RAVE-O
Program Overview
Grades 2–4

ENGAGING
SMALL-GROUP
INSTRUCTION
PROVEN TO INCREASE
READING
ACHIEVEMENT
FOURTH EDITION
GOLD-STANDARD RESEARCH PROVES RAVE-O:

- Accelerates learning
- Prevents and closes the reading achievement gap
- Improves student performance across key literacy domains
- Promotes fluency, comprehension, and deep reading

This motivating small-group, evidence-based literacy intervention curriculum empowers students to read text deeply in order to build new knowledge, develop new ideas, and reach new levels of reading achievement.

RAVE-O mirrors what the brain does when it reads—literally rearranging the brain for sustained reading success. By connecting phonics, spelling, vocabulary, grammar, and morphology, RAVE-O deepens students’ ability to read with fluency and for deep comprehension.

“I have lived my life in the service of words: finding where they hide in the convoluted recesses of the brain, studying their layers of meaning and form, and teaching their secrets to the young.”

Proust and the Squid: The Story and Science of the Reading Brain
—Dr. Maryanne Wolf, 2007

Internationally recognized teacher, researcher, and author of more than 130 publications, Dr. Maryanne Wolf has dedicated her entire professional career to children with learning challenges. Rigorously tested in federal studies, her breakthrough work, RAVE-O, is now available for use in schools around the country.
WHAT IS RAVE-O?

Proven Literacy Intervention

- One-of-a-kind, small-group reading intervention program that targets serious reading challenges
- Unique, cutting-edge instruction that develops and explicitly connects every aspect of a word as it is encountered—phonemes, meanings, morphemes, grammatical functions, and spelling patterns
- Interactive, multisensory activities that enhance students’ abilities to decode, read fluently, comprehend, and analyze what they read
- A program that motivates students and renews self-confidence

RAVE-O mirrors what the brain does when it reads. It activates its multiple sources of information, connects them, and integrates them quickly enough to foster deep reading and, therefore, deep comprehension—RAVE-O’s ultimate goal for all readers.

—Dr. Maryanne Wolf

WHO IS RAVE-O FOR?

Students in Grades 2–4 Who:

- Are approximately one year below grade level
- Fall into the “at-risk” category, as measured by DIBELS®, DIBELS® Next, or standardized word attack and word identification measures
- Are struggling readers who are also learning English
- Have been identified for Tier 2 or Tier 3 intervention in a Response to Intervention (RtI) or Multitier System of Supports (MTSS) program
RIGOROUS RESEARCH, PROVEN SUCCESS!

RAVE-O has been rigorously tested for more than a decade in gold-standard, randomized treatment-control studies. The results are clear: RAVE-O accelerates student growth in reading. RAVE-O has been studied in a variety of contexts: school-based intervention, summer school, and after school.

Federal Study Details*:
Geographic Location: multicity, urban
Context: school-based intervention
Students: 279
- Grades 2–3, impaired readers
- Four treatment groups
- Controlled for socioeconomic status, race, and IQ
Treatment: 70 one-hour intervention sessions
- RAVE-O combined with phonemic awareness and blending program

Woodcock Reading Mastery Test-Revised (WRMT-R): Word Attack
Changes in Word Attack Standard Scores on Woodcock Reading Mastery Test-Revised

**National Institute of Child Health and Human Development
RAVE-O outperforms comparison groups in the areas of vocabulary, semantics, and comprehension!

Gray Oral Reading Test-3: Fluency and Comprehension
Changes in Oral Reading Quotient (fluency + comprehension)
Standard Scores on Gray Oral Reading Test-3

<table>
<thead>
<tr>
<th>Intervention Model</th>
<th>Control</th>
<th>Phonics Only</th>
<th>RAVE-O†</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Score</td>
<td>68</td>
<td>73</td>
<td>82</td>
</tr>
<tr>
<td>Post Score</td>
<td>70</td>
<td>76</td>
<td>79</td>
</tr>
</tbody>
</table>

The RAVE-O† program demonstrated superior outcomes and greater linear growth on the ORQ at 70 hours; and a trend favoring RAVE-O was found on the Comprehension subscore at posttest. These findings demonstrate the efficacy of RAVE-O in facilitating fluent comprehension following only 70 hours of intervention.

