Rev Up Reading Programme Guide

What Is Rev Up Reading?

Rev Up Reading is a literacy programme for reluctant, struggling, and disinterested readers. The Rev Up Reading programme is designed to get these readers fast, fluent and interested in reading. The Rev Up Reading programme also tests the students' comprehension and vocabulary and extends their vocabulary, writing, and research skills.

Students read the Rev Up Reading cards as many times as necessary to reach mastery and then move to cards at a higher level. Exciting topics, opportunities for further research, and instant tangible evidence of improvement, provide the motivation.

Because students, particularly boys, thrive in competitive situations, we suggest that you follow one of the Rev-Up Competitive Reading Models outlined on page 4.

Once you have chosen the Rev Up Competitive Reading Model of your choice and set the ground rules and expectations, your students can work on revving up their reading independently while you work with other groups of students.

What Are the Rev Up Reading Competitive Models?

There are three Rev Up Reading Competitive Models that work well with the Rev Up Reading programme. The context of the models is different, but mastery is the same. Mastery is reading 100 words in one minute with four or fewer errors (96% or above accuracy) and answering the comprehension and vocabulary questions with 100% accuracy.

Rev Up Reading Competitive Model 1

An individual student competes against him or herself to see how quickly they can reach mastery.

Rev Up Reading Competitive Model 2

Two or more students of similar ability compete with each other to see which student can reach the mastery level first.

Rev Up Reading Competitive Model 3

Teams of two students compete against other teams. In this model the students are of differing abilities. The aim is for the better reader on the team to assist the weaker reader to help that reader reach mastery. The better reader on a team may be a disinterested reader who has already attained mastery. The goal for this student will be to increase their interest in reading while helping a less-able peer attain mastery.

What Are the Components of the Rev Up Reading Programme?

The cards have high-interest topics, one fact and one fiction selection for each topic. The cards are colour-coded and graded in difficulty from orange to silver, levels 15 - 24. 30 four-sided cards in total.

Each card has an audio version that models fluent reading at 100 words a minute. You may wish to use the audio version with English language learners and less-able readers.

Action Cards Set 1

IP	FP	Colour	Fact Titles	Fiction Titles
15 - 16	I	Orange	• The Sausage Race • Extreme Hair • White Black Bears	• Slugger Sam • Ashkii's Hair • Beware! Grumpy Bear
17 - 18	I/J	Turquoise	• Eating Eyeballs • Fierce Fires • Plant Buddies	• Wild Food Festival • Smoke Jumpers • Pumpkin Giants
19 - 20	J/K	Purple	• Killer Waves • Pooh! A Skunk Sprayed You • Snake Food	• Crocodile Lagoon • Skunked • The Snake Charmer
21 - 22	K/L	Gold	• The Flying Machine • Gold Rush • Mudpuppies	• Plummet! Panic! • The Trail to Gold • Fire Lizard
23 - 24	L/M	Silver	• Golden Gloves • La Tomatina • Hubble	• Greek Boxing • Tomatoes Fight Back • Sat Chat

Science Cards Set 1

The cards have high-interest topics, one fact and one fiction selection for each topic. The cards are colour-coded and graded in difficulty from orange to silver, levels 15 - 24. 30 four-sided cards in total.

Each card has an audio version that models fluent reading at 100 words a minute. You may wish to use the audio version with English language learners and less-able readers.

IP	FP	Colour	Fact Titles	Fiction Titles
15 - 16	I	Orange	• Did You Know that You're an Animal? • Water, Water Everywhere • Why do You Have Ears?	• Baby Dinosaur's Big Jump • Down-River Drama • Sally Superhero
17 - 18	I/J	Turquoise	• I'm a Smart Plant • Wind, Heat, Clouds • Magnetic Magnets	• Treeman • Tornado • The Top-Secret Magnet
19 - 20	J/K	Purple	• Your Brainy Brain • Day and Night • Motion, Direction, Speed	• The Hunter • Vampire Attack • Down Danger Hill
21 - 22	K/L	Gold	• The Life Cycle • Which Rock Would You Be? • Heat It Up	• Quingle versus Prork • Rock Planet • Yeti!
23 - 24	L/M	Silver	• You Need Me and I Need You • Milky Way • Getting Help from a Simple Machine	• Trapped! • Attack! • Sabotage!

