

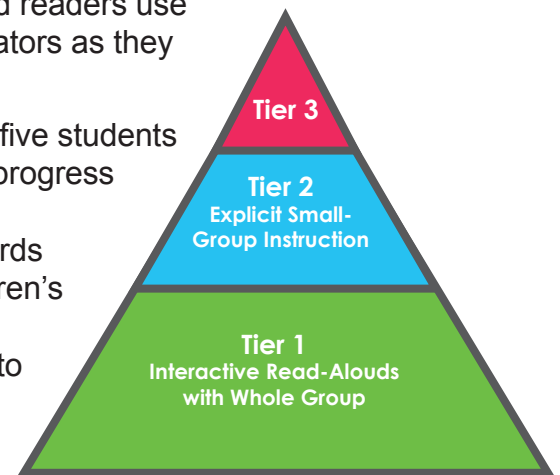
Introduction and Background

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?



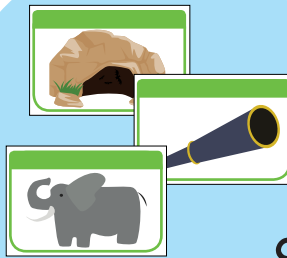
The books!



Playful mascots



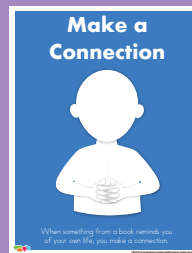
Vocabulary cards



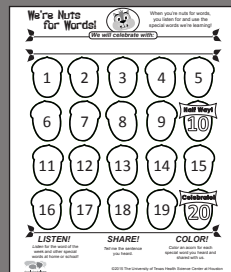
Classroom routines



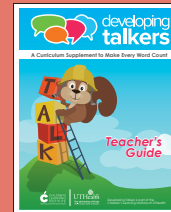
Comprehension skill posters



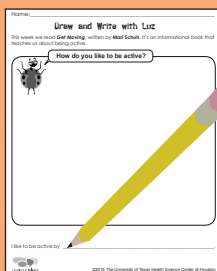
Word consciousness activities



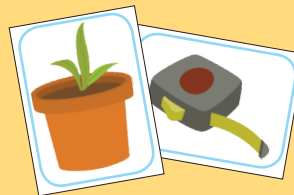
Teacher's Guide and lessons



Extensions for whole group



Tier 2 picture cards

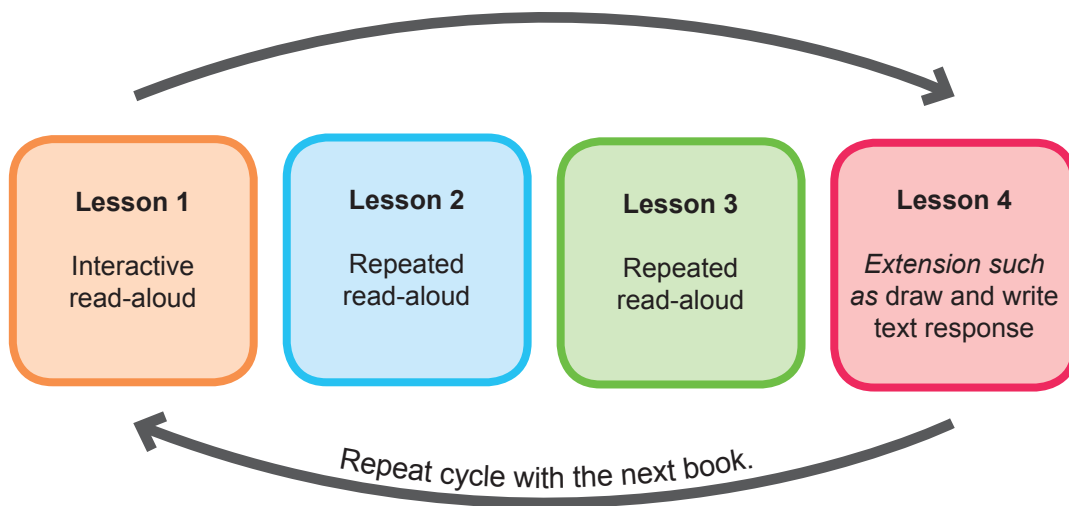


Overview of Lesson Routines and Activity Cycles

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.

