Edmark Reading Program - Level 1

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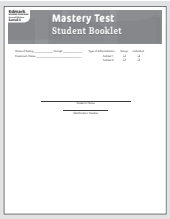
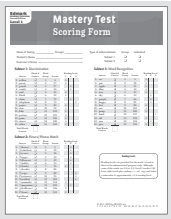
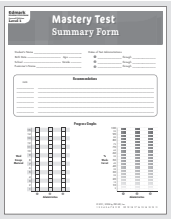
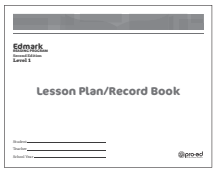
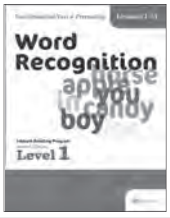
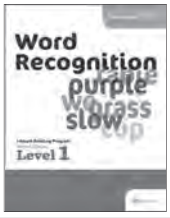
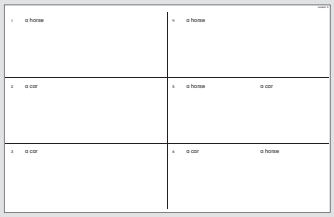
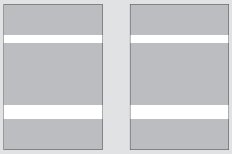
Quick Tour

	Core Kit	Sold Separately
  	**Mastery Test**	✓	✓
	**Lesson Plan/ Record Book**	✓	✓
	Program Overview	✓	✓
 	**Word Recognition**	✓	
	**Picture Match**	✓	**Cards only**
	Phrase Match	✓	**Cards only**
	Stories	✓	✓
	Reading and Social Skills Games	✓	✓
	**Display Mask**	✓	✓

		Core Kit	Sold Separately
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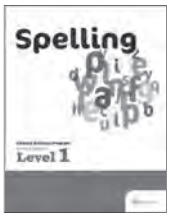
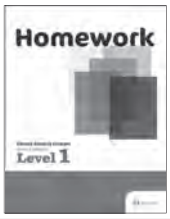
	***The Rides* and Certificate of Completion**	✓	✓
	Comprehension		✓
	**Spelling**		✓
	Take-Away Readers		✓
	**Homework**		✓
	Bingo		✓

Introduction

The *Edmark Reading Program* has long helped students who need an alternative to phonics learn to read. The key to this success is the program's use of a carefully sequenced, highly repetitive word recognition method combined with errorless learning. The program motivates students by breaking learning into steps that ensure that even the poorest readers achieve over 90% accuracy. This approach eliminates incorrect responses and helps students view themselves as readers. The *Edmark Reading Program* ensures success to students of all ages who have not yet mastered beginning reading.

Students with a variety of differences and disabilities (e.g., students with developmental disability, intellectual disability, autism, hearing impairment, reading disability, or learning disability; learners of English as a second language) learn to read using the *Edmark Reading Program*. *Edmark Reading Program* serves as the sole reading program for many students or as a supplement to a phonics-based or other type of reading program. Students from preschool through adulthood are successful with the *Edmark Reading Program*.

Across Levels 1 and 2, the *Edmark Reading Program* provides repeated encounters with 350 frequently seen sight words and three word endings. Students begin by recognizing and reading a new word in isolation and then in the context of phrases, sentences, and stories. They use their newly learned words in a variety of reading activities, which include matching pictures to words, using manipulatives, reading story books, practicing spelling and writing, and playing interactive card and board games for reinforcement of word recognition and comprehension. This extensive practice reinforces new learning, ensures automatic word recognition, and facilitates the generalization of students' reading skills to new and varied situations. Playing games provides the opportunity for students to practice their reading skills in a social setting and requires quick recognition and reading of the target words. Errorless learning involves prompting students to recognize new words and participate in new activities without making errors. As a student experiences success, support is gradually reduced. When they require additional practice on a target word, students can spend additional time working on their favorite activities or repeat activities in which they made errors.

In Level 1, students learn 150 frequently seen sight words from kindergarten and Grade 1 reading levels, and the endings *-s*, *-ed*, and *-ing*. In Level 2, students learn an additional 200 words from Grades 1–3 reading levels. The words in the two levels, which include easy words, such as *the* and *run*, and more complicated words, such as *different* and *vegetable*, will be encountered throughout a reader's lifetime.

Objectives

The principal objectives for Level 1 and Level 2 of the *Edmark Reading Program* are listed below. A complete list of objectives can be found in Appendix C. The student will learn to do the following:

- Read and comprehend frequently seen vocabulary words
- Read and comprehend phrases and sentences
- Read and follow directions in phrases and sentences
- Read and comprehend stories

- Read fluently
- Generalize skills to a variety of reading activities
- Spell words
- Read, comprehend, and generalize words while playing games and interacting with peers
- Comprehend and use words in sign language (for students with difficulties with verbal expression)

Level 1 Words

In Appendix A, the words the students will learn in *Edmark Reading Program*—Level 1 are presented in the order in which they are taught. Appendix B lists the words in alphabetical order.

Student Prerequisites

Student prerequisites are minimal. Students must be able to do the following:

1. *Point*—The student must be able to point or respond in some way to indicate an answer.
2. *Say or sign words*—The student, upon teacher cue, must be able to say or sign the target word. The response need only be accurate enough for the teacher to determine that the student is responding correctly.
3. *Understand language*—The student must have sufficient receptive language to follow the teacher's cues.

Changes to the Second Edition

Teachers, parents, and students were asked for recommendations for changes to the second edition of *Edmark Reading Program*. Suggestions included integrating the many components, providing a guide to lesson planning and progress monitoring, providing more stories for comprehension practice, and improving the appearance. In response to this feedback, the second edition of *Edmark Reading Program* offers new activities, an expanded comprehension emphasis, and an updated look, while keeping the familiar methods and materials from the first edition. Long-time users will be happy to know we made only minor changes to the core activities. The second edition also includes all new illustrations. Various new materials have been added, including the Mastery Test, Reading and Social Skills Games, and a simplified Lesson Plan/Record Book. A detailed list of the changes made to the *Edmark Reading Program* follows.

1. *Organization*—The words are taught in the same order as in the previous edition, but the numbering of the lessons and activities has been simplified. Lessons are numbered in sequential order (1–153 for Level 1), each teaching a single word.
2. *Word Recognition*—The lessons, bound in three spiral-bound books, have been renumbered with the new lesson numbers.
3. *Stories*—The three books contain multiple stories. The books are illustrated with new full-color art.

4. *Mastery Test*—This test is now integrated into the program. Teachers administer the Mastery Test to obtain baseline data, to help in developing Individualized Education Programs (IEPs), and to monitor progress.
5. *New activities*—The following materials, which were formerly supplemental, have been integrated into the program to provide students with more reading experiences: Comprehension (previously called Supplemental Worksheets), Homework, Spelling, Take-Away Readers (previously called Edmark Readers), and Bingo.
6. *Resources flash drive*—Resource materials are available in electronic format. Includes: Comprehension, Homework, Spelling, Take-Away Readers, and Bingo.
7. *Lesson Plan/Record Book*—This booklet combines lesson planning and documentation of student achievement in one convenient document.
8. *Reading and Social Skills Games*—New games are used to reinforce students' learning and promote generalization of reading skills to a social setting.
9. *The Rides*—This story, provided as a reward for completion of the program, uses all of the words taught in Level 1.
10. *Word Signs–Level 1 and Level 2,* DVD—A video word-signing guide on DVD is included for use with students who have difficulties with verbal expression.
11. *New look*—All illustrations in the program have been newly created to appeal to readers of all ages.

Research-Based Support for the *Edmark Reading Program*

For many children who have never mastered beginning reading and language, a carefully sequenced, highly repetitive sight-word approach offers the highest probability of success. *Edmark Reading Program* offers such an approach.

Edmark Reading Program was developed through careful research conducted in the 1960s. Originally called the *Rainer Reading Program*, *Edmark Reading Program* became commercially available in 1972 and has proven effective with preschool students (ages 3–5 years), elementary students having difficulty with traditional classroom reading materials, students learning English as a second language, and most special education students. *Edmark Reading Program* should be considered for use with any student who has not learned to read.

