...
- I would use code for ...

How are your answers the same or different?

24

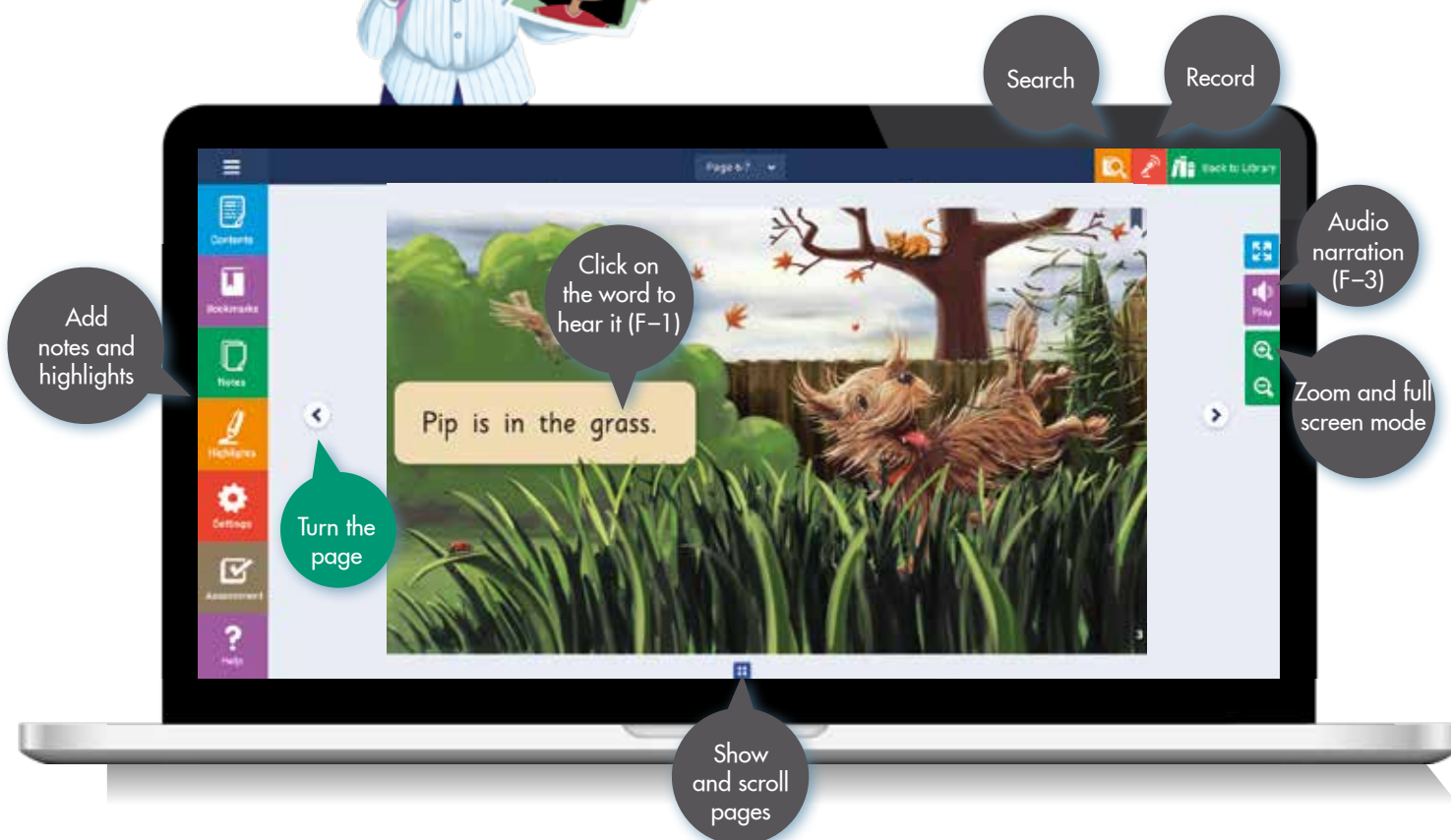
**Code Champions Student Book** | 9781420241495 | Reading Level 27

# Support developing readers with interactive eBooks

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**The interactive eBook versions of the Student Books are available online for independent reading on a tablet device or computer, or for shared reading on an interactive whiteboard.**

- Available online through your browser or offline through your PC and iPad apps
- Audio supports development of fluency, accuracy and expression during independent reading
- Record and playback during reading to support self-assessment
- Compatible with interactive whiteboards, tablets and computers, and across multiple browsers and operating platforms.