Multiple-Component Remediation for Developmental Reading Disabilities: IQ, Socioeconomic Status, and Race As Factors in Remedial Outcome
Journal of Learning Disabilities

WORD-R Test (elementary): Expressive Vocabulary and Semantics
Short- and long-term gains in vocabulary knowledge and semantic flexibility

RAVE-O AND WORD-R

<table>
<thead>
<tr>
<th>Intervention Model</th>
<th>No. of words for which more than one meaning was given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained Words (RAVE-O† Core Words)</td>
<td>Pre Score</td>
</tr>
<tr>
<td>Untrained Words (Word-R Test)</td>
<td>70</td>
</tr>
</tbody>
</table>

(All results significant at p ≤ .001)

†RAVE-O combined with phonemic awareness and blending program
RAVE-O takes reading intervention beyond the typical decoding program and moves it to a more comprehensive level, where students learn the power of words and how they grow into meaningful text.

**Words: Beyond Decoding**
- Students examine words from every angle
- Students begin to quickly recognize, read, and comprehend words
- Students explore words, multiple meanings, and word connections

**Fluency: Beyond Repeated Reading**
- Students become accurate and fluent in all aspects of reading
- Students don’t only read fast; they read for meaning

**Comprehension: Beyond Simply Reading Text**
- Students interact with and analyze text
- Students build their own thoughts, opinions, and new knowledge in response to what they read

**Young, Confident Readers Who:**
- Read to learn
- Read to analyze
- Read to respond
- Read to build knowledge
- Read for enjoyment
HOW DOES RAVE-O WORK?

RAVE-O offers a consistent instructional design. The overall progress within a unit moves from accuracy to fluency to fluent comprehension. In each unit students:

• Explore core words
• Discover related words and meanings
• Read words in context
• Respond to what they read

When students know one word really well, they know 100!

The Sequence of a Unit

*Introduce Core Words*

Students learn Core Words and study them intensively. All Core Words have common letter patterns in English, at least two or three possible meanings, and at least two grammatical functions.

The more a student knows about a word, the faster the word can be decoded, retrieved, and comprehended. The following two pages demonstrate how students explore the word “bat.”
IN-DEPTH WORD EXPLORATION

The Core Words become the foundation for learning many related words.

Through a series of hands-on activities, students learn how every Core Word is connected to many associated words. In this way, students learn a new approach to all words.

Explore Core Word

Sound-Symbol Correspondences
Review sounds:
/b/ /a/ /t/

Spelling
Examine word parts:
onset /b/
rim /at/

Word Meanings
Explore Multiple Meanings
bat: small flying animal, club used to hit a ball; the action of using club to hit a ball

Explore Word Connections
bat (animal)
bat (club)
bat (action)

Grammar/Parts of Speech
Explore Multiple Meanings
identify nouns and verbs.
The bat flies at night. (noun)
Pat bats the ball. (verb)

Prefixes, Suffixes, and Roots
Learn how affixes change word meanings.
bat (noun) + s = more than one bat
bat (verb) + s = bats the ball now

Bat
CORE WORD

Nouns and Verbs Worksheet
1. Matt tags Sam.
2. Pat taps the bat.
3. Pam bags a ham.
4. Sam taps his cap.
5. Pam tags the hams.
6. Matt jams!

UNIT 3
Name
Nouns and Verbs Worksheet
1. Matt tags Sam.
2. Pat taps the bat.
3. Pam bags a ham.
4. Sam taps his cap.
5. Pam tags the hams.
6. Matt jams!

Sound-Symbol Correspondences
Review sounds:
/b/ /a/ /t/

Examining word parts:
onset /b/
rim /at/

Explore Multiple Meanings
bat: small flying animal, club used to hit a ball; the action of using club to hit a ball

Explore Word Connections
bat (animal)
bat (club)
bat (action)

Grammar/Parts of Speech
Explore Multiple Meanings
identify nouns and verbs.
The bat flies at night. (noun)
Pat bats the ball. (verb)

Prefixes, Suffixes, and Roots
Learn how affixes change word meanings.
bat (noun) + s = more than one bat
bat (verb) + s = bats the ball now
Students practice and apply skills by reading the Minute Stories.

The Minute Story Anthologies are collections of imaginative stories with wonderfully engaging illustrations. In exploring the richness of language in the context of connected text, students achieve fluent comprehension.

Explore Core Word in Context

Practice and Apply!

Read the words in sentences and stories to gain meaning in context!

Students apply comprehension strategies and express their own thoughts about what they read.