Reading Research

Edmark Reading Program applies the principles of behavioral psychology to the education of children with mild and moderate levels of intellectual disability (Bijou, 1965; Birnbrauer, Bijou, Wolf, & Kidder, 1965; Skinner, 1961). These principles relate to errorless discrimination (Sidman & Cresson, 1973), response shaping (Birnbrauer, Wolf, Kidder, & Tague, 1965), selective reinforcement (Birnbrauer & Lawler, 1964), and direct instruction (Becker, 1992). Content validity was insured by using a systematic review of grade placement lists developed from studies of basal readers by experts in the field. The vocabulary included in the *Edmark Reading Program* was found to include those words most frequently encountered by beginning readers.

Research Support

Specific studies have validated the effectiveness of components used in *Edmark Reading Program* (Bijou, Birnbrauer, Kidder, & Tague, 1966; Birnbrauer, Kidder, & Tague, 1964; Greene, 1966). Bijou et al. (1966) developed a motivational system to strengthen academic and classroom conduct, a set of systematic procedures to strengthen cooperative behavior, and programmed instructional materials. Twenty-seven students with intellectual disabilities served as subjects. The authors noted that programmed instruction, in general, is so sequential and individualized that children can proceed at their own rate.

In their study "Programming Reading from the Teacher's Point of View," Birnbrauer et al. (1964) identified four common errors within existing reading programs: unrealistic prerequisites, unessential prerequisites, unmentioned prerequisites, and dead-end content. *Edmark Reading Program* systematically builds upon fully-learned prerequisites to ensure success.

The first replication study was conducted at the University of Kansas (Lent, 1968). The Mimosa Cottage Demonstration Project was designed to modify the behaviors of girls with mental retardation between the ages of 8 and 21. Operant conditioning was used in four training categories, including academics. The researchers broke instruction into small, clearly defined behavioral components that increased in difficulty.

The first study of the effectiveness of *Edmark Reading Program* (Vandever, Maggart, & Nasser, 1976) compared it with two other reading programs: *Sullivan* and *Merrill*. Fifteen classes of primary-age children with intellectual disabilities ($N = 107$) were assigned randomly to the three programs. Posttests at the end of the year showed significantly greater achievement among the children in the *Edmark Reading Program* group. No group scored well (mean of 3.5); however, when also tested on common words not included in instruction, those receiving *Edmark Reading Program* instruction scored highest (mean of 9.2 out of possible 10).

In a study of 30 students with moderate intellectual disabilities, Walsh and Lamberts (1979) compared *Edmark Reading Program*'s errorless discrimination technique and Dorry and Zeaman's (1973) picture-fading technique. In the picture-fading technique, words are taught in association with pictures, which are gradually faded out over a series of trials. The authors found *Edmark Reading Program* to be superior in producing academic gains. Students recognized more words after learning the *Edmark Reading Program* approach, and they were also more successful on matching pictures and words. The picture-fading method teaches sight vocabulary in the strictest sense, whereas the *Edmark Reading Program* method "is intended to impart a general, analytic 'reading skill' in addition to a sight vocabulary" (Walsh & Lamberts, p. 479).

In another comparison study, Vandever and Stubbs (1977) showed that students who successfully completed *Edmark Reading Program* generalized their reading ability to previously untaught words. These researchers found that students with intellectual disabilities acquired the 150 *Edmark Reading Program* words from Level 2 of the program and retained them over the summer break. The students transferred their reading skills to the learning of new, unknown words. This study found that students also developed prereading skills, such as left-to-right progression and understanding of the function of the spaces between words. The researchers emphasized that precise instructional procedures are most effective when teaching reading to students with intellectual disabilities.

Van Etten and Van Etten (1976) studied the types of assessment included in reading programs. *Edmark Reading Program* was the only program studied that was found to include both continuous and direct assessment.

The study, "Paraprofessional Reading Tutors: Assessment of *Edmark Reading Program* and Flexible Teaching" (Andersen, Licht, Ullmann, Buck, & Redd, 1979), compared two groups of tutors. Each group used different tutoring methods. The first group used programmed instruction and materials from *Edmark Reading Program*. They taught a list of 150 words. The second group taught the same list of words, but the tutors were allowed flexibility in instruction and pacing. Students in the *Edmark Reading Program* group showed significant improvement. The researchers concluded that the superior results were due to the structure of the program, which reduced the chance for inaccurate instruction.

Barrier (1981) reported that students with mild intellectual disabilities learned 84% of the words taught when volunteers or peer tutors used *Edmark Reading Program*. Considering the high percentage of words learned, he concluded that *Edmark Reading Program* was an effective reading program.

Sulzbacher and Kidder (1975, 1979) conducted a 10-year follow-up study of the efficacy of *Edmark Reading Program*. It was found that students taught with this program maintained and built upon the reading skills they had learned.

In a study that used *Edmark Reading Program* with a group of first-grade students who were at risk for reading failure, Mayfield (2000) found that one-on-one tutoring resulted in improved sight word reading and comprehension skills. The students attended

schools receiving Title I funds. America Reads volunteers tutored the students, who were randomly assigned to either a control or an experimental group. The experimental group received 15 minutes per day of one-on-one tutoring using *Edmark Reading Program* for one semester. The control group was read to aloud in small groups for 15 minutes per day.

The results of the Mayfield study showed a significant improvement in the word reading and comprehension scores of the experimental group. The researchers concluded that the structured format of *Edmark Reading Program* enabled the tutors to teach the students successfully. The author noted that the errorless discrimination method was effective and concluded that schools that teach reading using a purely phonetic approach should consider teaching sight words as a supplementary intervention for students with low phonemic awareness and phonological decoding skills.

In a 1992 study, Conners observed that among programs designed to teach sight words, those that use techniques of picture integration, constant delay, and errorless discrimination methods are the most effective.

The research that has accumulated over the years has consistently proven that *Edmark Reading Program* is effective when used with preschool students, elementary students who experience difficulty with traditional classroom reading materials, adults, students learning English as a second language, and most students in special education. Research has also shown that *Edmark Reading Program* is effective for teaching essential aspects of reading programs—vocabulary, fluency, and comprehension—as recommended by the National Reading Panel (U.S. Department of Health and Human Services, 2000).

Meeting the Requirements of the No Child Left Behind Act

The No Child Left Behind Act of 2001 (NCLB) states that reading programs should teach phonemic awareness, phonics, vocabulary, comprehension, and fluency (U.S. Department of Education, Office of Elementary and Secondary Education, 2002). *Edmark Reading Program* focuses on vocabulary, comprehension, and fluency, and uses techniques that are supported by scientifically based reading research. The program is ideal for use with students who have failed at learning phonemic awareness and phonics or who cannot master these skills (e.g., children who have intellectual disabilities, students learning English as a second language, many children with learning disabilities).

Edmark Reading Program teaches frequently used words using a highly structured word recognition method. Vocabulary, comprehension, and fluency skills are developed through this approach.

Vocabulary

Edmark Reading Program begins by introducing vocabulary in isolation to the student. Individual words are presented, and the student is asked to choose the same word from a row of similar-looking words. The student first chooses the word from a row that has no confounding words and, after repeated practice, selects the correct word from a row that has very similar-looking words. Soon the student is able to competently read the target word.

Comprehension

After the student has worked on word recognition and vocabulary activities, the teacher presents various activities to teach comprehension. In the Phrase Match activity, a board with a group of pictures is presented. The student is then given smaller phrase cards. The student reads the phrase cards and matches them to the pictures.

The Stories then help students make the transition from manipulative materials to more typical reading materials. The Stories have a theme and provide a systematic review of learned words.

Fluency

Fluency is practiced in the activities by guided oral reading. The teacher directs the student to read the sentences, phrases, and stories, and provides correction and guidance as needed. *Edmark Reading Program* reinforces previously learned vocabulary by including words from earlier lessons in the subsequent lessons. Therefore, students have multiple opportunities to read words they are familiar with, improving the speed and accuracy of their reading.

Edmark Reading Program may serve as a primary reading program or may supplement a basal reading program that teaches phonics and phonemic awareness. *Edmark Reading Program* helps jump-start the reading abilities of those students who have fallen behind academically because of poor reading skills. Because *Edmark Reading Program* focuses on frequently used vocabulary, once students with reading difficulties learn the 350 *Edmark Reading Program* words, they will be able to focus on content vocabulary in their academic classes. This also alleviates a student's struggle with the "little" words: the words we see in almost everything we read. Most importantly, *Edmark Reading Program* is based on reading research, proving its efficacy at helping students learn to read.

