Developing Talkers is an evidence-based curriculum supplement that uses interactive read-alouds as the cornerstone for rich oral language instruction. Designed for use with students aged 3.5-7.0 years, Developing Talkers only takes about 30 minutes of the school day; the whole-group activities require 20 minutes per day and the small-group activities require 10 minutes per day. Activities align with Texas state standards and national standards. The major components include:

- 50% narrative and 50% informational text genres
- Children’s literature that integrates science and social/emotional topics
- Explicit vocabulary and comprehension strategy instruction
- Differentiated instruction with a focus on students most at risk for later reading difficulties
- Integrated supports for English learners, including cognate instruction
- Curriculum-based measures to inform review lessons
- A playful approach to learning

**Tier 1 and Tier 2 Components**

- Developing Talkers provides tools for truly differentiated instruction including components that align with Multi-Tier System of Support (MTSS) and Response to Intervention (RTI) frameworks.

- Daily whole-group instruction at Tier 1 provides all students with evidence-based instructional practices centered around interactive read-alouds that include:
  - Answering open-ended questions to encourage higher-level reasoning
  - Teaching academic vocabulary words
  - Explicit instruction on the comprehension skills good readers use
  - Encouraging children to become authors and illustrators as they draw and write in response to texts

- Daily small-group instruction at Tier 2 is provided to five students with limited vocabulary skills, based on screening and progress monitoring assessments. Tier 2 activities include:
  - Additional practice and review of the vocabulary words
  - More explicit vocabulary instruction to deepen children’s understanding of academic vocabulary
  - Assessments that monitor Tier 2 students’ learning to plan review day lessons

- Tier 3 is beyond the scope of Developing Talkers.

**Meet the Mascots!**

Scout the Squirrel is “nuts for words” and wants students to help him collect hundreds of new vocabulary words.

Luz the Ladybug is a curious observer who encourages students to build their world knowledge and be successful in school.
What’s in my kit?

The books!

The books!

The books!

The books!

Playful mascots

Vocabulary cards

Classroom routines

Word consciousness activities

Comprehension skill posters

Teacher’s Guide and lessons

Extensions for whole group

Tier 2 picture cards

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Overview of Lesson Routines and Activity Cycles

The whole-group, Tier 1 lessons use a series of **instructional routines** that are repeated across all units. As illustrated, these routines use interactive, whole-class read-alouds and brisk small-group lessons as the core of the curriculum. A unique feature of the DT curriculum supplement is that most lesson plans are not located in a teacher edition/manual. Most of the **softly-scripted lessons are printed right at the point of use**. That means you'll find your lessons printed in the books you read aloud or on the backside of provided picture cards. This “soft” script provides suggested talking points that teachers can adjust or improve to make the lessons fit well in your classroom.

**Whole Group Activity Cycle**

Each book is read aloud **three times** over three days with your whole group. In addition to these repeated, interactive readings, students are encouraged to respond to texts with drawing and writing activities.

**Small Group Activity Cycle**

When you meet with your small group, children are given additional exposures to **target vocabulary words**. In addition to vocabulary card review and explicit vocabulary activities, students practice using basic grammar.
Overview of Explicit Lessons

In addition to the routine activities outlined above, Developing Talkers includes 19 “explicit lessons.” These lessons always include explicit modeling and supportive guided practice to gradually increase student responsibility. These are special lessons you only use once to introduce a new curriculum component. The purpose of these lessons is to explicitly teach new concepts and skills.

Introducing Essential Components:
Explicit Lessons for Whole Group

The whole-group explicit lessons for essential components are taught in the “prep unit.” The prep unit is the first unit you teach because it lays the foundation for later lessons by explaining your expectations for student behavior during whole-group read-alouds and by stressing important ideas, like being “nuts for words” like the squirrel mascot, Scout.

Introducing Essential Components:
Explicit Lessons for Managing Small Groups and Centers

There are three lessons to use in a whole-group setting, usually just before students work in centers. These lessons explain how students should behave during small group and center time.
Introducing Extensions: Explicit Lessons for Whole Group

The explicit lessons for whole-group extensions are introduced when teachers and students are ready to increase the challenge of DT lessons by adding optional extension components. Extension lessons can be introduced in any order, but the suggested sequence shown here is a systematic method for moving from easier to harder concepts and comprehension skills.
The first thing you'll see when you open your kit are folders like the ones below. For each unit you will have two folders: one for your Tier 1 (whole group) instruction and one for your Tier 2 (small group) instruction. These folders provide the “Unit at a Glance.”

The Tier 1 Unit at a Glance shows the titles of the books you will read, the vocabulary words, and guiding question for each lesson. It also has some suggested extensions to try with your whole group.

The Tier 2 Unit at a Glance shows the vocabulary words to review and the Tier 2 activity.

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### Unit at a Glance

**Lesson 1**
- **Narrative Text:** The Kissing Hand
- Vocabulary Cards: cozy, grin
- Comprehension Skills: The Kissing Hand: What makes you feel better when you are sad? The Way I Feel: What can you do when you have bad feelings?

**Lesson 2**
- Vocabulary Cards: gently, interested
- Comprehension Skills: The Kissing Hand: Why does Chester’s mother need a kiss on her hand? The Way I Feel: What do you do when you have bad feelings? Chester’s mother helps him.

**Lesson 3**
- Vocabulary Cards: edge, familiar
- Comprehension Skills: The Kissing Hand: How does Chester’s feelings about going to school change? The Way I Feel: What are okay things to do when you have bad feelings?

**Lesson 4**
- Vocabulary Cards: disappointed, mighty
- Comprehension Skills: The Kissing Hand: What different feelings can people have? The Way I Feel: What makes you feel better when you are sad? Chester’s mother helps him.

### Tier 2 Activity

**Lesson 1**
- Concept Sort
  - Students sort objects into two categories: good feelings or bad feelings.
- Straight Talk
  - Students sort pictures into two categories: good feelings or bad feelings.

**Lesson 2**
- Act It Out
  - Students act out examples of a vocabulary word: grin.
- Transitions
  - Act out vocabulary word: feeling them both.

**Lesson 3**
- Draw & Write
  - Students draw a picture and write a sentence about it.
- Act It Out
  - Students act out examples of a vocabulary word: gentle.

**Lesson 4**
- Concept Sort
  - Students sort objects into two categories: good feelings or bad feelings.
- Straight Talk
  - Students sort pictures into two categories: good feelings or bad feelings.