A Minute Story Anthology, Volumes 1 & 2

Think Thrice Poster

Unit 3, Minute Story

Unit 16, Minute Story
RAVE-O IGNITES A WORD EXPLOSION

In every unit, students delve deeply into the RAVE-O core words—exploring each word from multiple perspectives. The image below demonstrates how students explore the core word “bat” and quickly make connections to other words, multiple meanings, semantic connections, and the nuances of language.
FLEXIBLE IMPLEMENTATION OPTIONS

RAVE-O has been field-tested for more than 10 years and can be used effectively in a variety of settings:

- Classroom settings—general or special education classrooms
- Short-term intervention during the school day
- Pull-out models with reading specialist or resource teacher
- Intensive summer school programs
- After-school intervention
- Before-school intervention
- Individual tutoring

Lessons Fit into Any Schedule

RAVE-O consists of 77 lessons + 16 assessments = 93 sessions

45-minute lesson or 20–30-minute lesson

Four days of lessons per week and minimally two days of lessons per week are recommended. Pacing can vary, but the sequence of unit activities remains consistent. All students start in Unit 1, Lesson 1.

Pacing, a Matter of Balance

Each RAVE-O lesson is estimated to last about 45 minutes. Each RAVE-O unit is designed for flexible implementation. The chart below shows a sample RAVE-O unit. Typical lessons are 45 minutes, but can be broken into 20–30-minute segments.

RAVE-O is one of the most important innovations in the teaching of reading I have seen in my career. In a fun, organized way, students gain mastery over the way that language works and how they can use this knowledge to help themselves read more fluently and understand at a deeper level. RAVE-O teaches connections that no other program makes explicit and provides the instruction that jump-starts student progress.

Mary Antón-Oldenburg, Ed.D., Principal
Lexington, Massachusetts

Example RAVE-O Unit

<table>
<thead>
<tr>
<th>Lesson One</th>
<th>Lesson Two</th>
<th>Lesson Three</th>
<th>Lesson Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Welcome</td>
<td>Welcome</td>
<td>Welcome</td>
</tr>
<tr>
<td>Warm-Up</td>
<td>Warm-Up</td>
<td>Warm-Up</td>
<td>Warm-Up</td>
</tr>
<tr>
<td>Introduce New Core Words</td>
<td>Introduce New Core Words</td>
<td>Introduce New Tip</td>
<td>Move Core Words to Word Wall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Metacognitive Strategy</td>
<td></td>
</tr>
<tr>
<td>Working With Words</td>
<td>Minute Story</td>
<td>Minute Story</td>
<td>Minute Story</td>
</tr>
<tr>
<td>Word Web</td>
<td>Activities for Accuracy</td>
<td>Activities for Accuracy</td>
<td>Timed RAN Word Charts for Core Words; Timed Minute Stories</td>
</tr>
<tr>
<td>Ticket Out the Door</td>
<td>Ticket Out the Door</td>
<td>Ticket Out the Door</td>
<td>Ticket Out the Door</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

The Welcome (semantic) activity should begin every lesson.

Followed by the Warm-Up (review of previous material).