Research-Based Instructional Strategies

Errorless Learning

Errorless learning is one of the primary features of *Edmark Reading Program*. In this effective technique (Sidman & Cresson, 1973), teachers eliminate incorrect responses and have students repeat each word lesson until the lesson is correctly completed. Each word is selected by the teacher and read by the student in isolation many times before the teacher asks the student to read the word in a phrase or sentence.

Positive Reinforcement

Students receive praise and reinforcement each time they identify or read a word correctly. This positive approach helps motivate students (Singh, Singh, & Winton, 1984) to continue to read and reinforces correct answers. In addition, *Edmark Reading Program* lessons are designed so that students are guided to the correct response before moving to the next line.

Manipulatives

Students are offered a variety of multisensory tasks to practice and reinforce the learning of the *Edmark Reading Program* words. Word cards, stories, and games provide variety and a way for a student to engage kinesthetically with the material. It is important to integrate hands-on and kinesthetic learning activities into traditional academic subjects like reading, math, and science (Armstrong, 1994).

Oral Vocabulary

Enriching oral vocabulary while teaching reading skills is essential to the growth of successful communication skills (Wolfe & Nevills, 2004). Through discussions of the Stories

and the Take-Away Readers, students further develop their oral vocabulary. During the Reading and Social Skills Games, students have additional opportunities to have conversations with peers and others in their environment.

Controlled Vocabulary Stories

Research highly supports the use of controlled vocabulary books in developing reading skills among struggling readers. *Edmark Reading Program* stories were written to include only words taught in the program, and stories are introduced only when the student has successfully learned the words in isolation. Hiebert and Fisher (2005) reported that a lack of controlled vocabulary for reading practice could present serious challenges for developing fluent reading.

Social Skills Enrichment

Developmental literature suggests that language skills may be increased by engaging in play interactions. Carter (2001) found that when choice is permitted during language intervention in a play context, disruptive behaviors are considerably reduced, levels of appropriate social play/pragmatic skills are increased, and generalization of the targeted language occurs. *Edmark Reading Program*'s Reading and Social Skills Games provide opportunities for students to practice reading and comprehending the focus words in a real-life setting, allowing for social interaction and generalization of the target words.

Continuous Progress Monitoring

Progress monitoring and data-based intervention have become key components of education services. *Edmark Reading Program* contains several tools for continuous progress monitoring of student achievement: a Posttest, Lesson Plan/Record Book, and Mastery Test. These tools allow the teacher to document daily the accomplishment of the tasks, to evaluate learning after 10 words, and to gauge several times a year which skills students have mastered in the program.

Teaching Strategies

Teachers, paraprofessionals, student tutors, and parents can help students learn to read using the *Edmark Reading Program*. It is easy to learn and fun to administer. No special skills are required beyond a positive attitude, the ability to provide encouragement, and a willingness to teach at the learner's pace. Getting the most out of the *Edmark Reading Program* entails making the experience enjoyable and rewarding for students. Suggested strategies are described in the following subsections.

Individualize Instruction

The teacher best knows the needs of each student and should evaluate whether the student should spend more time on an activity, repeat a previously taught activity, or work on a different activity within a lesson. The *Edmark Reading Program* is sufficiently flexible to allow modifications to maintain the student's involvement. The following are some suggestions:

- Intersperse interactive games with other types of lessons.
- Do more of the activities that students prefer.
- Be aware that some activities may not be applicable for all students.

Monitor Progress

Edmark Reading Program is most effective when students progress at a pace that allows them to instantly read and comprehend words, phrases, sentences, and stories. Students gain a sense of accomplishment and have fun reading when they are successful. To monitor progress and ensure that students are learning and retaining their learning, *Edmark Reading Program* contains periodic Posttests, a Lesson Plan/Record Book for recording ongoing student progress, and a Mastery Test, which is used to assess student progress.

Teach to Enhance Self-Confidence as Readers

One of the reasons the *Edmark Reading Program* is so successful is that it ensures that students develop self-confidence in their ability to read. Some strategies to help develop confidence include the following:

- The teacher should provide consistent positive reinforcement. Usually, the most effective reinforcement is social praise. After each correct response, the teacher should praise the student. Many teachers avoid the use of the word *no*, preferring to stay on a positive tone throughout the program. If *no* is used to indicate an incorrect response, the teacher should be certain it is done unemotionally. Too much attention for making an error may inadvertently reinforce the student's incorrect responses.
- When teaching a student to perform an activity independently, the teacher should use least-to-most prompting: (a) Permit the student to respond without assistance. (b) Give the student a verbal cue. (c) Give the student a demonstration cue (model the desired response). (d) Physically assist the student.

- Once the student has become familiar with the materials, he or she should be encouraged to work independently. The teacher assists by listening to the student read, providing positive feedback and correction, and reviewing answers.

Promote Generalization and Socialization

To generalize their reading skills to new settings, students must have a variety of practice, both when working directly on the *Edmark Reading Program* and throughout their school and home lives. The following are relevant suggestions:

- Incorporate *Edmark Reading Program* words into the school day during activities other than reading.
- Extend lessons by talking about the materials before and after working on an activity.
- Have group or one-to-one discussion at the students' level.
- Discuss likes and dislikes.
- Ask open-ended questions such as "What do you think is happening in this picture?" or simple yes/no questions.
- Attempt to extend the students' answers.
- Give the students homework to read and discuss with family members.

Integrate Print and Software

Many teachers use both the *Edmark Reading Program* print version and the software version with their students. These parallel programs offer two formats for learning to read the *Edmark Reading Program* words. Either can be used as the primary approach, with the other format used for reinforcement and independent practice. The Lesson Plan/Record Book provides a map to guide the selection of activities from each format for teaching ease.

Using the *Edmark Reading Program*

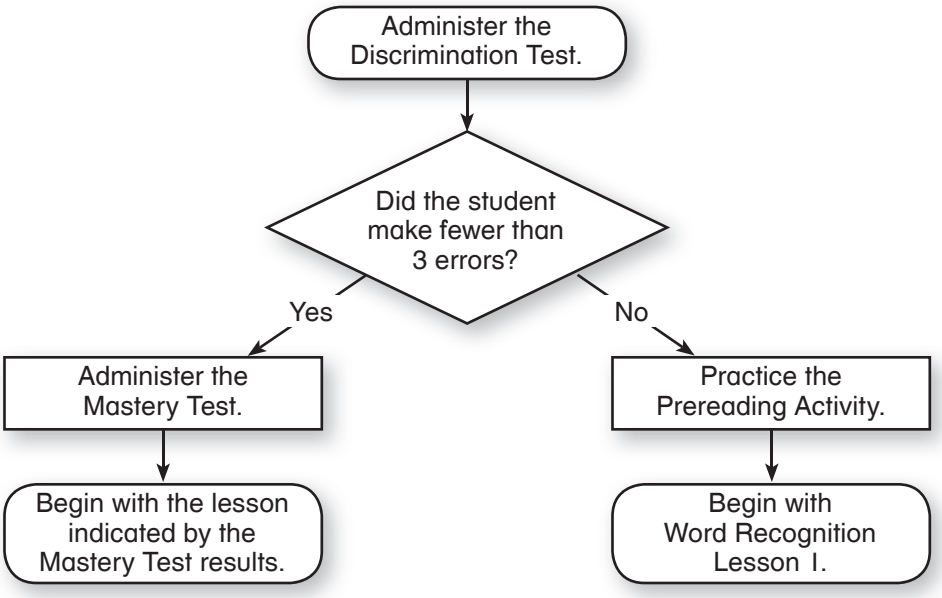
The following sections provide detailed information on each instructional activity in the program. For each activity, a brief description, one or more objectives that can be used in the student's IEP, a guide for implementing the activity, and the criterion are provided.

Prepare

1. Review the list of components in the Quick Tour section of this manual.
2. Look over the components.
3. Write each student's name on the front of a Lesson Plan/Record Book.

