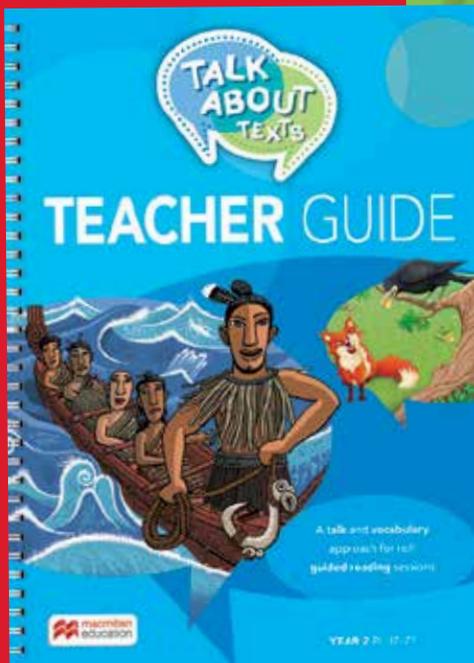
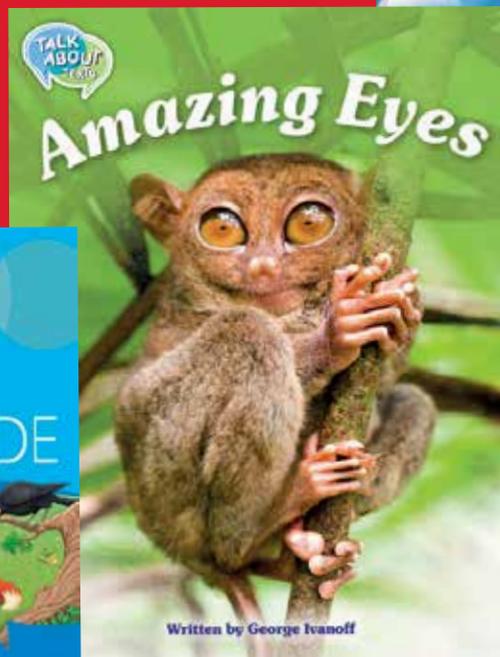
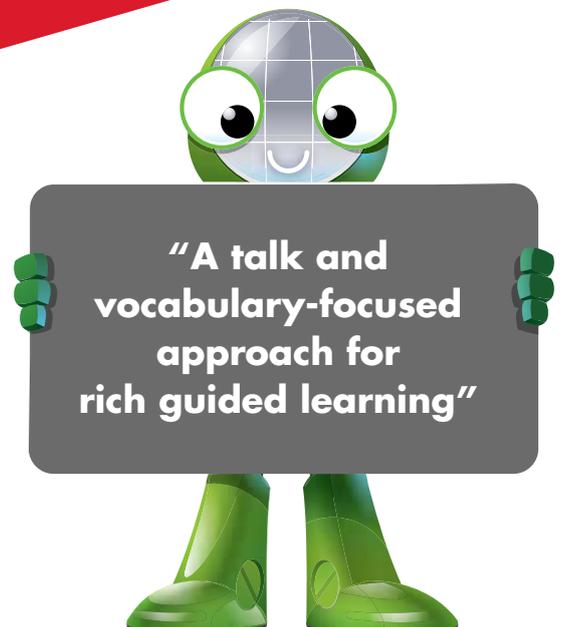


TALK ABOUT TEXTS



**UNLOCK
THE POWER OF
LEARNING
ENGLISH**



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 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+.

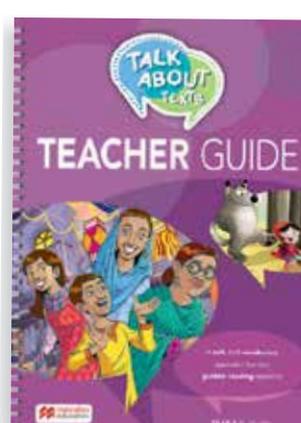
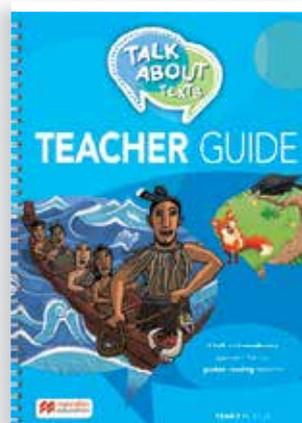
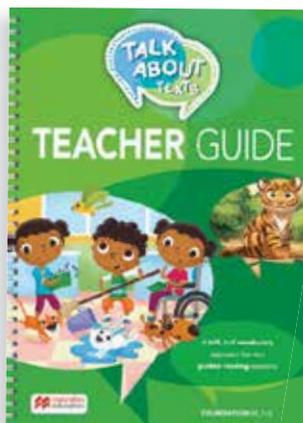
The Teacher's Editions and Teacher Guides save you preparation time and free you up to concentrate on your students and their next steps. The focused questions, answer frameworks, vocabulary flashcards and assessments have been carefully created by teaching professionals to provide everything you need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

¹ 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.

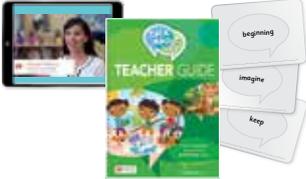
² Lervag, A., Hulme, C., & Melby-Lervag, M. (2017). 'Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex', *Child Development*, 00(0), 1–18.

