



# DYSLEXIA HANDBOOK ALIGNMENT



## INTRODUCTION

RAVE-O® is a one-of-a-kind, small-group reading intervention that targets serious reading challenges. Its unique, cutting-edge approach balances science and motivation to accelerate learning, close and prevent the achievement gap, and promote fluency, comprehension, and deep reading.

RAVE-O incorporates the components of instruction and instructional approaches from *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (Texas Education Agency, 2010) in the following areas:

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### RAVE-O (Reading through Automaticity, Vocabulary, Engagement, and Orthography)

#### Phonemic awareness

Enables students to detect, segment, blend, and manipulate sounds in spoken language.

- RAVE-O is recommended for students who have phoneme awareness-related decoding difficulties, fluency deficits, or rapid naming deficits.
- RAVE-O gives students practice in detecting, blending, segmenting, and manipulating sounds in words via r hyme-time activities.
- Sound-symbol correspondences for RAVE-O Core Words are reviewed in every unit.
- Sound cards, interactive sound sliders, and rime pattern dice provide multi-sensory phonemic awareness development practice.

#### Graphophonemic knowledge (phonics)

Takes advantage of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order (Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.)

- Students apply their knowledge of sound-symbol and sound-spelling correspondences to the decoding and fluent reading of connected text in the Minute Stories.
- Students segment word parts and blend to word level
- Students deduce rhyming words
- Students decode unknown words
- Students use metacognitive tips and multi-sensory strategies and activities, like Harder Starters and Ender Benders, to create, practice, and remember and learn new rime patterns.

\* Research indicates that students who manifest weaknesses in phoneme awareness and decoding after practice and review in RAVE-O are best served by RAVE-O in conjunction with an evidence-based phoneme awareness/decoding program.



### Language structure

Encompasses morphology, semantics, syntax, and pragmatics

- Each RAVE-O unit introduces a group of Core Words that are studied intensively. All Core Words have: common letter patterns in English; at least two or three possible meanings; and at least two grammatical functions.
- Explicit instruction is given in starter (onset) and rime patterns, as well as affixes and roots, all in association with the Core Words. Students learn how the meanings of words and grammatical functions of words can be changed when affixes are applied.
- Students learn the following common Ender Bender or affixes, establishing their ability to recognize others: *s*, *ing*, *ed*, *er*, *est*, and *y*.
- The **POSSuM Approach**—this language-based method structures the daily lessons, the units, and the entire RAVE-O program. Each of the letters in the POSSum acronym (plus retrieval) represents one or more of the major linguistic, perceptual, and cognitive components that make up the reading circuit and that are literally activated in the brain every time we read.
  - Phonology and Pragmatic Language
  - Orthography
  - Semantics
  - Syntax
  - u
  - Morphology
  - (plus) Retrieval
- Teachers use the Semantic Resource Sheets as a resource for helping students explore multiple dimensions of words. Students are given opportunities in every lesson to study the meaning of Core Words in various contexts. They are also explicitly taught many American English idiomatic expressions and the contexts in which they are used.



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## RAVE-O (Reading through Automaticity, Vocabulary, Engagement, and Orthography)

### Linguistic Instruction

Encompasses morphology, semantics, syntax, and pragmatics

- In studying Core Words, students learn the various meanings of them based on their grammatical functions, such as when the word is used as a noun or as a verb. Students learn to construct sentences using the Core Words and learn the common rules for capitalization and punctuation, such as capitalizing proper nouns and using periods, commas, question marks, quotation marks, and apostrophes. The Minute Stories in *RAVE-O* incorporate a variety of different, increasingly sophisticated sentence structures, as well as examples of words used in varying syntactic roles.
- *RAVE-O* puts special emphases on the multiple meanings of words (polysemy) and on the multiple connections or associations that each one of these meanings possess. These two strategies play crucial roles in semantic development: first, teaching a student to consider whether an alternative meaning for any word is necessary in its particular context; and second, building up the semantic neighborhoods with their underlying neural networks.

### Strategy-oriented instruction

Strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

- One of the most important strategies in *RAVE-O* is the explicit emphases on connecting all the information available about a word as it is encountered. Concretely, this means that when a student learns the letter patterns of a word, i.e., *track*, they learn the meanings and the syntactic uses at the same time.
- In each *RAVE-O* lesson and unit, students use the following strategy: review sounds (phonology); examine word parts (orthography); learn meanings and connections to concept words (semantics); identify nouns and verbs (syntax); learn how affixes change word meanings (morphology)
- Colorful mnemonics, multi-sensory activities, and 16 metacognitive strategies that are “embodied” by *RAVE-O* Town characters are all used to help students remember various aspects about words.
- All the *RAVE-O* Town characters embody important principles and strategies about language and provide students with unforgettable visual mnemonics.

## REFERENCES

Texas Education Agency. (2007, updated September 2010). *The dyslexia handbook: Procedures concerning dyslexia and related disorders*. Austin, TX.

Visit [www.voyagersopris.com/rave-o](http://www.voyagersopris.com/rave-o) for the *RAVE-O* research base.