



ENGAGING  
**SMALL-GROUP  
INSTRUCTION**  
PROVEN TO INCREASE  
**READING  
ACHIEVEMENT**

## 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.



RAVE-O Small-Group Intervention Toolkit

### Meet the Author Maryanne Wolf



“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. Marianne 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*<sup>®</sup>, *DIBELS*<sup>®</sup> 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

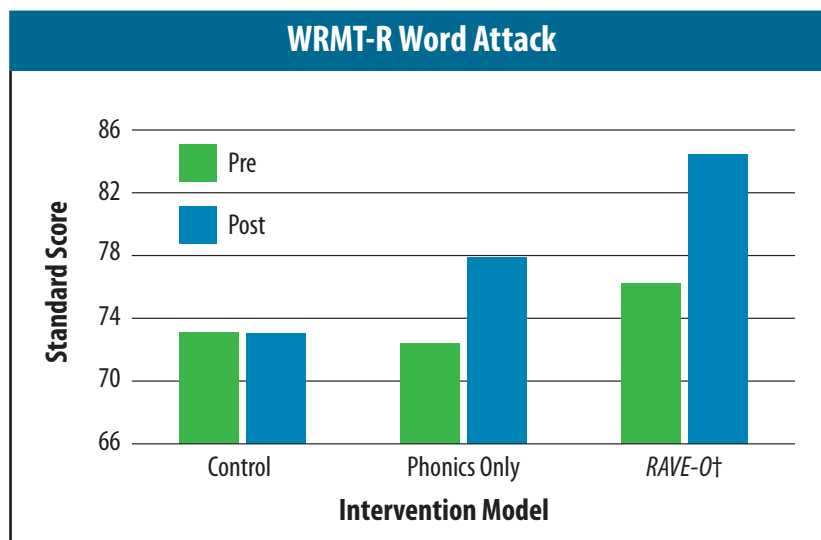
**Treatment:** 70 one-hour intervention sessions

- RAVE-O combined with phonemic awareness and blending program

Study funded  
by the NICHD\*\*

## Woodcock Reading Mastery Test-Revised (WRMT-R): Word Attack

Changes in Word Attack Standard Scores on Woodcock Reading Mastery Test-Revised



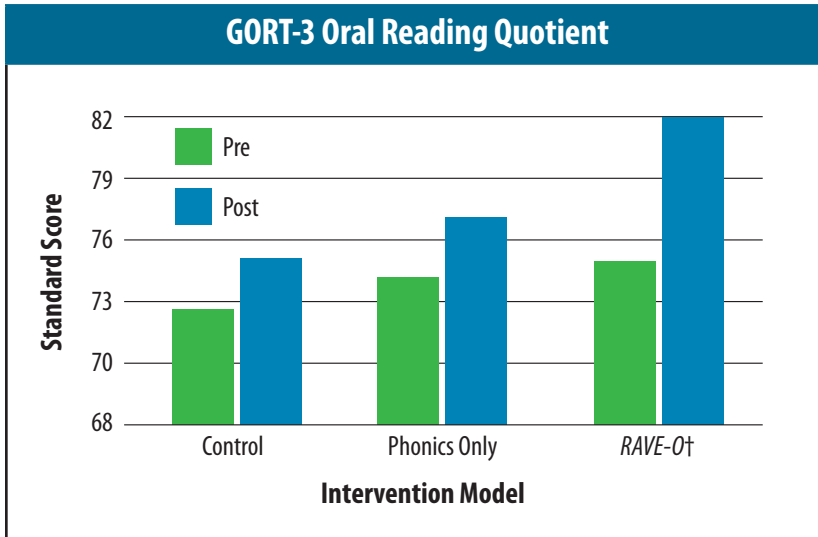
\*Morris, R., Lovett, M., Wolf, M., Sevcik, R., Steinbach, K., Frijters, J., et al. (2010). Multiple-Component Remediation for Developmental Reading Disabilities: IQ, Socioeconomic Status, and Race As Factors in Remedial Outcome. *Journal of Learning Disabilities*. doi:10.1177/0022219409355472