What Skills Are Taught in the Rev Up Reading Programme?

The Rev Up Reading programme primarily targets fluency, comprehension and vocabulary.

Questions on the card test the readers comprehension of the passage and their vocabulary knowledge. There are also writing and research activities that you may use as part of the programme or optional extras.

Card 1 — Passage 1

REV UP READING CARD
Fire Lizard
NAME _Jason Miller_

PASSAGE 1

NUMBER OF WORDS READ IN ONE MINUTE

	READING CHECK 1	READING CHECK 2	READING CHECK 3	READING CHECK 4	READING CHECK 5
101 - 110					
91 - 100					
81 - 90					83
71 - 80					
61 - 70				68	
51 - 60					
41 - 50			49		
31 - 40		35			
21 - 30					
11 - 20	17				
0 - 10					
NUMBER OF ERRORS		2		1	

Card 2 — Passage 2

REV UP READING CARD
Fire Lizard
NAME _Jason Miller_

PASSAGE 2

NUMBER OF WORDS READ IN ONE MINUTE

	READING CHECK 1	READING CHECK 2	READING CHECK 3	READING CHECK 4	READING CHECK 5
101 - 110					
91 - 100					
81 - 90					89
71 - 80				74	
61 - 70					
51 - 60			53		
41 - 50		43			
31 - 40					
21 - 30	22				
11 - 20					
0 - 10					
NUMBER OF ERRORS		1	2		

Card 3 — Passage 3

REV UP READING CARD
Fire Lizard
NAME _Jason Miller_

PASSAGE 3

NUMBER OF WORDS READ IN ONE MINUTE

	READING CHECK 1	READING CHECK 2	READING CHECK 3	READING CHECK 4	READING CHECK 5
101 - 110					103
91 - 100				97	
81 - 90			89		
71 - 80		75			
61 - 70					
51 - 60	53				
41 - 50					
31 - 40					
21 - 30					
11 - 20					
0 - 10					
NUMBER OF ERRORS	1				3

Card 4 — Comprehension / Vocabulary

REV UP READING CARD
Fire Lizard
NAME _Jason Miller_

COMPREHENSION - circle the correct letter

Why are salamander called fire lizards?
A - because they live in fires
B - because they eat fire
(C) - because the ancient Greeks gave them that name
D - because they like to lie by fires

Why do people still think that salamanders are lizards?
A - because they have dry skin
(B) - because they look like lizards
C - because you can see them lying in the sun
D - because they're reptiles

Which is the best word to use instead of *slimy* in, *we've got wet slimy skin.*
A - greasy
B - oily
(C) - slippery
D - rough

VOCABULARY

Use a dictionary or thesaurus to find four meanings for the word *fire*.
1 - _passion_   2 - _dismiss_
3 - _shoot_   4 - _flames_

Card 5 — Writing

REV UP READING CARD
Fire Lizard
NAME _Jason Miller_

WRITING
Continue the story.
Write four more sentences telling what will happen next.
Will the salamander find a fire to walk through?
Will it walk through the fire if it finds one?
Will the salamander get so hot on the way, it'll catch on fire?
Will something else happen?

1 - _The salamander saw some smoke and went to find out where it was._

2 - _It saw the fire and ran as fast as it could to get to it and dived in._

3 - _Then it got so hot its tail caught fire! and it ran back to the river again._

4 - _It jumped in the river just in time and its tail was sore but it was better after a while._

Card 6 — Research

REV UP READING CARD
Fire Lizard
NAME _Jason Miller_

RESEARCH
Find out three things that are different between lizard and salamander breeding.
1 - _Salamanders eggs don't have shells but lizards eggs do have shells._

2 - _Salamanders lay eggs in water but lizards don't._

3 - _Lizard babies look like lizards but salamander babies look sort of tadpolish._

Is Rev Up Reading Research-Based?