Implement

1. Administer the Discrimination Test. The results of this short screening test indicate whether a student should begin with the Prereading activity or go directly to the Mastery Test.
2. Administer the Mastery Test to students who made fewer than three errors on the Discrimination Test. Results from the Mastery Test determine where to start in the Level 1 program.
3. Refer to the Lesson Plan/Record Book for the order of the lessons, target words, and activities.
4. Plan to teach, at a minimum, the Word Recognition, Picture Match, and Phrase Match activities.
5. Teach any or all additional activities, depending on a student's reading strengths and needs.



Note. The Discrimination Test, Prereading Activity, and Word Recognition Lesson 1 are found in Word Recognition: Discrimination Test, Prereading, Lessons 1–51.

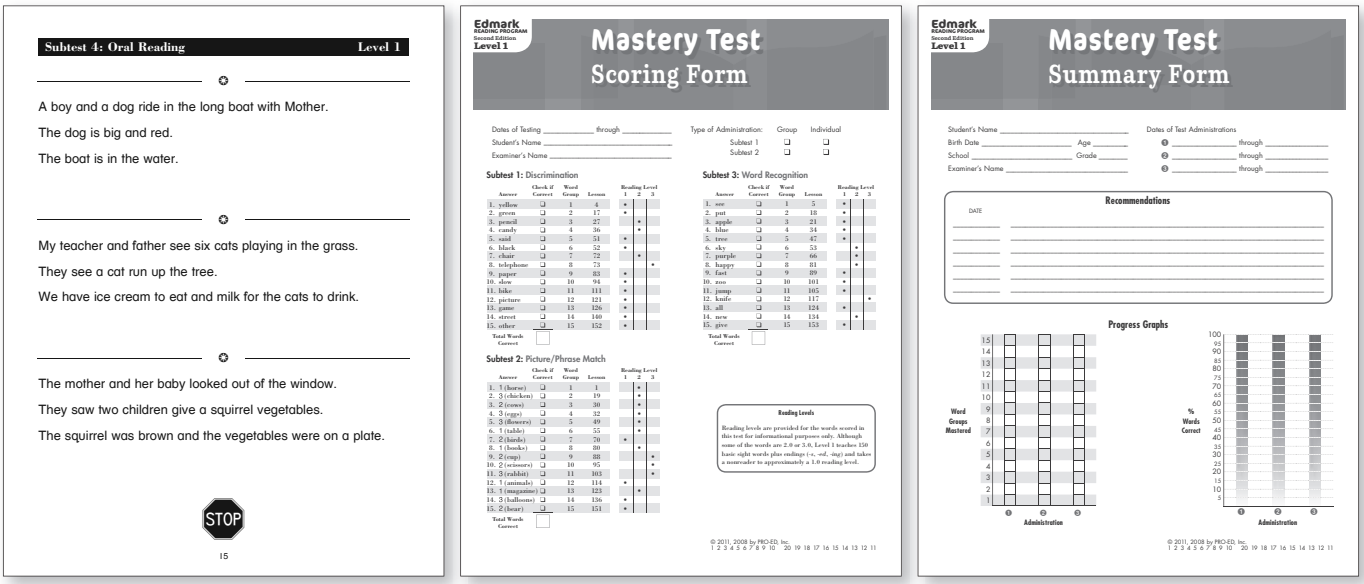
Record

1. Record the words a student misses within every activity to maintain precise data on which to base programming decisions. If a student makes an error, record only the word or words missed. Do not record the entire phrase or sentence. For example, if a student misreads two words in a phrase within the Phrase Match activity, record the two words missed rather than the entire phrase.
2. When the student performs an activity independently, have the student read the items aloud as you check his or her work. Reading aloud gives the student an opportunity to recognize and correct his or her mistakes. Record any errors and discuss them with the student.

Monitor

1. Periodically review the data recorded. If a student repeatedly misses a particular word or makes many errors in one activity, adjust the instruction. Teach the Word Recognition, Phrase Match, and Picture Match activities whenever they appear in a lesson. These three activities provide a strong foundation for both word recognition and comprehension. Customize the program to suit the needs of individual students. The following items can be adapted:
   - The achievement criterion for the various activities
   - The frequency and intensity of prompting
   - The number of activities the student completes for each lesson
   - The amount of time spent on the program each day and each week
   - The amount of time spent on any single activity
   - The amount of time spent working independently
   - The amount of time spent in group activities
   - The amount of homework
2. Periodically administer the Mastery Test to monitor student progress.

Mastery Test



Subtest 4: Oral Reading — Level 1

A boy and a dog ride in the long boat with Mother.
The dog is big and red.
The boat is in the water.

My teacher and father see six cats playing in the grass.
They see a cat run up the tree.
We have ice cream to eat and milk for the cats to drink.

The mother and her baby looked out of the window.
They saw two children give a squirrel vegetables.
The squirrel was brown and the vegetables were on a plate.

STOP

15

Edmark Reading Program Second Edition Level 1
Mastery Test
Scoring Form

Dates of Testing _____ through _____
Student's Name _____
Examiner's Name _____

Type of Administration: Group ❑ Individual ❑
Subtest 1 ❑ ❑
Subtest 2 ❑ ❑

Subtest 1: Discrimination

Answer	Check if Correct	Word Group	Lesson	Reading Level 1	2	3
1. yellow	❑	1	4	•		
2. green	❑	2	17	•		
3. pencil	❑	3	27		•	
4. candy	❑	4	36		•	
5. said	❑	5	51	•		
6. black	❑	6	52	•		
7. chair	❑	7	72		•	
8. telephone	❑	8	73			•
9. paper	❑	9	83	•		
10. slow	❑	10	94	•		
11. bike	❑	11	111	•		
12. picture	❑	12	121	•		
13. game	❑	13	126	•		
14. street	❑	14	140	•		
15. other	❑	15	152	•		

Total Words Correct ____

Subtest 2: Picture/Phrase Match

Answer	Check if Correct	Word Group	Lesson	Reading Level 1	2	3
1. 1 (horse)	❑	1	1	•		
2. 3 (chicken)	❑	2	19	•		
3. 2 (cows)	❑	3	30	•		
4. 3 (eggs)	❑	4	32	•		
5. 3 (flowers)	❑	5	49	•		
6. 1 (table)	❑	6	55	•		
7. 2 (lambs)	❑	7	70	•		
8. 1 (books)	❑	8	80	•		
9. 2 (cups)	❑	9	88			•
10. 2 (scissors)	❑	10	95			•
11. 3 (rabbit)	❑	11	103			•
12. 1 (animals)	❑	12	114	•		
13. 1 (magazine)	❑	13	123	•		
14. 3 (balloons)	❑	14	136	•		
15. 2 (bear)	❑	15	151	•		

Total Words Correct ____

Subtest 3: Word Recognition

Answer	Check if Correct	Word Group	Lesson	Reading Level 1	2	3
1. see	❑	1	5	•		
2. put	❑	2	18	•		
3. apple	❑	3	21	•		
4. blue	❑	4	34	•		
5. tree	❑	5	47	•		
6. sky	❑	6	53		•	
7. purple	❑	7	66		•	
8. happy	❑	8	81		•	
9. first	❑	9	89	•		
10. zoo	❑	10	101	•		
11. jump	❑	11	105	•		
12. knife	❑	12	117			•
13. all	❑	13	124	•		
14. new	❑	14	134		•	
15. give	❑	15	153	•		

Total Words Correct ____

Reading Levels

Reading levels are provided for the words scored in this test for informational purposes only. Although some of the words are 2.0 or 3.0, Level 1 teaches 150 basic sight words plus endings (-s, -ed, -ing) and takes a nonreader to approximately a 1.0 reading level.