\*\*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

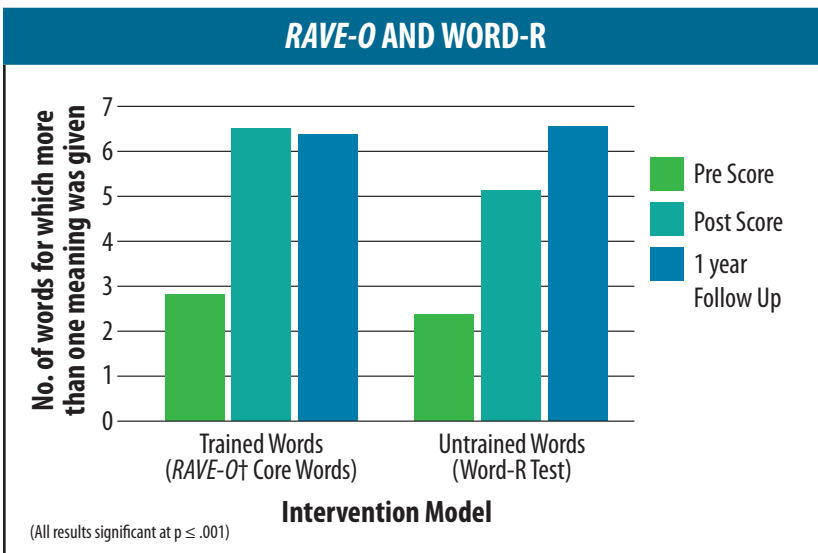


The RAVE-O† program demonstrated superior outcomes and greater linear growth on the ORQ at 70 hours; and a trend favoring RAVE-O was found on the Comprehension subscore at posttest. These findings demonstrate the efficacy of RAVE-O in facilitating fluent comprehension following only 70 hours of intervention.

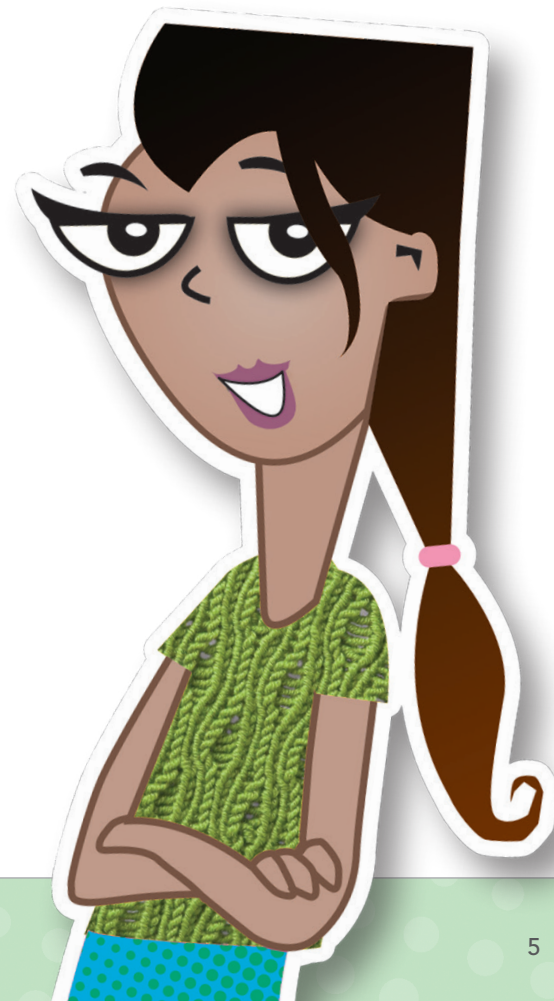
Multiple-Component Remediation for Developmental Reading Disabilities: IQ, Socioeconomic Status, and Race As Factors in Remedial Outcome  
*Journal of Learning Disabilities*

**WORD-R Test (elementary): Expressive Vocabulary and Semantics**

Short- and long-term gains in vocabulary knowledge and semantic flexibility



†RAVE-O combined with phonemic awareness and blending program



# THE RAVE-O DIFFERENCE

## 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

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.

