



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.