



Comprehension

A Quick Overview

Rev Up Comprehension –

Is a whole-class/small-group program designed to improve students' comprehension of the texts they read.

Provides for the systematic and explicit teaching of eight different comprehension strategies –

Asking and Answering Questions
Comparing and Contrasting Information
Interpreting Points of View
Identifying Main Ideas
Making Inferences and Drawing Conclusions
Recognizing Cause and Effect Relationships
Identifying Chronological and Sequential Order
Summarizing

Provides demonstrations, scaffolded instruction, and guided practice for each strategy.

Includes a CD for whole-class teaching around a central traditional tale.

Includes 48 cards (six each of eight paired fact and fiction cards) each containing three short, graded passages for differentiated guided reading and/or independent practice.

Has explicit, detailed lesson plans for each card and strategy. These plans include specific outcomes for both the content of the card and the comprehension strategy.

Includes graphic organizers to assist students with organizing information.

Has follow-up activities which include comprehension, fluency, further research, and writing.

Encompasses on-going formative and summative assessment.

Has free-on line support material.



Vocabulary

A Quick Overview

Rev Up Vocabulary –

Is a whole-class/small-group program designed to improve students' comprehension by teaching them specific vocabulary-learning strategies.

Provides for the systematic and explicit teaching of eight different vocabulary-learning strategies –

Categorizing Words

Comparing and Contrasting Words

Applying Word-Level Analysis

Discovering Relationships Through Semantic Mapping

Defining Key Concepts

Analyzing Semantic Features

Synthesizing Meanings Using Examples and Non-Examples

Predicting Word Meanings By Developing Possible Sentences.

Provides a rationale for which vocabulary words to choose for instruction.

Provides demonstrations, scaffolded instruction, and guided practice for each strategy.

Includes a CD for whole-class teaching around a central traditional tale.

Includes 48 cards (six each of eight paired fact and fiction cards) each containing three short, graded passages for differentiated guided reading and/or independent practice.

Has explicit, detailed lesson plans for each card and strategy. These plans include specific outcomes for both the content of the card and the vocabulary-learning strategy.

Includes graphic organizers to assist students with organizing information.

Has follow-up activities which include comprehension, fluency, further research, and writing.

Encompasses on-going formative and summative assessment.

Has free-on line support material.



Comprehension and Vocabulary

Implementing the Program

Choose the instructional setting – whole class, small group, or combined whole class/small group.

Choose the comprehension or vocabulary-learning strategy.

Use the CD and lesson plans in tandem to teach the strategy.

Direct the students to read the appropriate version of the traditional tales. Pair or group less able readers with more competent readers for this task, or alternatively, read the text to them.

Scaffold the instruction by explaining the component parts of the strategy to the students and then working with them to complete and discuss the graphic organizers. There are four component parts for each strategy.

Have the students work in small groups to reread the appropriate texts, complete the graphic organizers, and share their work with the class or group.

Invite the students to discuss what they know about the comprehension or vocabulary-learning strategy and why it is important to their understanding of fiction and non-fiction text.

Assess their individual understanding by having them complete the Strategy-Assessment task.

Use the **Rev-Up Reading Cards** with small homogeneous groups to provide further practice. This may be guided reading or independent work.

Use just one pair of cards with a group or have the groups read more than one pair of cards in subsequent lessons.

Because the outcome is for students to understand and use the targeted comprehension strategy, they can work with cards that are below their reading level. Read to, or share the reading with students for whom all the material is difficult.

Have the students complete the comprehension, vocabulary, further research, and writing tasks on each card.



Fluency

A Quick Overview

Rev Up Fluency –

Is a whole-class, small-group, or individual student program designed to improve the fluency of disinterested readers, striving readers, and English language learners.

Is based on the empirical research into repeated readings and the resultant spin-off for improved comprehension and vocabulary.

Suggests three instructional models –

*one student competing with him or herself
to see how quickly they can achieve mastery*

*two or more students of similar ability competing
to see which student can reach the mastery level first*

*heterogeneous teams of students competing against
each other. The more able readers in the team assist
the less-able or disinterested readers to achieve the mastery level.*

Comprises five themed sets of 30 high-interest paired fiction and non-fiction cards.

Extreme – levels E - H

Sport – levels E - H

Action – levels I - M

Science – levels I - M

Climate – levels N - O

Provides three short reading passages of 100 - 120 words on each card.

Indicates a running total of words per line for each separate passage.

Has follow-up comprehension, vocabulary, research, and writing activities on each card.

Includes a student workbook with answer sheets and fluency graphs to provide ongoing formative and summative assessment.

Provides free online resources.



Fluency

Implementing the Program

Choose the students who will take part in the program.

Choose the appropriate **Rev Up Reading Card Set** to match the students' reading ability. The students do not have to be able to initially read the card at 90% or above accuracy as they will be rereading the card several times.

Choose the competitive model – individuals, pairs, or teams.

Explain the program to the students and tell them what is expected of them.

Use one student to demonstrate the task to the class or group.

Read the selected card to the student or students. Briefly clarify anything that they don't understand.

Have the student read as much of the first passage as they can in one minute.

Mark the fluency graph with the number of words read and the number of errors made.

Share this with the student. This will be their starting point.

Have the students read their cards independently and mark their progress on the graph. They can do this in pairs or teams with one student timing the other and recording progress on the graph.

When the students can read the entire card in three minutes or fewer with 95% or above accuracy, have them use the workbook to complete the comprehension and vocabulary questions from the back of the card.

Move the students to another card at the same level or a higher level depending on how long it took them to reach the fluency benchmark and the accuracy of their comprehension and vocabulary answers.

If students show a particular interest in a subject, have them complete the further research and writing activities on the card.

Use the fluency graphs and student workbooks to provide ongoing formative and summative assessment.