Ticket Out the Door (review of material covered in that lesson) should end each lesson.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Core Words</th>
<th>Sound-Symbol Correspondences</th>
<th>Rime Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Welcome</td>
<td>3</td>
<td>jam, ram, lap, tap</td>
<td>Consonants: j, l, p, r, s, t</td>
<td></td>
</tr>
<tr>
<td>2 Tap the Jam</td>
<td>4</td>
<td>can, fan, cap, pad</td>
<td>Consonants: c, d, n, v</td>
<td>ad, an</td>
</tr>
<tr>
<td>3 The Bat</td>
<td>4</td>
<td>bat, pat, ham, tag</td>
<td>Consonants: b, f, h, m, z</td>
<td>ag, at</td>
</tr>
<tr>
<td>4 I Can</td>
<td>4/1*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Tap and Kick</td>
<td>5</td>
<td>tip, dip, bit, bill, kick</td>
<td>Consonants: k, w</td>
<td>ick, ill, ip, it</td>
</tr>
<tr>
<td>6 The Big Fish</td>
<td>4</td>
<td>dig, pig, fish, pin, kid</td>
<td>Consonants: g, th Vowel: ò</td>
<td>ob, ock, ot, ap</td>
</tr>
<tr>
<td>7 Hip-Hop</td>
<td>6</td>
<td>rock, lock, pot, bob, top, pop</td>
<td>Consonants: g, th Vowel: ò</td>
<td></td>
</tr>
<tr>
<td>8 Zapcat Fan</td>
<td>6</td>
<td>nut, bug, run, duck, rub, just</td>
<td>Vowel: ù</td>
<td>ub, uck, ug, un, ust, ut</td>
</tr>
<tr>
<td>9 Duck Luck</td>
<td>5/2*</td>
<td>deck, well, bed, pen, pet, leg</td>
<td>Consonant: wh Vowel: õ</td>
<td>eck, ell, ed, en, et, eg</td>
</tr>
<tr>
<td>10 Jane’s Kite</td>
<td>5</td>
<td>cane, date, cape, pine, fine</td>
<td>Vowels: ã, ï</td>
<td>ane, ape, ate, ine</td>
</tr>
<tr>
<td>11 The Cape Cod Fishing Date</td>
<td>4</td>
<td>note, cone, cube, tube, use</td>
<td>Vowels: Õ, ŵ</td>
<td>ote, one, ube, use</td>
</tr>
<tr>
<td>12 Jack on the Track</td>
<td>5</td>
<td>flat, plan, trap, track, crab, stand</td>
<td>Consonants: cr, fl, pl, st, tr</td>
<td>ack, ab, and</td>
</tr>
<tr>
<td>13 Mixed-Up Trish</td>
<td>5</td>
<td>trim, slip, ship, chip, spin, skip</td>
<td>Consonants: ch, sh, sk, sl, sp, x</td>
<td>im</td>
</tr>
<tr>
<td>14 Bones</td>
<td>5</td>
<td>grub, brush, club, slug, struck, drum</td>
<td>Consonants: br, cl, dr, gr, str</td>
<td>um, ush</td>
</tr>
<tr>
<td>15 The Chopper</td>
<td>5</td>
<td>block, plot, shop, chop, frog</td>
<td>Consonants: bl, fr</td>
<td>og</td>
</tr>
<tr>
<td>16 What Is in the Cave?</td>
<td>4/4*</td>
<td>step, spell, check, wreck</td>
<td>Consonant: wr</td>
<td>ep</td>
</tr>
</tbody>
</table>