... vocabulary understanding plays a major role in reading comprehension.¹

... the development of reading comprehension is dependent on underlying oral language skills.²



At a glance

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

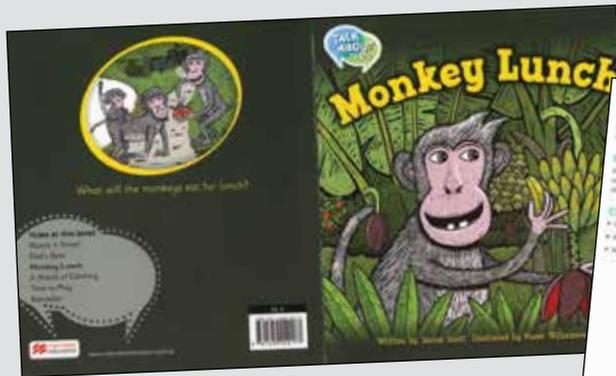
Get the best solution for your needs

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.

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.

High Frequency Word
together

RL 18 Imaginative: Narrative 469 words

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

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

Say

'Read pages 10-11 with a partner. Talk about the code' message.

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!



At the semaphore code station, Jonny handed each of us two red-and-yellow flags and a worksheet showing the semaphore code alphabet. Over the next hour, he taught us 26 flag positions. There is one for each letter of the alphabet. By the end of the session, my arms felt like spaghetti but I was a semaphore pro!

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 _____.

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.



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

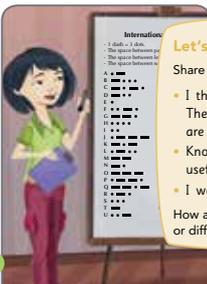
Let's Think About It

- 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?

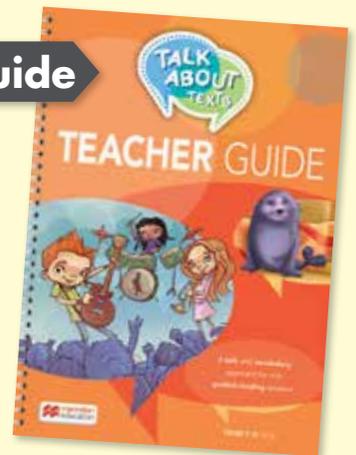
Code Champions Student Book | 9781420241495 | Reading Level 27

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:

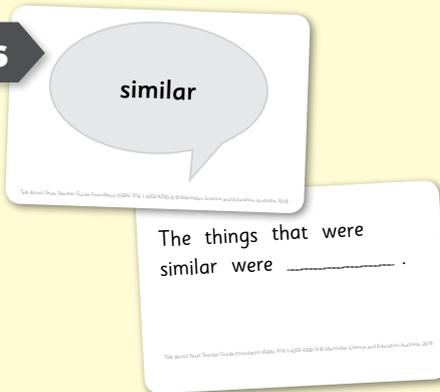
- Professional development videos
- Assessment exemplars and tracking grids
- Scope and sequence charts
- Student activity sheets
- Editable lesson plans
- Additional printable Flashcard resources.

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.

Year Level	Strand	Learning Area	Learning Objectives	Assessment
Foundation	Language	Oral Language	ACELA1428 Explain how language is used differently at home and at school depending on the relationship between people.	ACELA1428
			ACELA1429 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1429
			ACELA1430 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1430
			ACELA1431 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1431
			ACELA1432 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1432
			ACELA1433 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1433
			ACELA1434 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1434
			ACELA1435 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1435
			ACELA1436 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1436
			ACELA1437 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1437
			ACELA1438 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1438
			ACELA1439 Understand that language can be used to explain ways of expressing needs, likes and dislikes.	ACELA1439

Strand	Learning Area	Learning Objectives	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Language	Oral Language	ACELA1428								
		ACELA1429								
		ACELA1430								
		ACELA1431								
		ACELA1432								
		ACELA1433								
		ACELA1434								
		ACELA1435								
		ACELA1436								
		ACELA1437								
		ACELA1438								
		ACELA1439								

Student Name	Page 1	Page 2	Page 3	Page 4	Page 5	Page 6	Page 7	Page 8	Page 9	Page 10

Talk About Texts Guided Reading Lesson Plan

Spots and Stripes

Reading level 2

Text type: Informational Text (Non-fiction)

Word count: 120

Comprehension Focus: Identifying the Main Idea (Determining importance of parts)

Vocabulary for Talking: important, fact, most, words, notice, hear

Vocabulary for Reading: content, warning, bright, dangerous, poison

Curriculum Subject Link: Science (Science Understanding: Biological Sciences)

The Guided Reading session should last for approximately 25 minutes.

Planning:

- Choose your guided reading group of five to eight students based on reading ability and/or oral language ability.
- Gather the resources for the guided reading (Books, the Teacher Edition, Student Book, the cover of the book, the teacher and Student Activity Sheet).

Before reading:

- Activate prior knowledge, encourage predictions, introduce vocabulary.
- Refer to the inside front cover of your Teacher Edition to introduce students to the Student Book by checking the order of the guided reading sessions.
- Look at the cover with the students. Follow the prompts to activate prior knowledge, or the topic at hand. Take two responses from the group.
- Follow the prompts to challenge prediction. Can students identify the text type?

Introduce the Vocabulary for Talking: Based on student reading knowledge of these words, and the discussion to see you can choose to introduce the words now, or when they come up in the lesson during the TALK activities.

Introduce the High Frequency Words: Based on student reading knowledge of these words, you can choose to review the words now if necessary, or when they come up in the lesson.

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.



For further information on any of our resources, to find your local representative, or request our full catalogue, please contact international.curriculum@macmillaneducation.com

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