## 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:

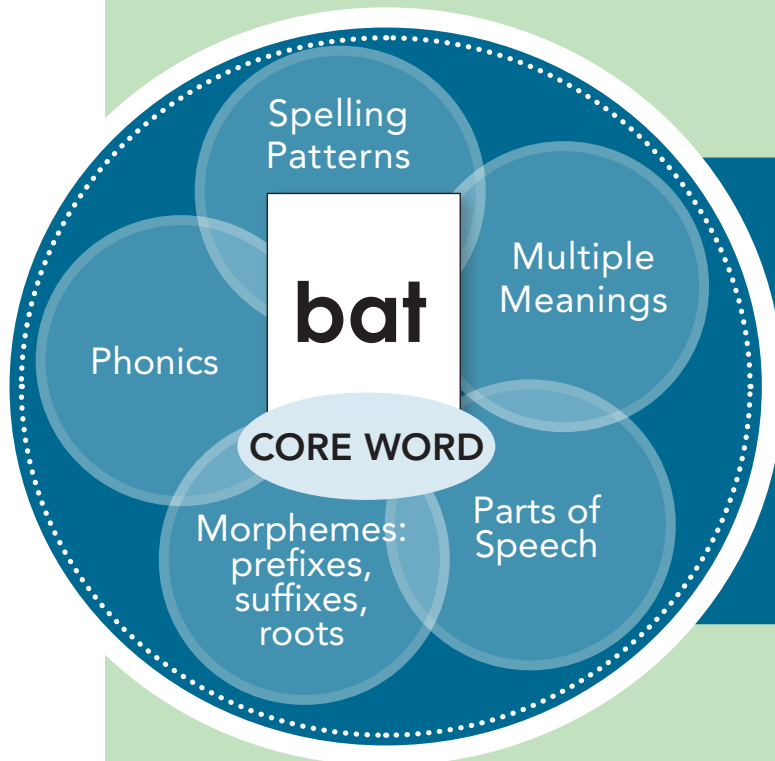
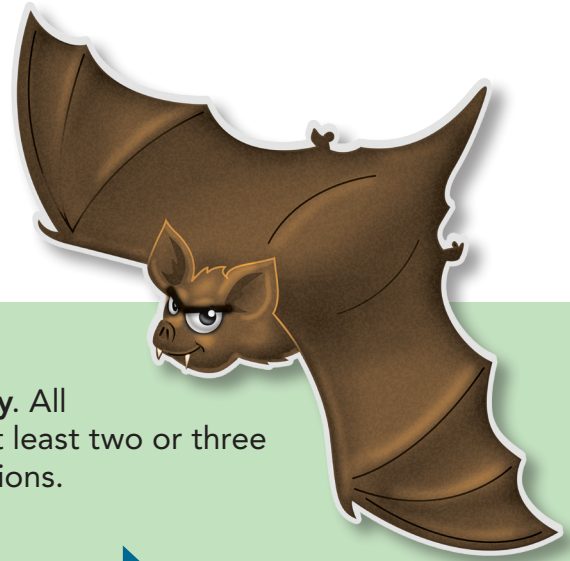
- **Explore** core words
- **Discover** related words and meanings
- **Read** words in context
- **Respond** to what they read

**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:

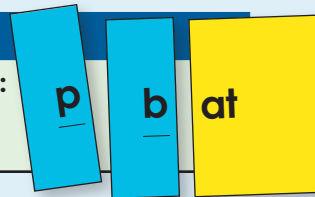
/b/ /a/ /t/

### Spelling

Examine word parts:

onset /b/

rime /at/



### Word Meanings

#### Explore Multiple Meanings

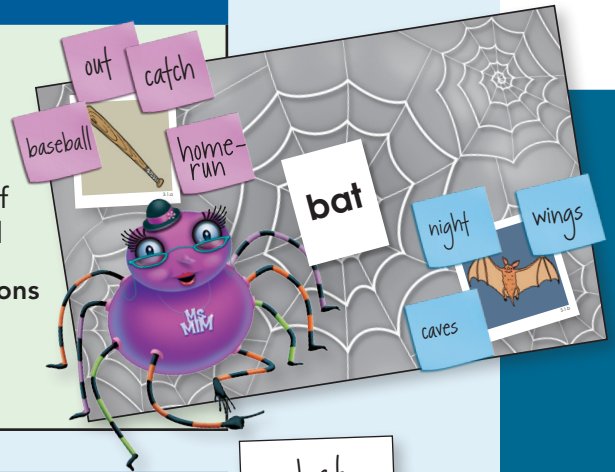
**bat:** small flying animal, club used to hit a ball; the action of using club to hit a ball

#### 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)

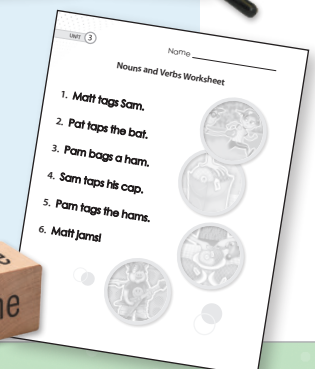


### Prefixes, Suffixes, and Roots

#### Learn how affixes change word meanings.

bat (noun) + s = more than one bat

bat (verb) + s = bats the ball now



bat

CORE WORD



## Students practice and apply skills by reading the Minute Stories.

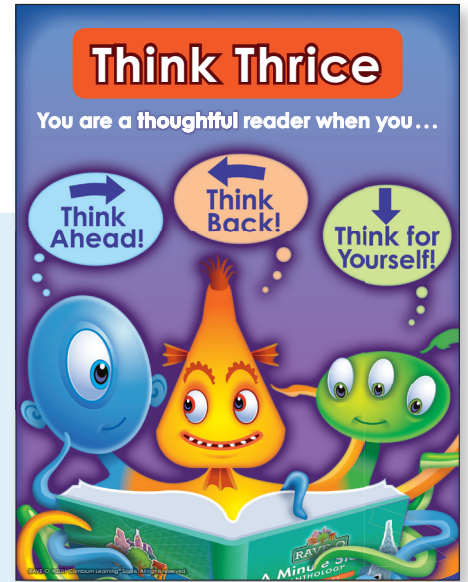
The *Minute Story Anthologies* are collections of **imaginative stories** with wonderfully engaging illustrations. In exploring the richness of language in the context of connected text, students achieve **fluent comprehension**.