*Consolidation Days (Summative Assessments)
<table>
<thead>
<tr>
<th>Eye-Spy Words (Sight Words)</th>
<th>Grammar/Usage Sentences/Text Structure</th>
<th>Tips (Metacognitive Strategies)</th>
<th>Minute Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>the, is, in, a, this, and, has</td>
<td>nouns periods, commas, exclamation marks</td>
<td>Many Interesting Connections (MICs) Rhyme-Time</td>
<td>Many Interesting Meanings (MIMs) Jam-Slam (onset and rime)</td>
</tr>
<tr>
<td>do, on, not, see, at, it, she, his, happy</td>
<td>verbs, pronouns, noun + verb = sentence, noun + verb + noun = sentence</td>
<td>Ender Bender s (affix)</td>
<td>The Bat, At Bat, Tag the Ham</td>
</tr>
<tr>
<td>I, are</td>
<td>helping verbs, descriptors (adjectives), hyphens</td>
<td>Ender Bender ing Double Trouble (doubling rule) S-Car-Go! (adding s)</td>
<td>I Can, A Fan Can Fan</td>
</tr>
<tr>
<td>of, he, by, with</td>
<td>question marks</td>
<td>Ender Bender ed “Think Ahead” part of Think Thrice (comprehension)</td>
<td>Tap and Kick, Dan Can, The Ram Kicked</td>
</tr>
<tr>
<td>for, to</td>
<td>action verbs VIPs (prepositions)</td>
<td>“Think Back” part of Think Thrice Sam Sleuth: “Starts with” and “Similar to” (remembering words)</td>
<td>The Big Fish, A Kid Can Fish, Nick at Bat</td>
</tr>
<tr>
<td>said, get, from, what, my, was, little, him, we, if, that</td>
<td>quotation marks</td>
<td>Ender Bender er Fatrats (compound words) “Think for Yourself” part of Think Thrice</td>
<td>Zapcat With the Man in the Van, Hip-Hop, The Wishing Rock, The Top Cop</td>
</tr>
<tr>
<td>me, out, but, so, Mom, then, up</td>
<td>sentence combining noun + verb + noun</td>
<td>Sam Sleuth: “Sounds like” and “Short or Long” (remembering words)</td>
<td>Zapcat Fan; Duck, Duck!; Dan Is Napping</td>
</tr>
<tr>
<td>when, why, where, who, how, very, water, says, you, no, as, them, go, they, here, there</td>
<td>idioms, question words</td>
<td></td>
<td>Ted Gets Sick, Duck Luck, Can I See the Sunset?, Mom Sees a Martian</td>
</tr>
<tr>
<td>wants, have, her, make, like, all, off, were</td>
<td>apostrophes, Magic-e (a__ and i__ rimes)</td>
<td>Magic-e</td>
<td>Jane’s Kite, Zapcat’s Date</td>
</tr>
<tr>
<td>wink, your, saw</td>
<td>Magic-e (a__ and u__ rimes)</td>
<td></td>
<td>The Cape Cod Fishing Date, Zapcat and the Ticking Pinecone</td>
</tr>
<tr>
<td>yes, be, mystery, home, magic</td>
<td>tongue twisters, Harder Starters (a__ rimes)</td>
<td>Harder Starters</td>
<td>Tracking the Tracks by the Tracks, Jack on the Track, Runes in the Dunes</td>
</tr>
<tr>
<td>put</td>
<td>Harder Starters (i__ rimes)</td>
<td>Ender Bender y</td>
<td>The Trip and the Ship, Mixed-Up Trish, When the Cat Naps and the Pigs Jig</td>
</tr>
<tr>
<td>eye, one, own, which, animals, give, brain, air, goes, lungs, body</td>
<td>fiction, nonfiction, antonyms, Harder Starters (u__ rimes)</td>
<td>Ender Bender est</td>
<td>Tracking the Tracks to the Brush, Clubs, Bones</td>
</tr>
<tr>
<td>too, thing, spawn, front, two, tail</td>
<td>Harder Starters (o__ rimes) Changing y to i for er and est</td>
<td></td>
<td>The Frog on the Block!, The Chopper, Tadpoles to Frogs</td>
</tr>
<tr>
<td>sea, only, us, blow, now</td>
<td>Harder Starters (e__ rimes) Fatrat (compound) sentences</td>
<td></td>
<td>What Is in the Cave? (chapter story)</td>
</tr>
</tbody>
</table>
TAKING A CLOSER LOOK

Lesson At-A-Glance

At-A-Glance charts minimize teacher planning time by clearly highlighting important lesson information. These charts provide a concise, easy-to-scan summary of each lesson.

Instructional time gives guidelines for pacing each activity. Objectives summarize student goals for each activity.

Lesson activities provide teachers with a brief overview of content covered in the unit.

Core Word Introductions for the unit are clearly indicated.

Detailed lists make it easy to organize appropriate materials prior to the lesson.
The RAVE-O Lesson: Beginning Every Day

Welcome and Warm-Up activities always begin the lesson and integrate and reinforce previous learning. Frequent review and connecting known information with new concepts build students’ confidence and success.

**Warm-Up**

Identify MIMs of Core Words.

5 minutes

**STUDENT OBJECTIVES:** Provide words from Image Card clues (Semantics, Retrieval).

**ACTIVITY SUMMARY:**

**STEP 1.** Remind students that the Core Words are MIM words. Elicit the meaning of MIM. Display the Image Cards.

**STEP 2.** Play a game in which several Image Cards are turned facedown and students take turns turning the cards over and giving the Core Word and MIM that are associated with the word on the card.

**ACTIVITY DETAIL:**

**STEP 1.** What else do we know about the Core Words jam, ram, lap, and tap? on the Word Wall? Here’s a clue: Think Ms. MIM! (Elicit: The words on the wall are MIM words. They have many interesting meanings.) Ms. MIM has many legs—just like MIM words have many interesting meanings. Do you think Ms. MIM has enough legs for all the meanings we can find for a word?

**ACTIVITY SUMMARY:**

**STEP 1.** Welcome students. Read words on the Word Wall together with students.

**STEP 2.** Review the am rime family section on the Word Wall. Remind students of the Rhyme-Time Tip.

**STEP 3.** Elicit that beginning letters are called starters. Review how to “jam” the rime pattern and “slam” on the starter to make words. Elicit the name of the ap rime family.