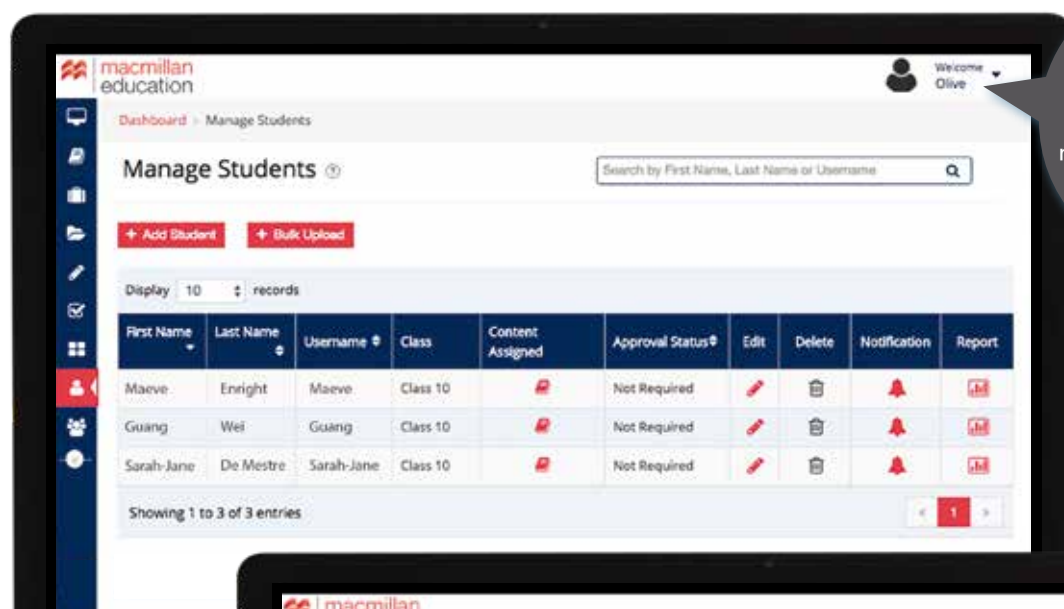


# Monitor, measure and manage with your teacher dashboard

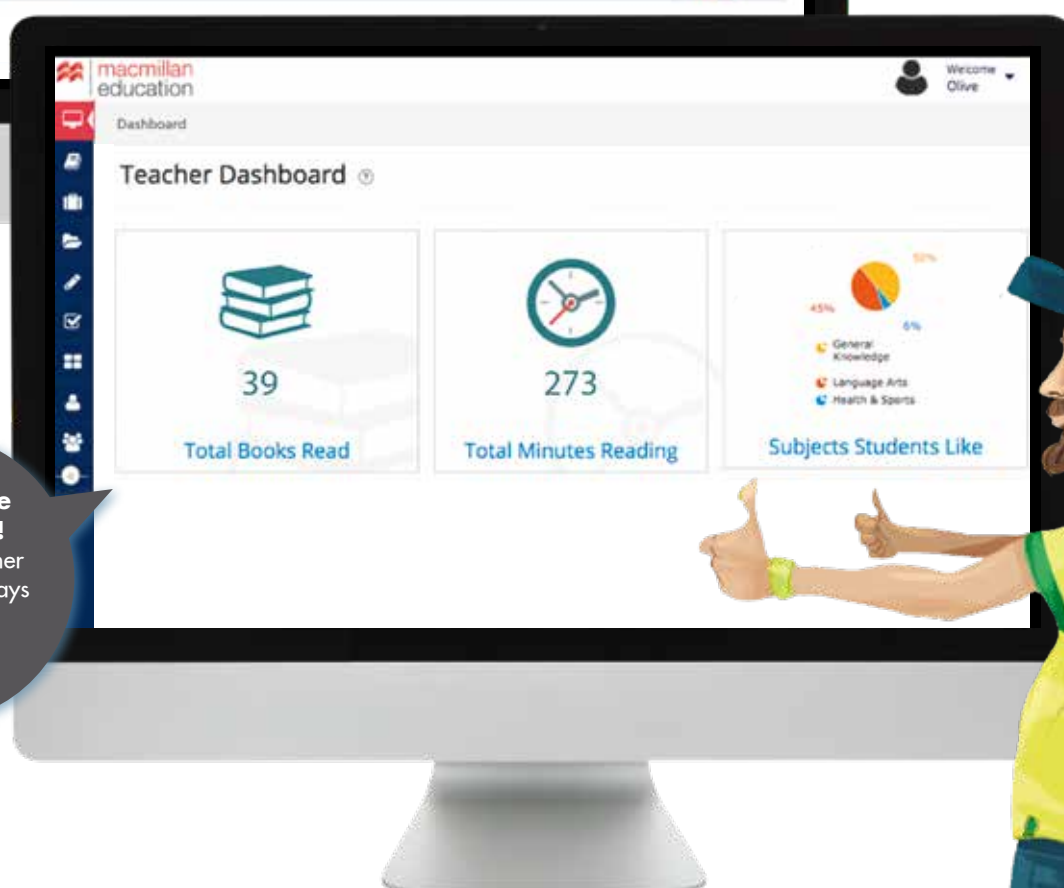
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**Using your teacher dashboard, you can control and monitor students' reading, and access a range of handy tools.**

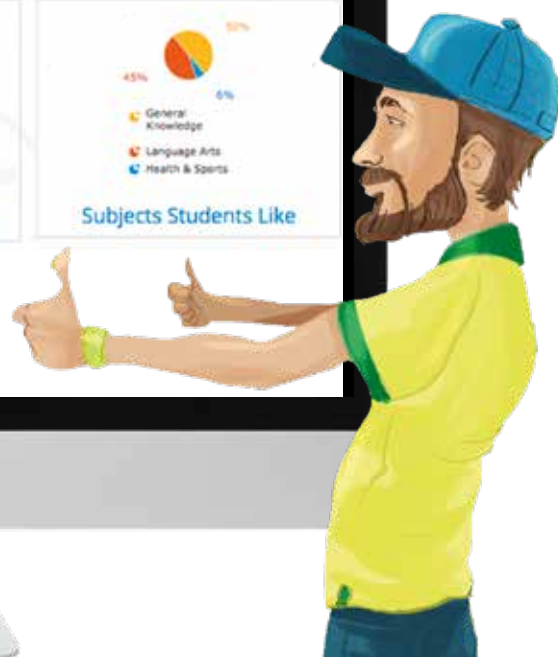
- View the student eBook library before you assign the eBooks to students.
- Control the eBooks students read, ensuring they are accessing texts at the level that is right for them.
- Monitor group and individual performance using the reporting tools.
- Manage class, group and student accounts with the easy-to-use dashboard.
- Create assessments and homework.
- Upload your own resources.



**Admin made easy!**  
Manage students across accounts, classes and reading groups with your teacher login.