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1 2 3 4 5 6 7 8 9 10 20 19 18 17 16 15 14 13 12 11

Edmark Reading Program Second Edition Level 1
Mastery Test
Summary Form

Student's Name _____
Birth Date _____ Age _____
School _____ Grade _____
Examiner's Name _____

Dates of Test Administrations
❶ _____ through _____
❷ _____ through _____
❸ _____ through _____

Recommendations

DATE

Progress Graphs

Word Groups Mastered

% Words Correct

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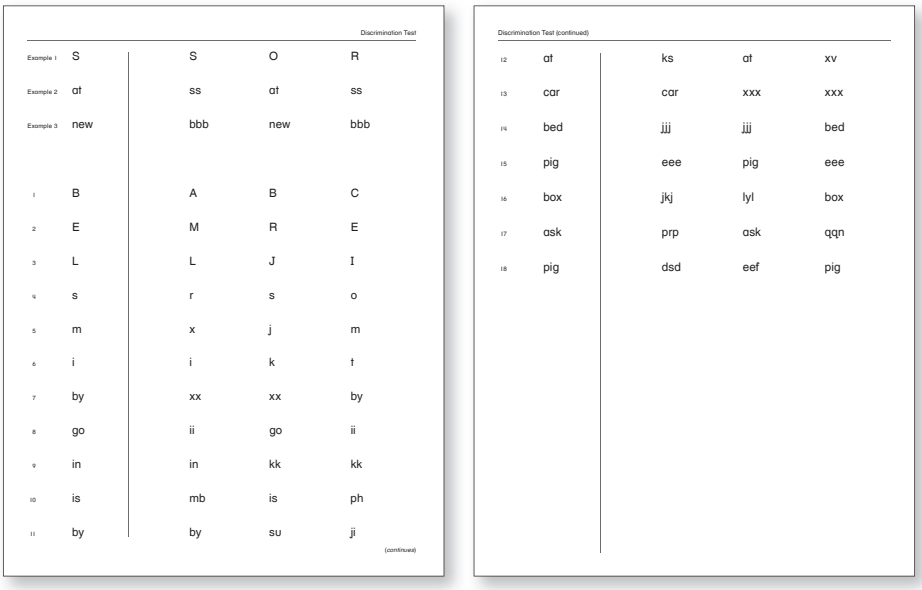
1 2 3 4 5 6 7 8 9 10 20 19 18 17 16 15 14 13 12 11

Administer the Mastery Test (a) at the beginning of the school year to obtain baseline data and make placement decisions, (b) after every 50 lessons (or as needed) to show progress, and (c) at the end of the school year to report student progress to the next year's teacher.

The Mastery Test is a domain-referenced, nationally field-tested instrument designed specifically to assess the performance of students using the *Edmark Reading Program*. This highly reliable and relevant test consists of four subtests that closely mirror the instructional format of the *Edmark Reading Program*. The Discrimination and Picture/Phrase Match subtests can be administered in a group setting, whereas the Word Recognition and Oral Reading subtests require individual administration by teachers or paraprofessionals. The Mastery Test can be used for continuous progress monitoring in the *Edmark Reading Program*, to determine the student's mastery of the program, and to identify targeted reading objectives for the student's IEP. For students whose instruction in the *Edmark Reading Program* has been interrupted, the Mastery Test functions as a placement instrument indicating at what point to resume instruction. Detailed information on administration, scoring, and interpreting results can be found in the Mastery Test Manual.

Discrimination Test



Discrimination Test

Example 1	S	S	O	R
Example 2	at	ss	at	ss
Example 3	new	bbb	new	bbb
1	B	A	B	C
2	E	M	R	E
3	L	L	J	I
4	s	r	s	o
5	m	x	j	m
6	i	i	k	t
7	by	xx	xx	by
8	go	ii	go	ii
9	in	in	kk	kk
10	is	mb	is	ph
11	by	by	su	ji

(continues)

Discrimination Test (continued)

12	at	ks	at	xv
13	car	car	xxx	xxx
14	bed	jjj	jjj	bed
15	pig	eee	pig	eee
16	box	jkj	lyl	box
17	ask	prp	ask	qqn
18	pig	dsd	eef	pig

The Discrimination Test is a short screening test. Use it to identify quickly which students can scan a line of text on a page and match identical letters and words. If a student does not meet the criterion, that student begins with the Prereading lessons. The Discrimination Test screens for students who need to practice using the Prereading activity pages, and the items are taken from those Prereading pages. When the student achieves the criterion on the Discrimination Test, administer the Mastery Test. Results from the Mastery Test will indicate the student's placement in the correct lesson in Level 1.

Objective

The student looks at a capital letter, lowercase letter, two-letter word, or three-letter word; scans a line of text left to right; and points to the matching item found on the same line.

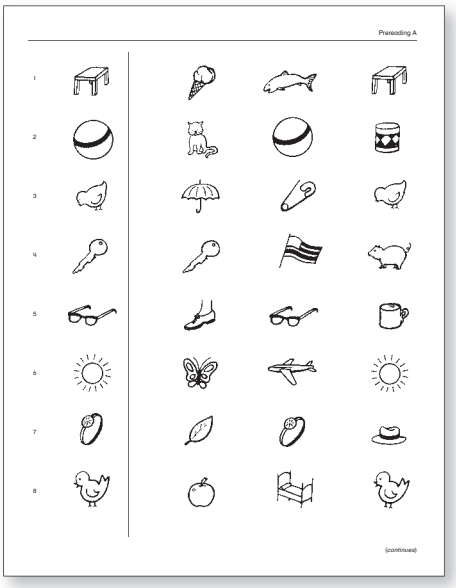
Presenting the Discrimination Test

The Discrimination Test is located at the beginning of the spiral-bound book titled Word Recognition: Discrimination Test, Prereading, Lessons 1–51. The test includes three practice items and 18 test items. Each sample in the left column of the Discrimination Test is followed by three choices to the right. Using the display mask to reveal one line at a time, have the student point to the sample and then to the item like it. The student is not required to name the letters or words shown, and no verbal response is necessary. The student has to point only to the sample and its match.

Criterion

If the student misses three or more items, move to the Prereading lessons. If the student misses fewer than three items, administer the Mastery Test for placement in the correct lesson of Level 1.

Prereading



The students participate in the Prereading activity when their results on the Discrimination Test indicate that they cannot yet match identical figures, letters, and words. With the Prereading activities, the students learn the skills of scanning and matching text. The students must have these prerequisite skills to succeed at the *Edmark Reading Program*.

Objective

The student will look at an illustration, a group of letters, or a word; scan left to right; and point to the matching configuration found on the same line of the page.

Presenting the Activity

Prereading is located at the beginning of Word Recognition: Discrimination Test, Prereading, Lessons 1–51. Each sample in the left column of the lesson page is followed by three choices to the right. Use the display mask to reveal one line at a time, and ask the student to point to the sample and to the item like it. Gradually through the Prereading activity, the items change from figures to letters and then to words. The student points to the sample and its match and is not required to name the letters or words shown. No verbal response is necessary.

Sample Script

Use the following sample script as a guide for the Prereading activities.

TEACHER: **Point.** (Point to the sample at the left.)

STUDENT: (Points to the sample.)

TEACHER: **Find the one like it.**

STUDENT: (Finds the match in the choices to the right.)

TEACHER: **Very good.**

Move the mask to the next line and repeat the instructions.

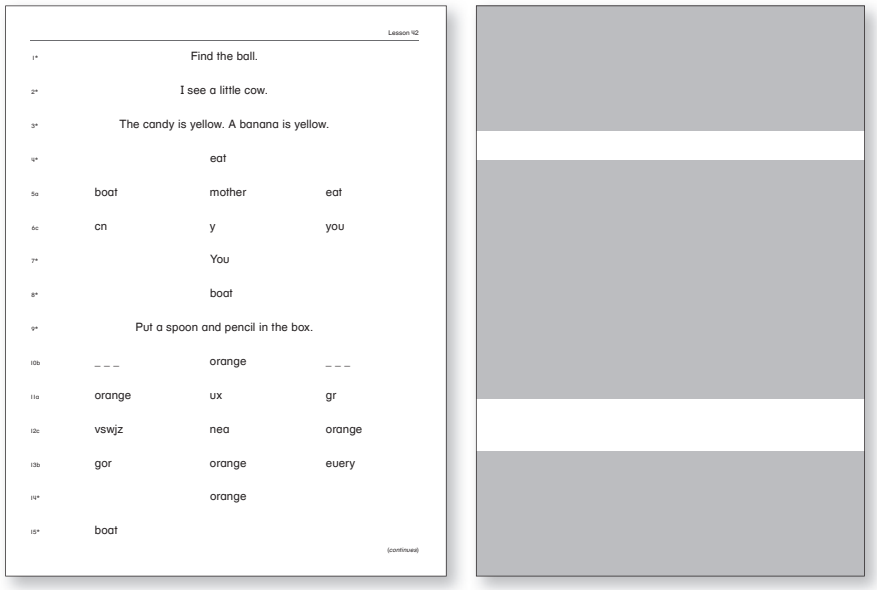
Correction Procedures

The purpose of Prereading is to match identical configurations, not to name the symbols or letters. If the student points to the wrong choice, cover that choice with your finger or a piece of paper and repeat the instruction, **Find one like it.** If the student again selects the incorrect match, cover both incorrect choices and say to the student, **This one matches. Point to it.** Then proceed to the next line.