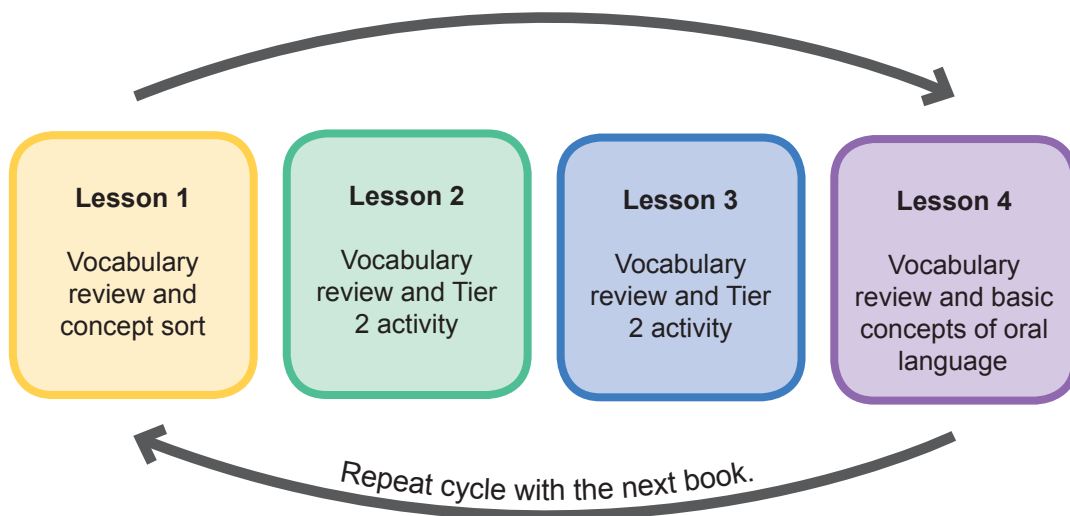
Whole Group Activity Cycle

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.

Essentials

LESSON 1

Read-Aloud Behaviors

LESSON 2

Meet Scout!

LESSON 3

Word Consciousness

LESSON 4

Luz's Spot-On Strategies for Success

LESSON 5

Genres

LESSON 6

Multiple Meaning Words

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**.