**Student performance at a glance!**  
The handy teacher dashboard displays useful student performance information.



# A complete toolkit for teaching and assessment

The *Talk About Texts* Teacher Guides for Foundation–Year 3 are invaluable resources that include everything you need to implement the series in your classroom. Each guide includes an example lesson plan, strategies for explicitly teaching vocabulary and oral language through rich guided reading sessions, comprehension and word-reading strategies, photocopiable student activity sheets, and assessment resources. It comprises the Teacher Guide itself, a set of printed Flashcards and a collection of online Digital Teacher Resources, which include:

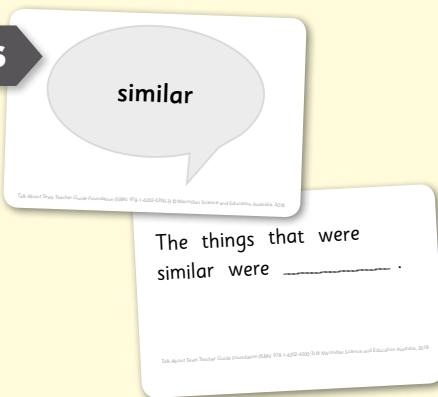
- Professional development videos
- Assessment exemplars and tracking grids
- Scope and sequence charts
- Student activity sheets
- Editable lesson plans
- Additional printable Flashcard resources.