Criterion and Progress Monitoring

The achievement criterion for the Prereading activity is for the student to make no more than four errors. On the Lesson Plan/Record Book, record the date and each word the student misses. Note the letter of the section and the line number in which the student made an error in case you wish to repeat that line during another session.

Word Recognition


Lesson 42

1* Find the ball.

2* I see a little cow.

3* The candy is yellow. A banana is yellow.

4* eat

5a boat mother eat

6c cn y you

7* You

8* boat

9* Put a spoon and pencil in the box.

10b _ _ _ orange _ _ _

11a orange ux gr

12c vswjz nea orange

13b gor orange euery

14* orange

15* boat

(continues)

At the core of the *Edmark Reading Program* is the Word Recognition activity in which students learn to recognize and read the target words quickly and easily. During the Word Recognition activity, the student repeatedly hears, sees, points to, and reads the new word, thereby memorizing it. There are 153 Word Recognition activities, one for each Level 1 word and word ending. Word Recognition provides repeated exposure to previously learned words to reinforce and maintain learning. Once students can recognize and read a new word, they proceed to subsequent activities in which they read the target word in a variety of contexts.

Objectives

In the Word Recognition activity, the student will do the following:

- Point to and read aloud the correct word when it appears in a multiple-choice line
- Read aloud the entire line of text in a read-back line
- Point to and read words with *-s*, *-ed*, and *-ing* endings

Presenting the Activity

The Word Recognition activity can be found in the three spiral-bound Word Recognition books. Place the display mask over the page, allowing the student to see only the current line through the transparent strip.

Students are required to make either multiple-choice or read-back responses. For multiple-choice lines, the student points to the correct word and then reads it aloud. For read-back lines, the student reads aloud the word, phrase, or sentence. In each lesson, the new word appears on a line that has dashed lines in the other two columns to clearly indicate the first use of the new word.

The line numbers contain answer codes. The teacher uses these answer codes to cue the student for a response. For multiple-choice lines, the codes *a*, *b*, and *c* indicate that the

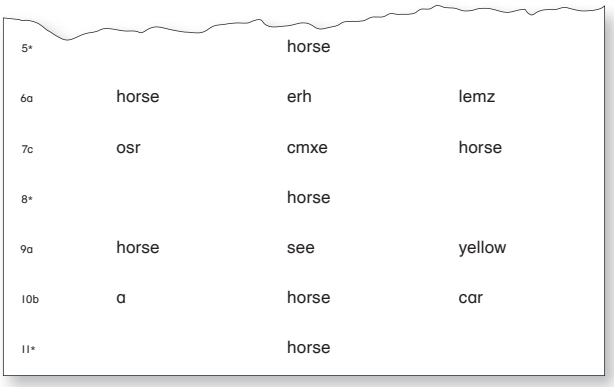
word the student is to point to and read is in the first (a), second (b), or third (c) column. For example, in Word Recognition Lesson 1, line 9 has the answer code 9a. This indicates that the correct word, *horse*, is found in the first column. An asterisk next to a line number indicates a read-back line.

In three lessons, students learn to read word endings: *-s* in Lesson 25, *-ing* in Lesson 62, and *-ed* in Lesson 137. In the related Word Recognition activities, the student identifies the ending and the word that possesses the ending.

Sample Scripts

The following sample scripts show how to begin the Word Recognition activities. See the illustrations, or follow along on the Word Recognition activity pages.

Multiple-Choice Lines



Line 9 of Lesson 1 is numbered 9a. The letter a in the answer code indicates that the word the student is to point to and read appears in the first column. Position the display mask so that line 9a is visible through the window.

TEACHER: **Point to the word *horse*.**
STUDENT: (Points.)
TEACHER: **Very good. Read the word *horse*.**
STUDENT: (Horse.)
TEACHER: **Very good.**

Move the mask to line 10. The answer code 10b means that the answer is in the second column.

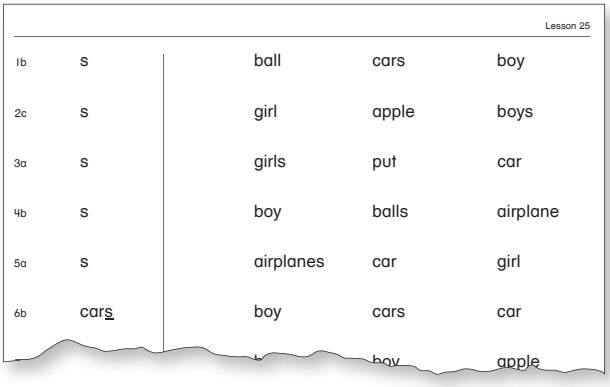
TEACHER: **Point to the word *horse*.**
STUDENT: (Points.)
TEACHER: **Very good. Read the word *horse*.**
STUDENT: Horse.
TEACHER: **Very good.** (Move the mask down to the next line.)

Read-Back Lines

Line 11 has an asterisk, indicating that it is a read-back line.

TEACHER: **Read.**
STUDENT: Horse.
TEACHER: **Very good.**

Word Recognition Lessons for Word Endings (-s, -ing, -ed)



Lesson 25

1b	s	ball	cars	boy
2c	s	girl	apple	boys
3a	s	girls	put	car
4b	s	boy	balls	airplane
5a	s	airplanes	car	girl
6b	cars	boy	cars	car
			boy	apple

Lesson 25 teaches the plural ending *-s*. Place the display mask over the first line of the Word Recognition activity. Point to the sample on the left.

TEACHER: **Point to the *s*.**

STUDENT: (Points.)

TEACHER: **Very good.** (Point to the array of choices.)
Find another *s* here and point to it.

STUDENT: (Points to the *s* in "cars.")

TEACHER: **Very good. The word is *cars*. You say it now.**

STUDENT: Cars.

TEACHER: **Very good.**

Move the display mask to the next line and repeat the instructions. In some of the lines, the endings are underlined to call attention to them. Later this cuing is faded out and the samples are dropped. The remainder of the lesson is presented the same as any other word recognition lessons.

Correction Procedures

Cue the student as much as necessary, but continue to give the student an opportunity to respond correctly without a cue. When the student can point to the word and read it simultaneously, it is not necessary to cue further.

If the student points to an incorrect word on a multiple-choice line, cover the incorrect response and say, **Point to the word _____.** If the student makes a second incorrect response, cover both incorrect responses and say, **This is the word _____.** Take your hand away and say, **Point to the word _____.**

If the student does not point, physically assist the student by guiding his or her index finger to point to the correct word. Say, **This is the word _____. You point to it.** Then praise the student, and say, **Point to the word _____.** Allow the student to respond with no assistance. Praise the student for the correct response and continue to the next line.