**STEP 4.** Have students individually read all of the words on the Word Wall.

**ACTIVITY DETAIL:**

**STEP 1.** Hello, Word Explorers! Are you ready for a new word adventure? Before we learn some new Core Words, let’s look at our words on the Word Wall and read them together.

Direct students’ attention to the Word Wall and read the words together:

jam, ram, lap, tap.

Very good work!

**ACTIVITY DETAIL:**

**STEP 2.** What part of them is the same? (Elicit: They sound the same in the middle and at the end.) And who gave us this tip? (Elicit: Jam Slam Man.) Who can read all of the words on our Word Wall as fast as you can?

**ACTIVITY SUMMARY:**

**STEP 1.** Review the concept of rime families and rime patterns am and ap.

3 minutes

**STUDENT OBJECTIVES:** Describe the Rhyme-Time Tip (Phonology); identify rime patterns in Core Words (Orthography); read the Word Wall with speed (Fluency).

**ACTIVITY SUMMARY:**

**STEP 1.** Welcome students. Read words on the Word Wall together with students.

**STEP 2.** Review the am rime family section on the Word Wall. Remind students of the Rhyme-Time Tip.

**STEP 3.** Elicit that beginning letters are called starters. Review how to “jam” the rime pattern and “slam” on the starter to make words. Elicit the name of the ap rime family.

**STEP 4.** Have students individually read all of the words on the Word Wall.

**MATERIALS**

Toolkit

• Image Cards: jam, ram, lap, tap

Classroom/Teacher-Provided

• Word Wall

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Activity Summary offers a quick overview of the activity steps.

Student Objectives state the focus of the activity at point of use.

Activity Detail provides carefully sequenced, step-by-step instruction.

Blue scripting gives explicit guidance in how to deliver content.

Materials are listed at point of use for each activity.
Sample Activity:

Word Web: Students explore multiple meanings and word connections for the Core Word “bat.”

Word Web: bat

Review the Word Web structure as a way of exploring multiple meanings and the words connected to each meaning.

8 minutes

STUDENT OBJECTIVES: Provide associated words (MICs) for each MIM to create a Word Web for bat (Novel Thought, Semantics).

ACTIVITY SUMMARY:

STEP 1. Remind students of the MIC and MIM Tips and explain that you’ll be using these tips together to make a Word Web. Make photocopies of the Core Word Card for bat and of three Image Cards for bat (bat as in the stick used to bat balls, bat as in the animal, and bat as in the action of hitting something with a stick). Take the photocopies and place the three MIMs on the Word Web.

STEP 2. Explain that each MIM of a word has its own MICs. Elicit MICs from students for each MIM on the web. The goal is to surround each Image Card (MIM) with a variety of ideas connected to that meaning (MICs).

STEP 3. Use the Question Words Poster to help students think of other words that are connected to bat as in the animal. Record students’ responses and arrange them around the Image Card. Repeat the process with the other two Image Cards.

STEP 4. Review the MIMs and MICs for bat. Remind students that whenever you read a word, all the words connected to that word will pop up in your brain, just like on the Word Web.

STEP 5. Display the completed Word Web for the week.

MATERIALS
Toolkit
• MIM Poster
• MIC Poster
• Word Web
• Question Words Poster
Classroom/Teacher-Provided
• Self-stick notes (three colors)
• Photocopy of three Image Cards for bat
• Photocopy of Core Word Card for bat

Key questions to explore a word:

• What is a bat like? (Small, face like a mouse, has wings, usually flies at night)
• Where do you find a bat? (Caves, attic, trees, gardens, zoo)
• When do you see bats? (Late afternoon or at night)
• Who likes bats? (Farmers like bats because they eat insects)
The RAVE-O Lesson: Building Fluent Comprehension

The ultimate goal is comprehension. Students apply all aspects of word knowledge—including all meanings, grammatical uses, and morphemes of Core Words—to reading connected text fluently in the Minute Stories.

The RAVE-O Lesson: Ticket Out the Door

Each lesson finishes with a “Ticket Out the Door” activity that emphasizes and reinforces one of the major strategies and objectives of the day.

**Ticket Out the Door**
Review and use nouns and verbs in sentences.
3 minutes

**STUDENT OBJECTIVES:** Identify MIM of Core Word as a noun or a verb and use in an oral sentence (Semantics, Syntax).

**ACTIVITY SUMMARY:**
STEP 1. Review with students two of the jobs that words can do.
STEP 2. Students select an Image Card and give the meaning pictured, use the word in a sentence, and say whether it is a noun or verb.