### 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.



Think Thrice Poster

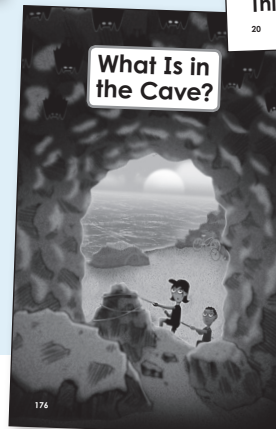


A Minute Story Anthology, Volumes 1 & 2



This is a fat bat.

The fat bat is a ham!



#### What Is in the Cave?

What Is in the Cave?

#### Chapter 1

Bob and Kim like to go on bike rides in the hills. They plan to ride to a cave in the hillside by the sea.

They get to a wide sandbank and put the bikes in the shade. They take a rope with them. They fix it to a rock at the front of the cave. The rocky slope into the cave is so slippery that they slide to one side. They cling to the rope to be safe.

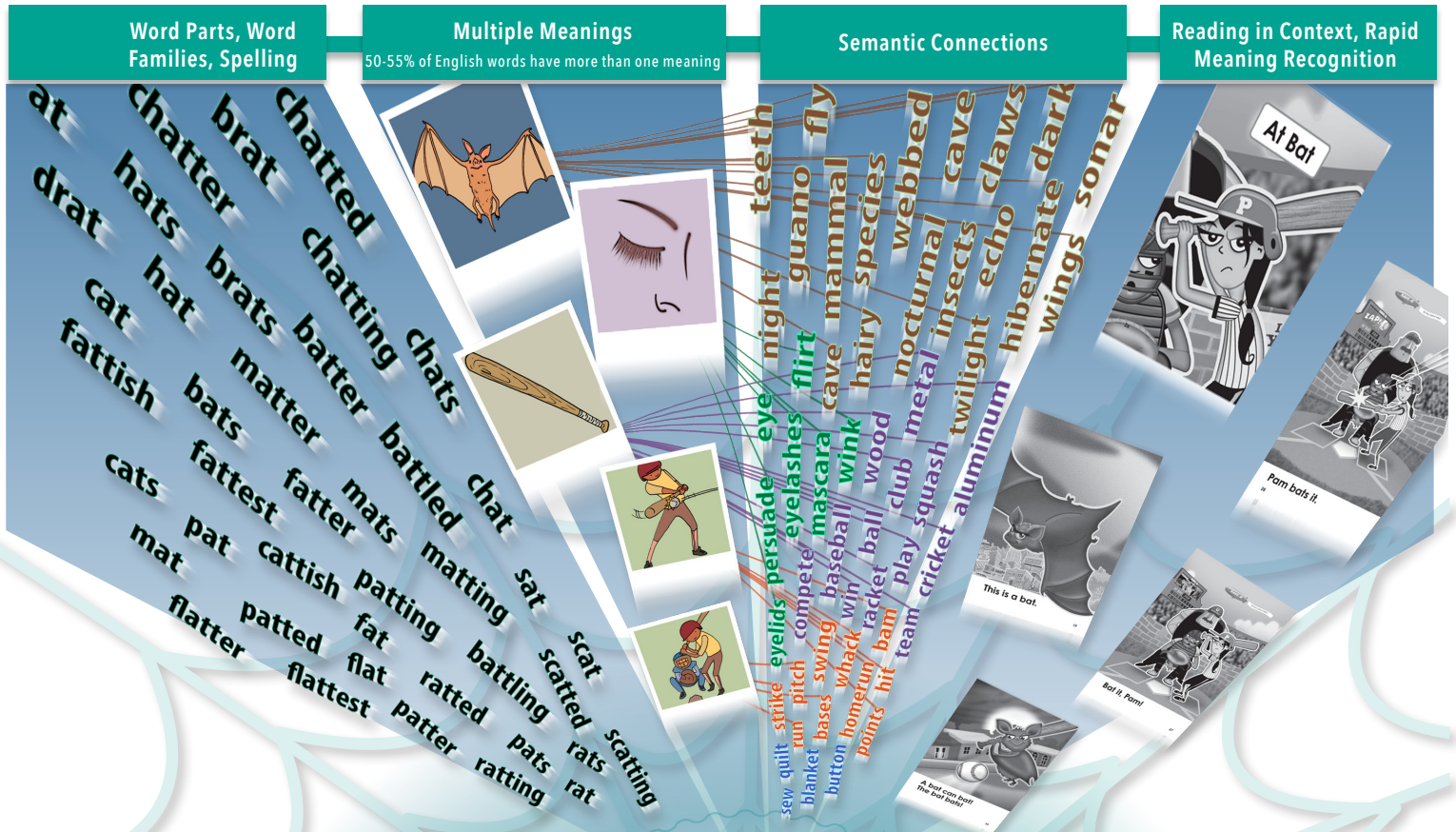
The cave is dim. Only a thin ray of sun is trapped in there. Bob and Kim do not want to be trapped, but they want to see what is in the cave.