Rev Up Reading is based on the many research studies that show that fluent reading is a necessary part of the reading process. The research shows that fluent reading increases comprehension. Fluent readers also read more words than non-fluent readers. The more words a reader reads, the more their vocabulary increases, the more new ideas they are exposed to and the more complex sentence structures they learn.

Research also shows that many of the reluctant and struggling readers are not fluent. These readers soon become frustrated and disinterested. They read less and less and thus get further and further behind their age peers. Being disinterested in reading, leads to disinterest in writing. This has a snowballing effect and ultimately these students become disinterested in other curriculum subjects as they struggle to understand what they are required to read and struggle to write what they are required to produce.

Recent research also points to the fact that boys are becoming less and less interested in reading. Suggestions have be made that boys prefer to be involved in more competitive activities.

Our premise is that combining a competitive environment with interesting topics will encourage boys to read more.

What Is the Rev Up Reading Instructional Model?

The Rev Up Reading instructional model is based on the research into repeated reading.

In the repeated reading instructional model, students read short passages of text in a specific time frame. With each successive reading of the same passage, their reading becomes faster and their errors decrease. When a student has reached mastery for that passage, he or she moves on to a more difficult passage.

Each Rev Up Reading card contains three reading passages, each approximately 100 words long. To reach mastery, a student needs to read each passage in one minute with four or fewer errors. Mastery is reached when the student can do this and can answer the comprehension and vocabulary questions correctly.

If you are using the Rev Up Reading Competitive Model 3, the more able student may reach mastery before the less able student or may have already have reached mastery. This student assumes the role of a tutor and helps the other team member to reach mastery before the opposing teams.

What Assessment Tools Does Rev Up Reading Use?

The Rev Up Reading programme incorporates both formative and summative assessment.

Formative assessment is provided directly for the students. After each reading of a passage, they mark a graph. The graph shows them instantly how they are improving. This tangible evidence of improvement in speed, and reduction in errors, is a powerful motivator for reluctant and/or disinterested students.

Questions on each Rev Up Reading card provide you with both formative and summative assessment. You can see at a glance which items the students have responded to correctly. You can also use their incorrect responses on which to base further teaching. For example, if a student gets all the vocabulary questions correct, but struggles with the comprehension questions, you will know it is appropriate to take a mini lesson on the particular comprehension strategy that the student is finding difficult.

Answers to multi-choice and research questions are provided so that either you or a student can assess how well they have done.

Answer Sheet

Fire Lizards

Rev Up Comprehension

Why are salamander called fire lizards?
- A because they live in fires
- B because they eat fire
- **C because the ancient Greeks gave them that name**
- D because they like to lie by fires

Why do people still think that salamanders are lizards?
- A because they have dry skin
- **B because they look like lizards**
- C because you can see them lying in the sun
- D because they're reptiles

Which is the best word to use instead of *slimy* in, *we've got wet slimy skin.*
- A greasy
- B oily
- **C slippery**
- D rough

Rev Up Dictionary

Use a dictionary or thesaurus to find four meanings for the word *fire*.

flames, shoot, dismiss, passion

Rev Up Writing

Continue the story. Write four more sentences telling what will happen next. Will the salamander find a fire to walk through? Will it walk through the fire if it finds one? Will the salamander get so hot on the way, it'll catch on fire? Will something else happen?

Rev Up Research

Find out three things that are different between lizard and salamander breeding.

- Salamanders have eggs without shell. Lizard eggs have shells.
- Most salamanders lay their eggs in water, most lizards lay their eggs in the sand.
- Lizard babies look like their mothers. Baby salamanders do not look like their parents. They change like frogs do

Fire Lizards

How Do I Get My Rev Up Reading Programme Started?