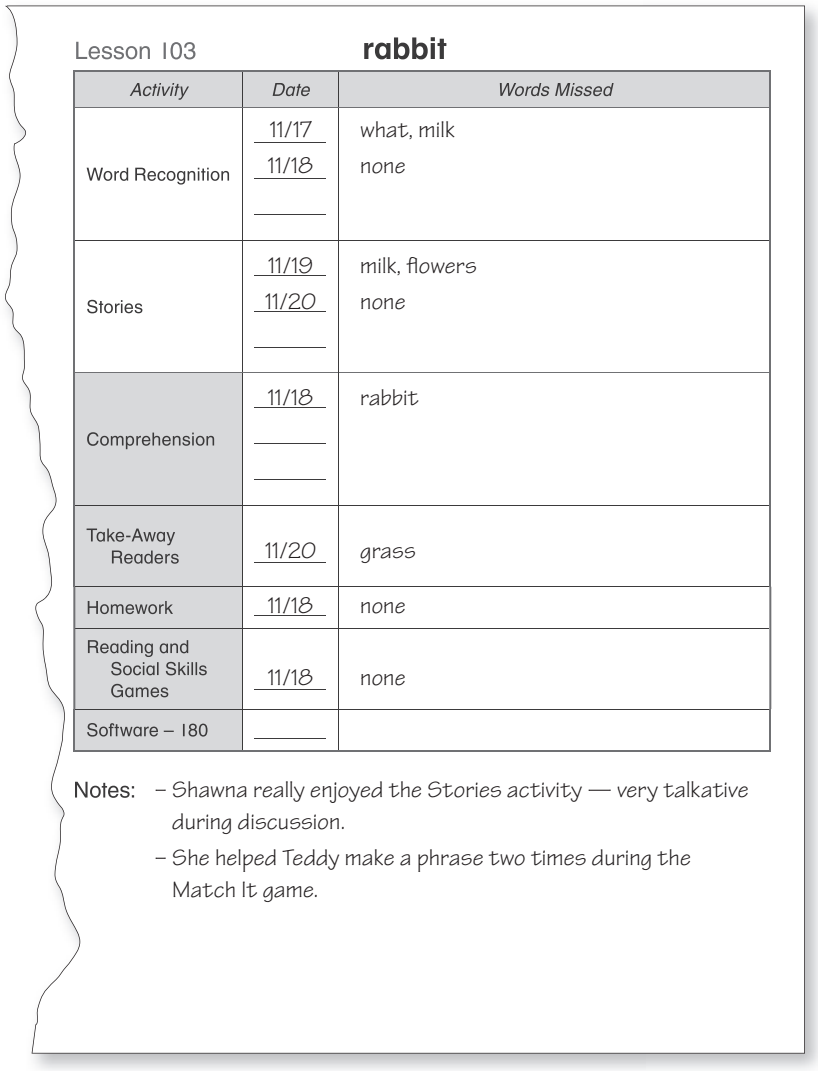
If the student makes an error on a single word read-back line, say, **This is the word _____. Read the word.** On a phrase or sentence read-back line, allow the student to read all the words without assistance. If the student has difficulty, block out the other words and have him or her read the word in isolation. The student should practice each word that is

troublesome until he or she can read the entire phrase or sentence smoothly and without error.

Criterion and Progress Monitoring

The achievement criterion for Word Recognition is for the student to make no more than four errors. If the student does not meet the criterion, work on other activities in the lesson. Return to the Word Recognition activity when the student successfully recognizes and reads the target word in one or more other activities.

Monitor progress using the Lesson Plan/Record Book. Record the date and words missed. Record any word the student missed, whether it is the target word for that lesson or a previously learned word.



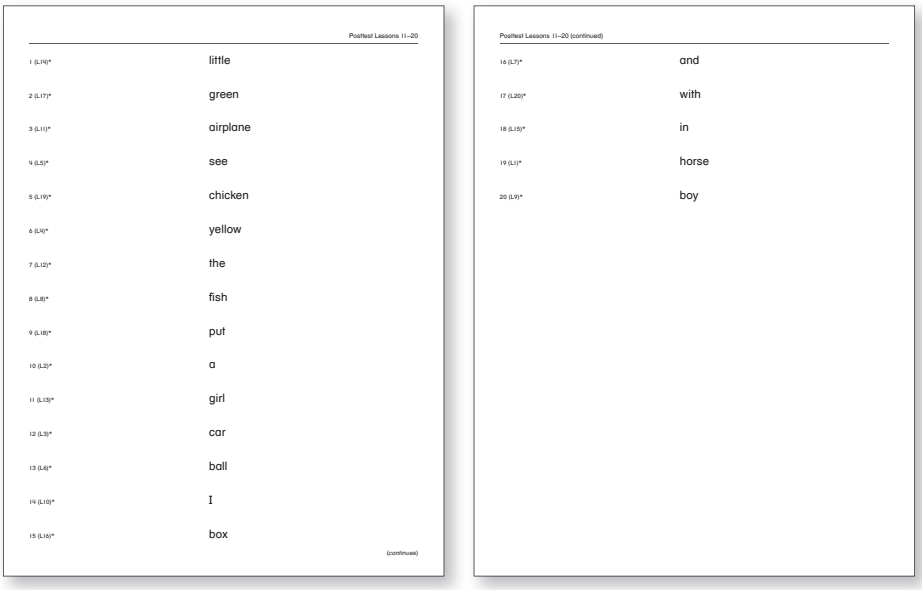
Lesson 103 **rabbit**

Activity	*Date*	*Words Missed*
Word Recognition	11/17 11/18	what, milk none
Stories	11/19 11/20	milk, flowers none
Comprehension	11/18	rabbit
Take-Away Readers	11/20	grass
Homework	11/18	none
Reading and Social Skills Games	11/18	none
Software – I80		

Notes: – Shawna really enjoyed the Stories activity — very talkative during discussion.
– She helped Teddy make a phrase two times during the Match It game.

Example of a completed progress chart from the Lesson Plan/Record Book.

Posttest



Posttest Lessons 11–20

1 (L14)*	little
2 (L17)*	green
3 (L11)*	airplane
4 (L5)*	see
5 (L19)*	chicken
6 (L4)*	yellow
7 (L12)*	the
8 (L8)*	fish
9 (L18)*	put
10 (L2)*	a
11 (L13)*	girl
12 (L3)*	car
13 (L6)*	ball
14 (L10)*	I
15 (L16)*	box

(continues)

Posttest Lessons 11–20 (continued)

16 (L7)*	and
17 (L20)*	with
18 (L15)*	in
19 (L1)*	horse
20 (L9)*	boy

A brief Posttest is given after every 10 words, to ensure that the student can recognize them. The first Posttest follows the first 10 words in the program. Subsequent Posttests have the 10 most recently taught words, plus 10 words from previous Posttests. Posttests include only words the student has already learned.

Objective

The student will read aloud or sign each word.

Presenting the Activity

The Posttests can be found in the three Word Recognition books. Place the display mask over the Posttest page so the first word appears in the clear portion of the mask. The lesson number where the word is originally introduced is indicated in parentheses, for example, (L14).

Sample Script

TEACHER: **Read.**

STUDENT: (Reads the word.)

TEACHER: **Very good.** (Move the mask down and continue the instructions until the test is completed.)

Correction Procedure

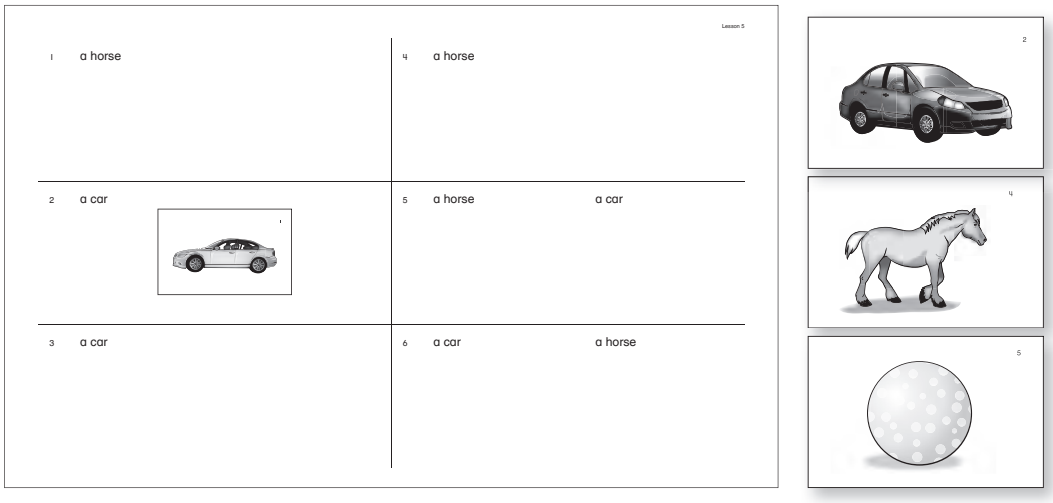
If the student does not respond or responds incorrectly, say **This word is _____. Read it.**

Criterion and Progress Monitoring

The suggested achievement criterion for the Posttests is for the student to make zero errors. Missed words indicate that the student needs more practice with the activities in those lessons. The recommendation is to engage the student in activities he or she has been successful with and enjoys. Repeat the Word Recognition activity for the words missed before giving the Posttest again. The student should not advance to the next lesson until the criterion has been met.