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.



It Starts with a Core Word:

**BAT**  
 RAVE-O ignites a  
 word explosion

The premise is that, when students know one word, they know at least **100** other words.



# 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

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.

Lesson One	Lesson Two	Lesson Three	Lesson Four
Welcome	Welcome	Welcome	Welcome
Warm-Up	Warm-Up	Warm-Up	Warm-Up
Introduce New Core Words	Introduce New Core Words	Introduce New Tip Metacognitive Strategy	Move Core Words to Word Wall
Working With Words	Minute Story	Minute Story	Minute Story
Word Web	Activities for Accuracy	Activities for Accuracy and Fluency	Timed RAN Word Charts for Core Words; Timed Minute Stories
Ticket Out the Door	Ticket Out the Door	Ticket Out the Door	Ticket Out the Door
			Unit Assessment: POSSuM Check

## SCOPE AND SEQUENCE

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

\*Consolidation Days (Summative Assessments)



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

# 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.

UNIT 3 LESSON 1

LESSON 1 • AT-A-GLANCE

LESSON 1 ACTIVITIES	TIME (MINS.)	STUDENT OBJECTIVES	PAGE
<b>Welcome</b> Review the concept of rime families and rime patterns <i>am</i> and <i>ap</i> .	3	Describe the Rhyme-Time Tip (Phonology); identify rime patterns in Core Words (Orthography); read the Word Wall with speed (Fluency).	114
<b>Warm-Up</b> Identify MIMs of Core Words.	5	Provide words from Image Card clues (Semantics, Retrieval).	115
<b>Nouns vs. Verbs</b> Introduce the thing/action—noun/verb concept.	6	Identify noun/verb usage pictured in the Image Cards and/or as used in sentences (Syntax, Semantics).	117
<b>Word Introduction <i>bat</i></b> Word introduction for the first of two new Core Words with the same rime pattern.			
<b>PART I</b> <b>Introduce MIMs of <i>bat</i></b> Semantic introduction of <i>bat</i> .	4	Provide three meanings of <i>bat</i> (Semantics) and use the meanings in sentences (Syntax).	120
<b>PART II</b> <b>Review Sound-Symbol Correspondences of <i>b, a, t</i></b> Phonological introduction of <i>bat</i> .	2	Segment phonemes, name letters, review sound-symbol correspondences of <i>b, a, t</i> , and blend to word level (Phonology).	122
<b>Word Introduction <i>pat</i></b> Word introduction for the second of two new Core Words with the same rime pattern.			
<b>PART I</b> <b>Introduce MIMs of <i>pat</i></b> Semantic introduction of <i>pat</i> .	4	Provide three meanings of <i>pat</i> (Semantics) and use the three meanings in sentences (Syntax).	123
<b>PART II</b> <b>Review Sound-Symbol Correspondences of <i>p, a, t</i></b> Phonological introduction of <i>pat</i> .	2	Segment phonemes, name letters, review sound-symbol correspondences of <i>p, a, t</i> , and blend to word level (Phonology).	125

Detailed lists make it easy to organize appropriate  **materials**  prior to the lesson.

MATERIALS

TOOLKIT	CLASSROOM	TEACHER RESOURCE GUIDE
Core Word Cards: <i>bat, pat</i> Rime Pattern Cards: <i>at</i> Starter Cards: <i>b, p</i> Image Cards: <i>jam, ram, lap, tap, bat, pat</i> Question Words Poster Sentence Builder Poster Jam-Slam Poster MIM Poster MIC Poster Word Web <i>WordWork Books</i> Unit 3 Semantics Resource Sheets (see the <i>Teacher Resource Guide</i> ) Small magnifying glasses	Pocket chart Index cards Self-stick notes (three colors) Word Wall  <b>TEACHER-PROVIDED</b> Treasure chest Detective hat (optional) Pictures and props that represent <i>bat</i> Pictures and props that represent <i>pat</i> Tactile cards: <i>at</i> (one per student) Photocopy of three Image Cards for <i>bat</i> Photocopy of Core Word Card for <i>bat</i> Preparation: Write "Noun-Thing" and "Verb-Action" on two index cards.	Word Introductions with Semantic Resource Sheets, Assessment Guidelines and Assessment Forms, the Image Card Catalog, Word Wall Chart, and other useful resources.  <b>ONLINE RESOURCES</b> Instructional Blackline Masters, Assessment Forms (Unit POSSuM Checks; teacher and student versions; Minute Stories for Timed Readings, Class Assessment Record Form), and Home-School Connections (parent letters and materials). <a href="http://www.soprislearning.com/raveoresources">www.soprislearning.com/raveoresources</a>

## 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.

Materials are listed at **point** of use for each activity.