- SELECT THE STUDENTS

- MATCH THE STUDENTS TO THE APPROPRIATE REV UP READING CARD

- EXPLAIN HOW THE REV UP READING PROGRAMME WORKS

- CHOOSE THE REV UP READING COMPETITIVE MODEL

- IMPLEMENT THE REV UP READING PROGRAMME

- ASSESS THE PROGRESS

How Do I Select the Students?

Choose students who you think will benefit from the Rev Up Reading programme because they:

- have little interest in reading
- lack fluency when reading
- are reading below year level
- need extra practice with comprehension and vocabulary

How Do I Match the Students to the Appropriate Rev Up Reading Card?

Use the level your students are reading in their regular classroom programme as your guide. Choose a Rev Up Reading card on or above that level depending on how well the student is comprehending and how fluent they are in their regular classroom group. Have the student read the first passage unseen. If they make between 15 and 20 errors in the 100 words, the card is too hard. If they make fewer than four errors, the card is too easy.

Why Do I Explain How the Rev Up Reading Programme Works?

It is important to explain to the students how the Rev Up Reading programme works. You need all the students to know exactly what is required of them so that they can work by themselves without constantly asking you what they should do next.

Tell the students that they will be given a Rev Up Reading card to read. Each card has three passages, each of approximately 100 words. The card also has questions on the last side. Tell them that you will read the card to them first and discuss with them anything that they do not understand. You will then listen to them read the first passage and stop them after one minute. This is their starting point and you will plot it on their first graph along with the number of errors they made. They will then go away and practise reading the passage for one minute to improve their reading rate and decrease the number of errors. The cumulative numbers are at the end of each line to make this easier for them.

Each time they make progress, they should mark their graph. When they join the dots they will see straight away how their speed is increasing and how their errors are decreasing. They should them move on to the next passages and do exactly the same using the next two fluency graphs.

When they can read the three passages in three minutes they should answer the questions. They should mark their answers on the back of the fluency graph form 3.

How Do I Choose and Explain the Rev Up Competitive Models?

You may choose to use just one model, or you may choose to use more than one depending on your students and how you think they will best respond. Your personal knowledge of your students will be the best guide. If you are working with older students you may wish to let them be part of the decision making as to which model they would like to use.

If you are using Rev Up Reading Competitive Model 2 where two students of like ability compete with each other, be sure that they are very similar in ability or one student is doomed to fail before you start.

If you are using Rev Up Reading Competitive Model 2 or Rev Up Reading Competitive Model 3 you should be sure that any cultural or ethnic issues are addressed before you pair students. For example, in some cultures it would be inappropriate for the more capable student to be a girl. In other cultures, it may be inappropriate to have a boy competing with a girl.

Explain to the students that if they are using Rev Up Reading Competitive Model 1 they will be competing against themselves and the clock - just like athletes do when they are practising.

Each time they practise they will see that they are getting better. Their target is to get faster and more accurate each time they read the same passage. A second target is for their first reading of a new next passage to be faster and with fewer errors than the first reading of the previous passage.

Explain to the students using Rev Up Reading Competitive Model 2 that they are competing not only with themselves but also with other readers. They are similar to an athlete running a race. Athletes try to better their own time as well as win the race. These readers are trying to better their own time and win the race to mastery.

Students using this model will not be able to start their competition until you have heard and recorded the first reading of each student.

You will need to explain to the more able readers using Rev Up Reading Competitive Model 3 how to behave as **tutors.** Many well-meaning **peer tutors** can hinder the progress of their partner because they focus on the wrong things.

Have the **peer tutors** come together as a group. Tell them that their job is to listen to their partners read the same passage over many times. Explain to them that they need to be the time keeper and signal when one minute is up. They also need to follow along and write down the mistakes that their partner makes. At the end of the minute, they need to mark up the graph.