Essentials

LESSON 7

Making Good Choices at Centers

LESSON 8

PROBLEMS	SOLUTIONS

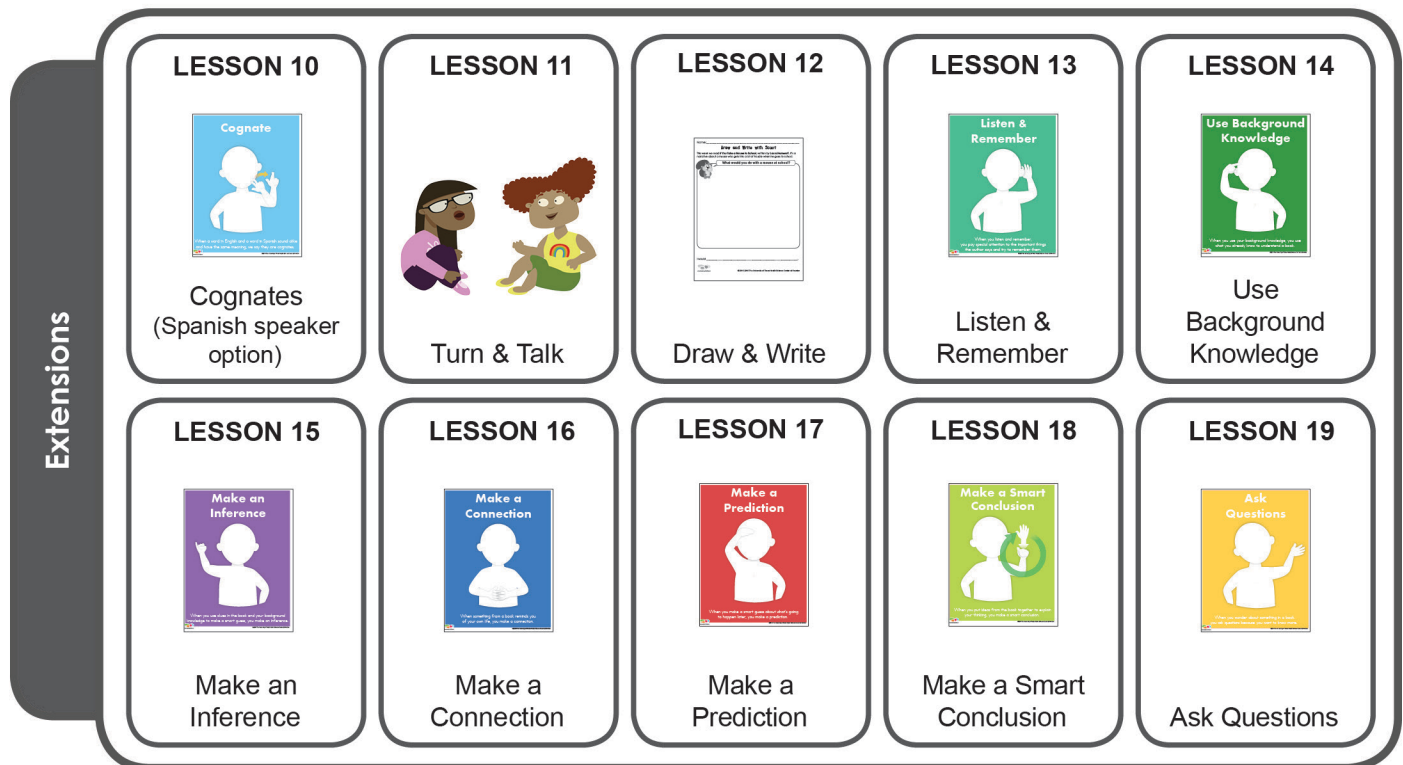
Solving Problems at Centers

LESSON 9

Using the Vocabulary Center

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.



Unit at a Glance

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.

Unit at a Glance

Topic: Feelings

Challenge students to use wondrous words!

	Lesson 1	Lesson 2	Lesson 3
Books	Narrative Text: <i>The Kissing Hand</i>		
Vocabulary Cards	cozy grin	gently interested	edge familiar
Guiding Question	How do Chester's feelings about going to school change?	How does Chester's mother help him?	Why does Chester's mother need a kiss on her hand?
Optional: Comprehension Skills	Listen & Remember	Listen & Remember	Make an Inference

	Lesson 1	Lesson 2	Lesson 3
Books	Informational Text: <i>The Way I Feel</i>		
Vocabulary Cards	blue disappointed	mighty suddenly	frustrated jealous
Guiding Question	What different feelings can people have?	What makes you have good feelings?	What are okay things to do when you have bad feelings?
Optional: Comprehension Skills	Listen & Remember	Make a Connection	Use Background Knowledge

Extensions

Basic Words* Family	Transitions Act out vocabulary words during down time. For example: <i>As we walk to lunch, show me a grin.</i>	Draw & Write* <i>The Kissing Hand:</i> What makes you feel better when you are sad? <i>The Way I Feel:</i> What can you do when you have bad feelings?	Comprehension Skills* You can teach a comprehension skill explicit lesson. Once you've taught a skill, use the poster to review it when students use that skill to answer the GQ.	Center Extensions <i>My Own "Kissing Hand":</i> Have students trace their hand to make their own "kissing hand." Have them draw a kiss in the middle. <i>How do you feel?</i> Cut out pictures from magazines of people making different facial expressions. Have students talk with a partner about how they think the person might be feeling.
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Note: Lessons marked with an asterisk (*) are part of the Tier 1 Extensions kit.

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

Unit at a Glance

Topic: Feelings

Don't forget to give Tier 2 Assessments after teaching all vocabulary words. Use Tier 2 assessment data to determine which activities to repeat.

Tier 2 (small group) Lessons: *The Kissing Hand*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Vocabulary Card Review	cozy grin	gently interested	edge familiar	Review all of the vocabulary cards from this week. <i>Optional review game.</i>
Tier 2 Activity	Concept Sort* Students sort objects into two categories: <i>grin</i> or <i>frown</i> .	Act It Out Students act out examples of a vocabulary word: <i>gently</i> .	Asking Questions about Pictures Students answer questions about a vocabulary word: <i>familiar</i> .	Basic Concepts of Oral Language Students use the prepositions <i>on</i> , <i>in</i> , and <i>under</i> .

Tier 2 (small group) Lessons: *The Way I Feel*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Vocabulary Card Review	blue disappointed	mighty suddenly	frustrated jealous	Review all of the vocabulary cards from this week. Repeat activities based on data.
Tier 2 Activity	Concept Sort* Students sort pictures into two categories: <i>good feelings</i> or <i>bad feelings</i> .	Examples/Non-Examples* Students sort pictures into examples and non-examples of a vocabulary word: <i>mighty</i> .	Asking Questions about Pictures Students answer questions about a vocabulary word: <i>jealous</i> .	Basic Concepts of Oral Language Students use the plural form of nouns.

After explaining procedures to the whole group, activities with an asterisk (*) can be placed in centers for independent practice.