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

Activity Summary offers a **quick overview** of the activity steps.

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

Blue scripting gives **explicit guidance** in how to deliver content.

UNIT 3 LESSON 1

### Welcome

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.

**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:  
*ram, jam, lap, tap.*

Very good work!

**MATERIALS Classroom/Teacher-Provided**

- Word Wall

### 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 is 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?

**MATERIALS Toolkit**

- Image Cards: *jam, ram, lap, tap*
- Classroom/Teacher-Provided
- Word Wall

rhyme.) What part of them  
le and at the end.)  
rds that sound the same in  
Tip.) And who gave us this  
tool rimes are!

it: The *am* family.) Yes,



# TAKING A CLOSER LOOK (continued)

## The RAVE-O Lesson: Providing Explicit, Engaging Instruction

Sample Activity:

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

UNIT 3 LESSON 1

### 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*

**MIM Poster**



### 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)

multiple meanings

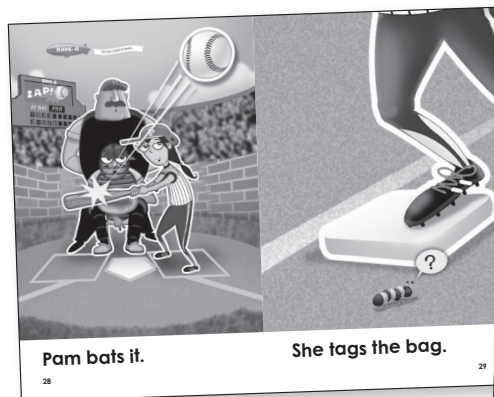
multiple meanings

word connections to each multiple meaning

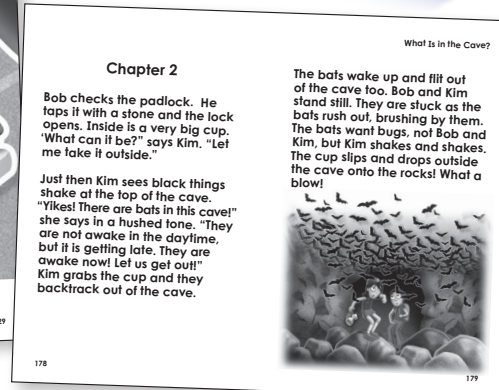


## The RAVE-O Lesson: Building Fluent Comprehension

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*.



Unit 3 Minute Story



Unit 16 Minute Story

## 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 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*

3.1.a

3.1.b

3.1.c

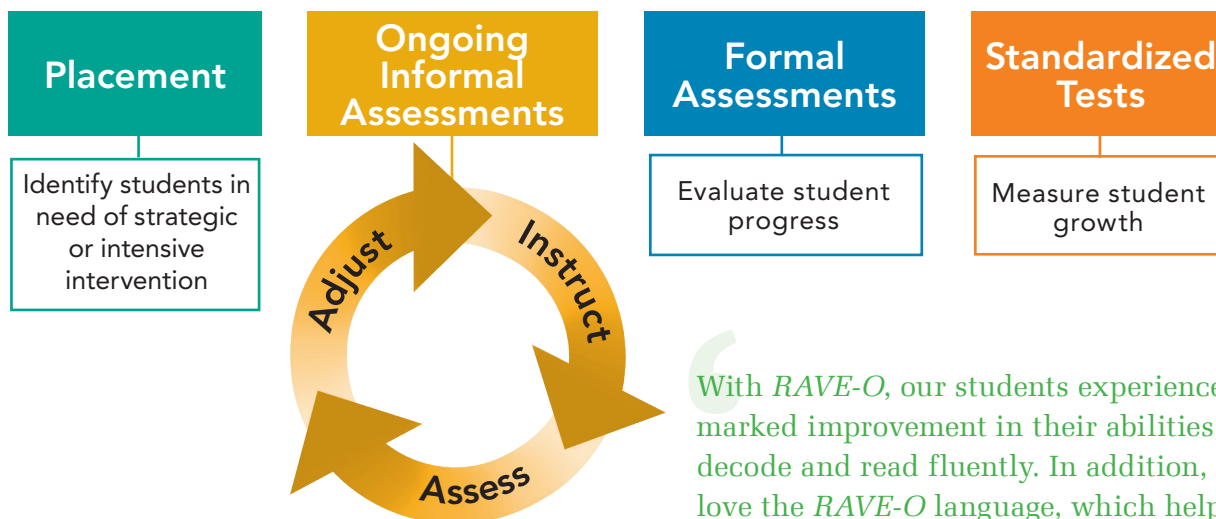
Image Cards

Content connections if students need help:

UNIT 3

# 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



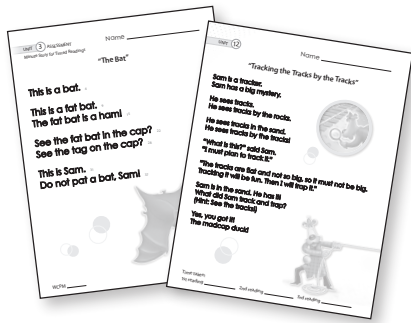
### ONGOING INFORMAL ASSESSMENT

- Letter recognition: distinguishing *b* and *p*

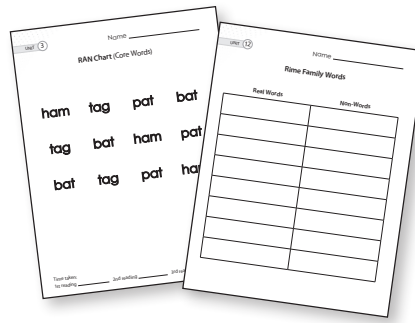
**IF** students confuse the lowercase letters *b* and *p* . . .

**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.

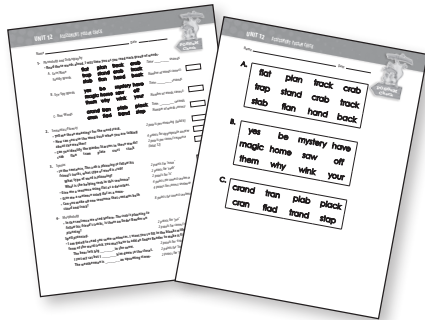
# Formal Assessments



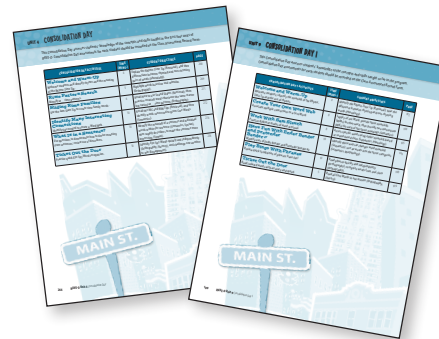
- **Fluency:** Timed reading of *Minute Stories*



- **Fluency:** Word reading/RAN Charts



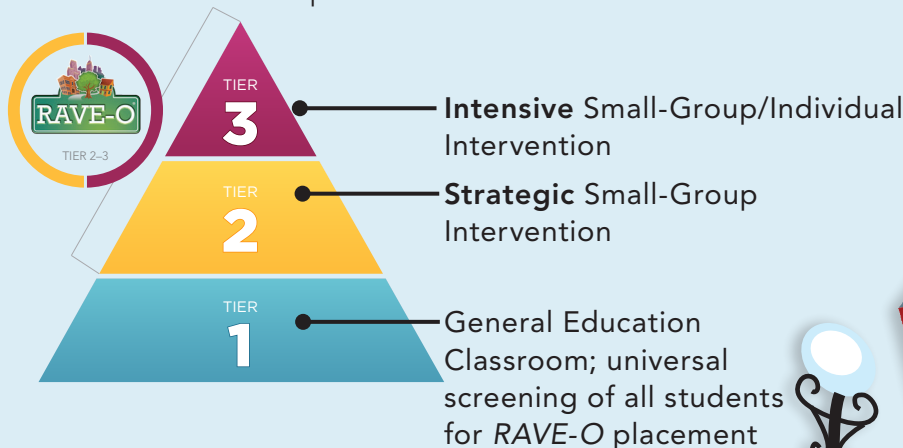
- **Unit Assessments:** Assess progress made across several components of literacy



- **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.



MAIN ST.