Explain to your **peer tutors** that there are other things that they can do to help their partners. Two of the most important things are prompting and praising. Tell your **peer tutors** that when their partner stops at an unknown word they should not tell them the word right away. They should say *look at the word and see what you know that will help you.*

If their partner then reads the word correctly, they should use praise statements such as *good job, well done, right on, way to go*. If their partner makes a wrong attempt, they should use statements such as *nice try, nearly right, almost.* They should then say, *but the word is....*

Explain to the **peer tutors** that they can also help their partners become more proficient by reading the text along with them. Remind them that if they are reading with their partners, they need to make sure that they are reading so that it is interesting to listen to rather than just reading fast.

When they see that their partner can read each passage in one minute, they should have them answer the questions. They should NOT on any account, tell them the answers.

After you have explained this procedure to the **tutors,** pair them with their partners and explain the requirements to both of them. Explain that they are on the same team and they need to work together and cooperate with each other if they want to beat the other teams.

How Do I Implement the Rev Up Reading Programme?

Once you have explained how the programme works, you are ready to start.

Choose two or three students who will be working on the same Rev Up Reading card. Have the rest of the group or class watch the procedure. Give each student a card and explain that they should follow along silently as you read the card to them. While you read they should listen two things. First, they should listen to how the card is read and secondly, they should listen for anything that they do not understand so that you can discuss it with them. Read all three passages at the rate of one minute per passage. If you have the audio version of the Rev Up Reading cards, you may decide to use this instead of reading the card yourself.

After you have read the card, talk to the students about what you mean by fluent reading. Point out that fluent reading is not just fast reading. Fluent reading has expression and phrasing, and pays attention to punctuation.

Ask the students if there was any concept or any particular words that they didn't understand. Clarify any difficulties. At this point you may decide to use a graphic organizer such as a story map or flow chart to assist with comprehension if you have English language learners in the group.

Keep one student with you and have the others return to the observation group. Have this student read the first passage for one minute. Demonstrate how to note the number of errors and how to stop the reading after one minute.

Show the students how to plot the second point on the first graph – you will have plotted the first one. Explain that this student will now go away and practise and each time they think they have improved, they will mark the graph. When they have obtained mastery on the first passage, they move on to the second using the second graph and then on to the third.

Show the students the back of each graph. Tell them that this is where they will record all the answers to the multi-choice questions and where they will do the writing and research activities.

How Do I Monitor On-Going Progress?

Once the Rev Up Reading programme is up and running, it is relatively easy to monitor the on-going progress of the students. Here are some suggestions:

• Continue to hear students read the first passage of each new card. This will show you their improvement in reading rate and accuracy.

• Use the competition results to assess who is making the fastest progress.

• Schedule regular individual conference times with the students who are participating in the programme. At these conferences you can hear them read and discuss their progress with them. Use these conferences to assess how their fluency, comprehension and vocabulary is improving. Take notes and schedule group mini-lessons to teach, reinforce and revise certain skills if necessary.

• Review the fluency graphs. Work individually with any students who are not making the expected progress. Move students who are making better than expected progress to a card at a higher level. Keep the completed fluency graphs as evidence of on-going progress.

• Check the students answers, research skills, and writing. Use these as a base for further teaching.

How Do I Use the Writing and Research Activities?

You can make the writing and research activities compulsory or optional depending on how much time you decide to devote to the Rev Up Reading programme and the needs of your students.

If you make the research activities compulsory, we have provided some answers that we think the students may come up with for you to use as a guide to assessment. This will save you time checking the validity of their answers as you mark the work.

If you make the writing activities compulsory, we suggest that you mark them yourselves or have the students share what they have written with the class or group and take a vote on which are closest to the writing requirement. Use the samples as a base for further lessons.

We have not taken into account spelling, grammar and punctuation in our writing requirement as our emphasis in Rev Up Reading is on comprehending ideas and using vocabulary.