# Teacher Guide



## Flashcards

Flashcards contain 'Vocabulary for Talking' and key sentence frames to help teach and reinforce vocabulary during the guided reading session and throughout your school week.



## Digital Teacher Resources



**Professional development videos:** Watch *Talk About Texts* oral literacy and vocabulary-focused guided reading sessions to help you implement the resources, or share with staff to promote best practice in your school.

[illegible]

Australian Curriculum: English Talk About Texts Correlation Grid		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Reading Level 1-8</b>													
<b>Foundation</b>													
<b>English Content Descriptors</b>													
<b>Literature for Interaction</b>													
ACELAR001	Understand that language is used differently to achieve a range of purposes on the relationships between people												
ACELAR002	Understand that language is used to express a range of emotions, beliefs, and attitudes												
ACELAR003	Text structure and organisation												
ACELAR004	Understand that texts are made up of parts, and each part has a function in the text or in helping to explain an important book or a film, and that stories and information have a purpose												
ACELAR005	Understand that the same language is written in different ways, spoken language												
ACELAR006	Understand that the presentation in a text or other medium affects how we have to read it, and that we can use, for example, capital letters to help us begin to understand the end of sentences												
ACELAR007	Understand the connections between print and audio, including how books, film and simple digital texts are made												
ACELAR008	Understand the connections between print and audio, including how books, film and simple digital texts are made												
ACELAR009	Experiences and developing literacy												
ACELAR010	Recognise that sentences are key units for organising ideas												
ACELAR011	Recognise that texts are made up of words and groups of words that create meaning												
ACELAR012	Recognise that words are used to create meaning in texts												
ACELAR013	Understand the function of language in different contexts, including everyday, personal and professional contexts												
ACELAR014	Phonics and sound knowledge												
ACELAR015	Know how to read and write some high frequency words and other familiar words												
<b>Language and context</b>													
ACELAR016	Recognise that texts are created by authors who use stories and ideas appropriate that they may be of interest to students												

**Student**

[illegible][illegible]

# Created by teachers and education experts



## **Julie Baillie, Literacy Consultant**

Julie has been involved in education for almost 40 years. With over 20 years' experience in classrooms and schools, Julie then worked at state and district levels. Julie has created and delivered professional development for schools across the country, and has led curriculum projects to improve literacy and numeracy in many schools.

## **Karl Chippindall**

Karl is a literacy consultant who coaches and mentors educators across Australia. Prior to this role, Karl held positions in Queensland and New South Wales, including Deputy Principal, Head of Curriculum and Head of Literacy.



## **Lee Denton**

Lee has over 30 years' experience working with educators, parents and community organisations throughout Australia. Throughout her career, she has held the positions of Principal, Assistant Principal and Director of Curriculum, and currently consults in a number of primary schools.



## **Michelle Grabham**

Michelle has been a classroom teacher for 15 years. She enjoys writing education resources, and has spent the last four years in a teaching role at an International Baccalaureate School in Canberra.



## **Kay Kovalevs**

Kay has over 40 years' experience teaching, including as Primary Deputy Principal at a school where 85% of students spoke English as an additional language. Kay has also trained teachers in Australia and the United States as part of her role as co-author of the *First Steps* series (Education Department, WA).



## **Liz Miles**

Liz has written over a hundred fiction and nonfiction books for children, and has produced teaching notes and teaching materials for schools around the world, including schools in Australia and the UK.



## **Anita Mullick**

For years, Anita worked in the publishing industry as an editor and publisher, specialising in literacy resources. Now, she contributes to a range of education projects, including writing fiction, nonfiction and teaching materials for primary schools.





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