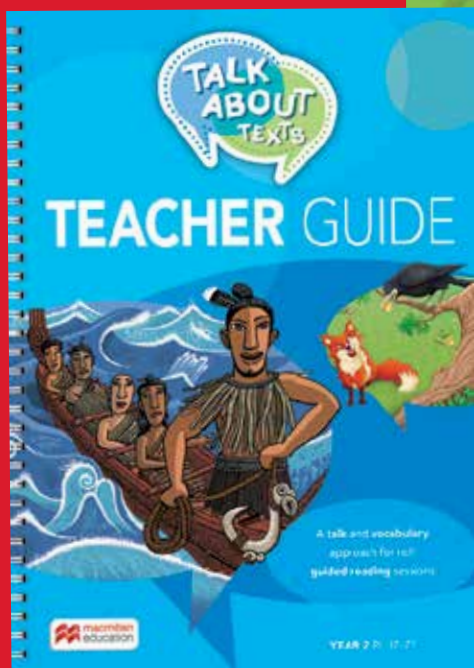
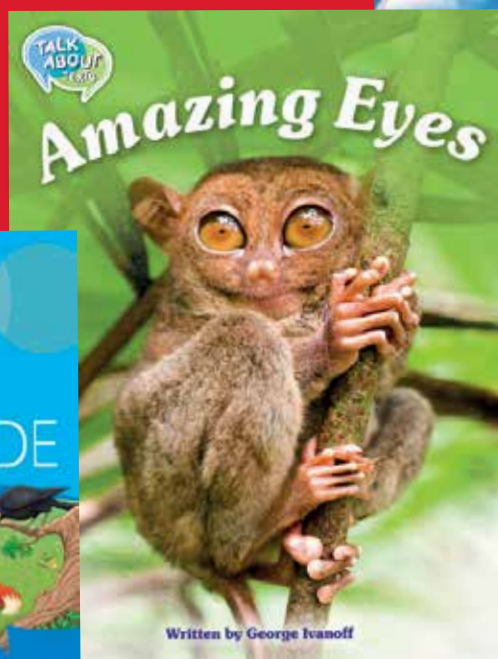


# TALK ABOUT TEXTS



**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 reading programme to help you to achieve more!**

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 Resource Guides with access to ebook versions of each of the book in each level.

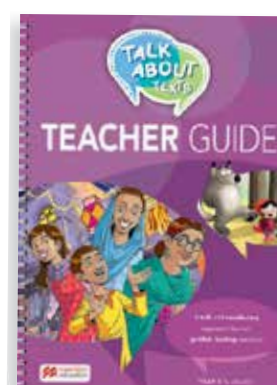
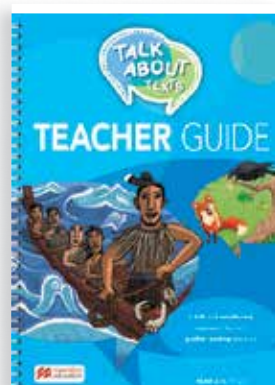
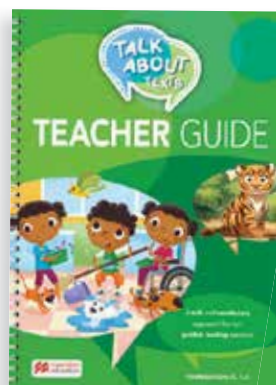
The Teacher's Editions and Teacher Guides save you preparation time and free you up to concentrate on your students and their next steps. The focused questions, answer frameworks, vocabulary flashcards and assessments have been carefully created by teaching professionals to provide everything you need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


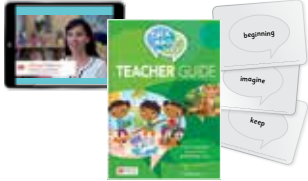


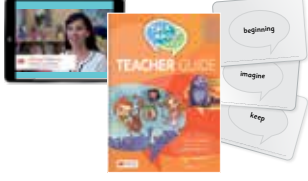






<sup>2</sup> Lervag, A., Hulme, C., & Melby-Lervag, M. (2017). 'Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex', *Child Development*, 00(0), 1–18.

... 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

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

## Get the best solution for your needs

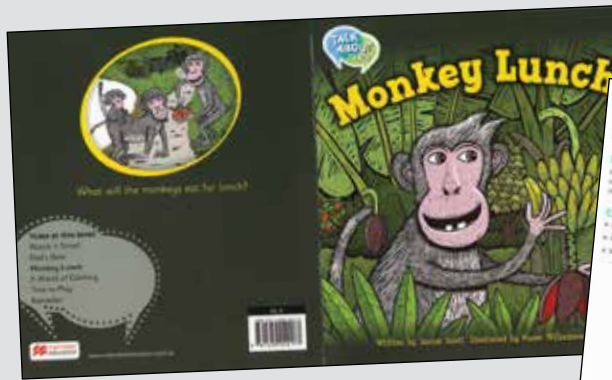
Contact your local Macmillan consultant to discuss your requirements and build your own package to suit your needs.

Teaching using the interdisciplinary themes of the PYP? Ask your consultant for our PYP mapping document for all the Talk about Texts titles



# All you need to enhance literacy skills through 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**  
9781380094902 | Reading Level 6



**TEACHER EDITION**

**Monkey Lunch Teacher's Edition**  
9781380094964 | 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 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.