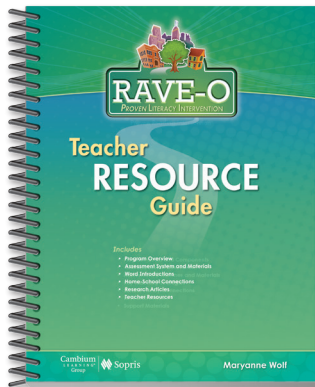
# RAVE-O MATERIALS

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

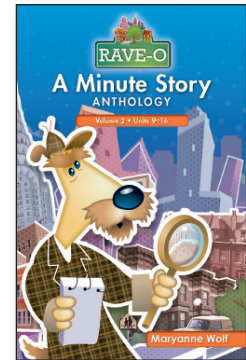
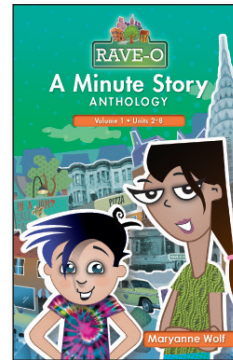
Visit [www.raveotown.com](http://www.raveotown.com) to access:

- 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



Core Word	s	ing	ed	er
bug		bugging		x
run			ran	
rub			rubbed	
duck				x
dip		dipping		

## 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



# HOME-SCHOOL CONNECTIONS

RAVE-O provides materials for building connections with each student's family about what students are accomplishing in the RAVE-O program.

UNIT 3 Name \_\_\_\_\_

"At Bat"

Bat it, Pam!

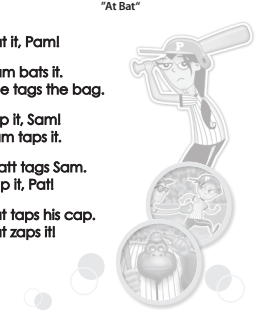
Pam bats it.  
She tags the bag.

Tap it, Sam!

Sam taps it.

Matt tags Sam.  
Zap it, Pat!

Pat taps his cap.  
Pat zaps it!



Signature \_\_\_\_\_

Unit 3, Home-School Connections

UNIT 11 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 rock!  
Bob says, "The rock will tip!"  
Pop says, "Bill you will fall!"

Just then a fish bites Bill's line!  
Bill by bill Bill hugs on his line.  
He has a big fat codfish!  
What a fisherman!

But the fish pines for the water.  
The fish outwits Bill. He tips his fin and escapes!  
"No fish for dinner!" yells Bob.

"We are in luck," says Pop with a wink, and digs for his bag by the rocks.  
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 11, Home-School Connections

UNIT 14 Name \_\_\_\_\_

"Bones"

The bones inside your body give you your shape.  
Tap the top of your body. The bone you tapped is your skull. The skull makes your brain safe.

Poke your back. You have a backbone there. It is called your spine. It is made from 26 bones in the shape of little tubes. The spine bones let you stand, tip or dip.

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

Tap on your chest. The bones in your chest are your ribs. You have 24 rib bones and your lungs are inside them. Air goes in and out of the lungs.

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. Shake a hip and a leg!

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 14, Home-School Connections

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.

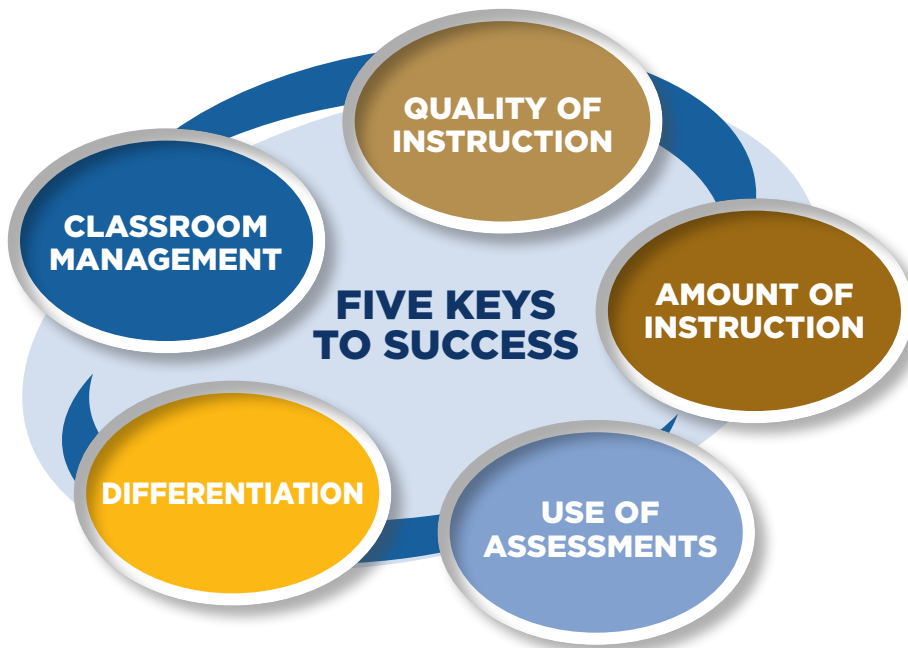
Thank you for being a partner in working with me to help your student become a better reader!

Sincerely,



**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](http://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](http://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  
Nanose Bay, British Columbia, Canada

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