**ACTIVITY DETAIL:**
STEP 1. Today we learned that some words can have more than one job. What are two jobs that a word can do? (Elicit: Noun: the name of an object, thing, person, or place. Verb: tells an action.) Great job, Word Detectives!
STEP 2. Display the Image Cards for bat and pat.

Now it’s time for your ticket out the door. Here are the Image Cards for the many interesting meanings for bat and pat. I want you to pick a card and tell me the meaning of bat or pat that’s being used. Then use the word in a sentence, and say whether it’s doing the job of a thing/noun or an action/verb.

**MATERIALS**
Toolkit
• Image Cards: bat, pat

3.2.a RAVE-O ©Sopris/Cambium Learning Group
PROGRESS MONITORING TO ENSURE GROWTH

RAVE-O integrates a complete assessment system. Student progress is monitored frequently to inform instruction and to ensure the effectiveness of intervention.

### Placement
- Students approximately one year behind according to standardized tests
- Students who do not meet DIBELS®/DIBELS® Next benchmarks
- Students who qualify for Tier 2 or Tier 3 instruction
- Students who have weaknesses in one or more areas of language knowledge
- Struggling readers who are also learning English

### Ongoing Informal Assessments
- Built into every lesson
- Include If/Then support
- Make it easy to track progress

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**ONGOING INFORMAL ASSESSMENT**

- **Letter recognition: distinguishing b and p**
  - **IF** students confuse the lowercase letters b and p . . .
  - **THEN** review the formation of these two letters by using tactile cards or any medium, such as carpet or sand, and telling students to say the letter as they write it, to make it a multisensory activity. Students may also trace letters on paper for writing practice.

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With RAVE-O, our students experienced a marked improvement in their abilities to decode and read fluently. In addition, students love the RAVE-O language, which helps them understand and remember key concepts.

Ruth Schreier, Teacher
Shady Hills School, Cambridge, Massachusetts
Formal Assessments

- **Fluency**: Timed reading of Minute Stories
- **Fluency**: Word reading/RAN Charts
- **Unit Assessments**: Assess progress made across several components of literacy
- **Consolidation Days**: Summative assessments at the end of Units 4, 9, and 16

RAVE-O and RtI

RAVE-O can be implemented in an RtI model as either a Tier 2 (strategic) or Tier 3 (intensive) intervention for students reading approximately one year or more behind their peers.
RAVE-O MATERIALS

The RAVE-O Toolkit includes a wide array of materials and resources for full implementation. The materials support hands-on, engaging instruction that keeps students focused on learning.

Teacher Guide (two volumes)
- Daily lesson plans
- Objectives
- Scripted instruction
- Important tips

Teacher Resource Guide
- Program overview
- Assessment guidelines
- Word introductions
- Research articles
- Additional resource materials

Online Resources
- Unit Assessments: POSSuM Checks
- Instructional Blackline Masters (activity sheets, word lists, sentence strips)
- Home-School Connections (parent letters and materials)

Online Teacher Community
Visit www.raveotown.com to access:
- Materials walk-through videos
- Complimentary webinars and blogs
- Discussion board
- Helpful resources
Student Minute Story Anthologies (two volumes) (nonconsumable)

- Minute Stories incorporate as many different meanings and grammatical uses of Core Words as possible
- High-interest graphics

Student WordWork Books (two volumes) (consumable)

- Activities to support phonics, spelling, writing, vocabulary, grammar/sentence structure, fluency, and comprehension
- Minute Stories and RAN Word Charts

Additional Materials

- 16 Posters
- Larger format Word Web
- Larger format RAVE-O Town Poster
- Card sets: Core Word, Spelling Pattern, Image, Word Wall, Eye-Spy
- Dice
- Six Sound Sliders
- Six magnifying glasses
- Six sand timers
RAVE-O provides materials for building connections with each student’s family about what students are accomplishing in the RAVE-O program.

Dear Parent,

Your student is continuing to receive additional reading instruction using a program called RAVE-O. RAVE-O has been tested in classrooms around the U.S. for more than 10 years and has been proven to improve students’ reading abilities.