## An easy to follow reading approach

**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

**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.

RL 18      Imaginative: Narrative      469 words

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

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

**Will You Play With Me? Teacher's Edition**  
9781380094766 | 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**

9781380094520 | 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.
- The complete range of 160 fiction and non-fiction Student books can be accessed via the Teacher Guide for front of class and small group reading.



**Will You Play With Me? Student Book** | 9781380094704 | 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 gradually across the levels

**The Arctic and Antarctic Student Book** | 9781380090645 | Reading Level 21

Carefully levelled texts to monitor students' reading progress

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** | 9781380091277 | 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** | 9781380091277 | Reading Level 27

# Support developing readers with interactive eBooks

**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
- Compatible with interactive whiteboards, tablets and computers.

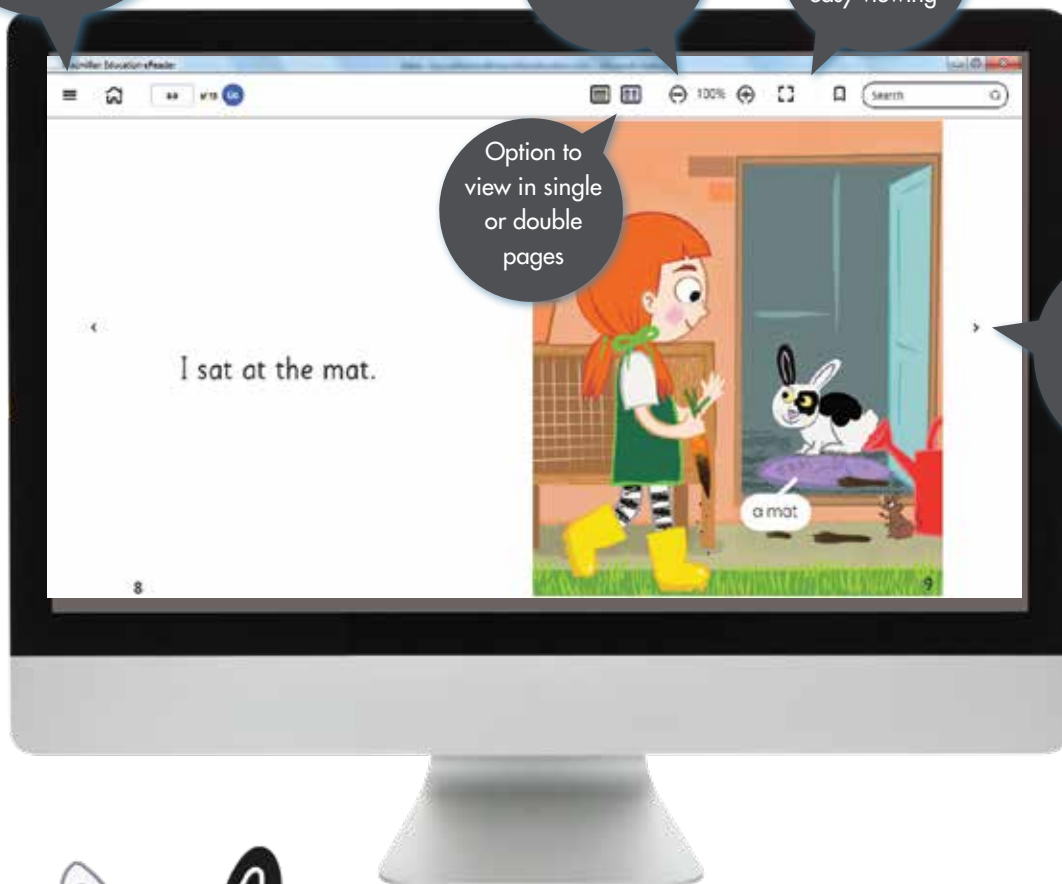
Sidebar menu and search bar allow for easy navigation between pages

Zoom in and out feature for accessibility

Fit to screen feature to allow for easy viewing

Option to view in single or double pages

Arrows to easily navigate back and forth between pages





# Supporting English Language Learners

Students who are English Language Learners (ELL) have specific needs in classrooms where the language of instruction is English.

When working with ELL, the International Literacy Association recommends building academic vocabulary first: 'As students strengthen vocabulary and other oral language skills, their reading and writing skills are more likely to improve' (International Literacy Association, 2017). They often struggle with academic language because they have limited knowledge of it, and very few opportunities to use it outside of school.

With its focus on the explicit teaching of oral language, vocabulary and comprehension through rich talk opportunities, and in the supportive setting of a guided reading lesson, *Talk About Text* is the ideal series for supporting ELL. It offers an entry point for building academic vocabulary in a focused way using meaningful contexts. Vocabulary for Talking is gradually taught and practised through the 'Talk' questions and answer frames. It also offers a broader platform for developing academic oral language through scaffolded, yet authentic, student-to-student and student-to-teacher interactions.

*'Oral language proficiency is critical for advancing second-language learners' academic success; vocabulary is a particularly critical aspect of oral proficiency.'*

– International Literacy Association. 2017





# Created by teachers and education experts



## **Julie Baillie, Literacy Consultant**

Julie has been involved in education for almost 40 years. She has over 20 years' experience in classrooms and schools, and has 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 over 15 years. She enjoys writing educational resources and has spent the last several 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 materials for schools around in the world, including in Australia and the UK.



## **Anita Mullick**

Anita worked in the publishing industry as an editor and publisher, specialising in literacy resources. Now, Anita contributes to a range of educational projects, including writing fiction and nonfiction texts 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](mailto:international.curriculum@macmillaneducation.com)

 [www.macmillanic.com](http://www.macmillanic.com)

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