In Unit 12, your student is learning the following Core Words:

- flat
- plan
- trap
- track
- crab
- stand

Your student has been learning the phonics (sounds and letters), spelling, meanings, and grammatical functions for these Core Words, as well as reviewing Core Words from previous units. Included with this letter is a Minute Story that contains some of these Core Words. Each one of RAVE-O’s fun, whimsical stories has an important purpose in reinforcing key skills and concepts that will help your student grow as a reader.

Please do the following:

1. Ask your student to read the story to you. Focus first on accurate reading then ask if he or she can read the story again a bit faster.
2. Ask your student to talk about new words and meanings that have been learned and to use them in sentences.
3. Compliment your student for his or her reading practice. Have fun reading with your student! Reading these stories with him or her will only take a few minutes, but it will be a positive experience for both of you.
4. Sign your name at the bottom of the story, and have your student return it to school the next day.

Thank you for being a partner in working with me to help your student become a better reader!

Sincerely,

UNIT 12
Name
"The Cape Cod Fishing Date"
"Do you want to go to Cape Cod to fish?" says Pop.
Bill and Bob dig fishing!
"I can get a fish for dinner," says Bill.
They ride to Cape Cod with Pop.
Bill gets on a big rock to fish.
The rock shakes!
Pop says, "Bill will fall!"
Just then a fish bites Bill's line.
"Try to get it as big as possible!" says Bill.
Pop says, "No fish for dinner!"
Bill gets on the rock again.
"Try to get it as big as possible!" says Bill.
"Yes, we will!"
Bill gets his fish.
"Someone in the water?
Pop asks, "What was that?"
In a wink they dine on ham, a bag of dates, and a jug of pop.
"That was a fine dinner date!" they all said.

Signature

UNIT 14
Name
"Bones"
The bones inside your body give you your shape.

Pick your back. You have a backbone there. It is called your spine.

Your hand has 27 bones! You can dig, wave, or clap with your hands.

Tap your hip bones. They fit with the spine so that you can wag and shake them.

Legs fit with the hips so you can kick, skip, hop, and run.

You have lots of bones. When you are a little kid, you have 300 bones. But as you get bigger, you will have 206 bones. Why is that?

As you get bigger, the bones fuse!

Signature

UNIT 3
Name
"At Bat"
Bat it, Pam!
Pam bats it.
She taps the bag.
Tap it, Sam!
Sam taps it.
Matt taps Sam.
Zap it, Pat!
Pat taps his cap.
Pat zaps it!

Signature

Unit 11, Home-School Connections

Unit 14, Home-School Connections

Unit 3, Home-School Connections
Our goal: Provide the highest level of educator support to increase student achievement

Service does not come in a box; it must be custom-built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning approach is built around the “Five Keys to Success,” which form the foundation for a personalized strategy for planning, training, and ongoing support:

At its essence, the program represents an effort to recreate and stimulate what the brain does when it reads. Thus, there is time allocated to every dimension of oral language as well as to perceptual recognition and conceptual processes. … The RAVE-O program has a strong emphasis on vocabulary and comprehension and … relies on quick, engaging game-like tasks to hold children’s attention while providing effective instruction. As children become more masterful readers, their engagement with the materials increases, and they are more likely to attend for longer periods of time.

Katharine Donnelly Adams
“The Tufts-Malden Summer Reading Program: Can the Addition of Accelerated Reading Halt the Summer Achievement Gap?”
Eliot-Pearson Department of Child Development,
Tufts University
March 7, 2008

Our team specializes in partnering with schools and districts to build custom RAVE-O implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain RAVE-O implementation. Key stages of RAVE-O implementation include:

Visit www.voyagersopris.com/rave-o to review training options and a comprehensive menu of services.
SMALL-GROUP INSTRUCTION PROVEN TO INCREASE READING ACHIEVEMENT

Visit www.voyagersopris.com/rave-o to access:

- Complimentary samples
- Literacy webinars
- Reviews and testimonials
- Correlations to rigorous standards
- Interview with the author

RAVE-O is a comprehensive, effective, and easy-to-use program for struggling readers. The focus on multiple meanings immediately engages students in a way not experienced by many weak readers—it ‘lights a fire.’ I could see that my students suddenly felt empowered not only to learn, but to contribute to the learning process!

—Nancy Young, Teacher
Nanoose Bay, British Columbia, Canada

EMPOWERS STUDENTS TO READ TEXT DEEPLY TO BUILD NEW KNOWLEDGE, DEVELOP NEW IDEAS, AND REACH NEW LEVELS OF READING ACHIEVEMENT