The Lesson Plan/Record Book provides a page for each of the 15 Posttests and space for results of each test to be recorded three times. Record the date of administration. Check the words the student misses. A copy of the Posttest can be given to parents or included in IEP meetings.

Picture Match



The 39 Picture Match activities provide a functional reading experience that builds on skills the student learned in the Word Recognition activity. In Word Recognition the students learn to read a target word in relative isolation, whereas in Picture Match they learn to comprehend the same words within the context of following instructions. The students read words on the Picture Match board that tell them which picture card or cards to place. The students demonstrate comprehension by correctly placing the picture cards. The instructions increase in complexity as the students work through the lessons.

Objective

The students will:

- Match picture cards to the appropriate phrase or sentence to demonstrate target word comprehension
- Match picture cards to increasingly complex instructions

Presenting the Activity

The 39 Picture Match boards are numbered by lesson number. A notation on the back of each board indicates which set of picture cards coordinates with that board. The 263 picture cards, located in the Picture Match cards box, are numbered in sequential order, in the upper right-hand corner. Each card set is used with several Picture Match boards. The cards and the board that are used together have the same color on the back sides, making them easy to pair for use.

Give the student the correct Picture Match board and picture cards. Help the student turn all of the picture cards face up on the table and sort the picture cards into piles of similar objects (e.g., balls, cars, fish). This is a good opportunity to look at and talk about the illustrations on the picture cards.

Have the student read the directions, scan the picture cards, and place the picture cards on the appropriate phrase on the Picture Match board. Have the student continue

placing picture cards until all of the phrases are covered. Picture card sets are used with more than one Picture Match board; therefore, more picture cards than are needed on the board will be laid out on the table. This prevents the student from completing the activity by process of elimination.

On the first Picture Match board, for example, when an item calls for a horse and a car, direct the student to arrange the cards from left to right as the words are read. Some of the phrases and sentences on the picture board specify that picture cards are to be placed in, on, or under other cards. Have the student follow these instructions by putting one card on top of or under the other card. The student may place the cards one on top of another to indicate that an item is "in" the other item. Discuss this with the student when reviewing the student's answers.

In some cases, the color of an object is part of the correct response. If the student uses a colored picture card where color is not specified, he or she may need that colored item in another place on the picture board. If this occurs, the student must exchange picture cards on the picture board. For example, phrase 1 may call for "a horse," and the student may place a yellow horse on the phrase; then phrase 4 calls for "a yellow horse," but the only picture card left is a brown horse. When this occurs, show the student how to exchange the picture card. Most students will learn this task after only one or two attempts.

Sample Scripts

Use the first script below when working one-on-one with a student who is a beginner at the Picture Match activity. The Correction Procedures section contains a script for reviewing the work of students who are completing the activity independently.

Beginning Students

Using the first Picture Match board, for Lesson 5, as an example, have the student turn all of the picture cards face up on the table. Help the student sort the cards.

TEACHER: **Point to the words in phrase 1.**

STUDENT: (Points to the appropriate phrase.)

TEACHER: **Read.**

STUDENT: A horse.

TEACHER: **Very good. Find a picture of a horse.**

STUDENT: (Selects a horse.)

TEACHER: **Very good.** (Point to phrase 1.) **Place it here.**

STUDENT: (Places the picture of the horse on the phrase marked 1 on the Picture Match board.)

TEACHER: **Very good. Read the words in phrase 2.**

Cuing Comprehension Procedure

If the student does not know what a horse is, for example, the teacher should pick up a picture of a horse and show it to the student.

TEACHER: **This is a picture of a horse. Find another like it.**

If the student still does not select a picture of a horse, the teacher should place the picture next to the word on the Picture Match board and repeat the cue.

TEACHER: **This is a picture of a horse. Find another like it.**

Matching the card to the word is a logical extension of the match-to-sample activities that were done in the Prereading section.

Correction Procedures

Use this correction procedure for color, size, or position errors.

TEACHER: **Point to the words in phrase 1.**

STUDENT: (Points to the words.)

TEACHER: **Good. Read the words.**

STUDENT: Car. (Student places a red car on the board; however, the phrase on the board is "a green car.")

TEACHER: **The word *car* is correct. What color is the car?** (Help the student to find the color word if necessary.)

STUDENT: Green.

TEACHER: **Good. The car is green.** (Point to the red car in the picture.) **Is this a green car?**

STUDENT: No. (Removes the red car from the board.)

TEACHER: **Please put a green car on the phrase.**

STUDENT: (Places the green car on the phrase.)

TEACHER: (Point to the words.) **Please read.**

STUDENT: A green car.

TEACHER: **Very good.**

Once the students are familiar with the materials, allow them to work independently or in small groups. After the Picture Match board is filled, the teacher should ask the student to read the directions aloud while the teacher checks which picture cards the student has placed over each phrase. Allow the students to self-correct.

TEACHER: **What do you have on number 1?** (Point to the number 1 on the Picture Match board.)

STUDENT: A horse.

TEACHER: **Very good. Put it away.**

STUDENT: (Places the picture of the horse in the pile on the table.)

Repeat this sequence with each item on the Picture Match board. This sequence is also useful if the student needs additional repetition.

Criterion and Progress Monitoring

The achievement criterion for Picture Match is for the student to make zero errors. If the student does not meet the criterion, work on other activities in the lesson. Return to the

Picture Match activity when the student successfully recognizes and reads the target word in one or more other activities.

Monitor progress using the Lesson Plan/Record Book. Record the date and words missed. Record any word the student misses, whether it is the target word for that lesson or a previously learned word.

Phrase Match

The 39 Phrase Match activities provide functional reading experience as the student chooses words, phrases, or sentences to describe illustrations of objects and events found in daily life. The lessons become progressively more difficult and ambiguous. Phrase Match helps the student generalize his or her reading skills to a new context in which illustrations depict a variety of lifelike situations.

Objectives

The students will:

- Read phrases or sentences
- Demonstrate comprehension by matching phrases and sentences to illustrations

Presenting the Activity

Each Phrase Match board has a lesson number on the front and a board number and corresponding card numbers on the back. The 415 Phrase Match cards are numbered in sequential order.

Give the student the correct Phrase Match board and set of corresponding phrase cards. Help the student turn the phrase cards face up on the table. This is a good opportunity to look at and talk about the pictures on the Phrase Match board.

Have the student read the first phrase, scan the illustrations to find one that matches, and place the phrase on the correct picture. The student continues doing this until all of the phrases have been matched to illustrations. In many Phrase Match activities, there are more pictures than phrase cards. This prevents the student from completing the lessons by process of elimination.

Sample Script

The script below describes the procedure for working one-on-one with a student who is a beginner at the Phrase Match activity. The following correction procedure contains a script for reviewing the work of students who are completing the activity independently.

For beginning students, select one of the Phrase Match boards and the corresponding phrase cards. Place the Phrase Match board in front of him or her and the phrase cards face up on the table.

TEACHER: **Read the words.**
STUDENT: A horse.
TEACHER: **Very good. Now point to a picture of a horse.**
STUDENT: (Points to a horse.)
TEACHER: **Very good. Put the card on the picture.**
STUDENT: (Places the phrase card on the picture of the horse.)
TEACHER: **Very good.**

Repeat the procedure with all the phrase cards.

Correction Procedures for Students Working Independently

After a student who is working independently has the placed Phrase Match cards on pictures, point to the first picture on the board.

TEACHER: **Read the words.**
STUDENT: (Reads the words.)
TEACHER: **Very good. That one is right. Take the card off.**
STUDENT: (Removes the phrase card.)

The student will remove the cards and place them in a pile as the correcting session continues. When the student makes an incorrect response, point to the phrase.

TEACHER: **This one is wrong.**

Remove the phrase and place it in a separate stack of incorrect answers. When all the phrase cards have been removed and placed in the appropriate correct or incorrect stacks, choose a card from the incorrect stack. Point to the phrase card.

TEACHER: **Read the words.**
STUDENT: (Reads the words.)

Point to the correct picture on the Phrase Match board.

TEACHER: **This is a _____. Put the card on the picture.**
STUDENT: (Puts the card on the correct picture.)
TEACHER: **Very good.**

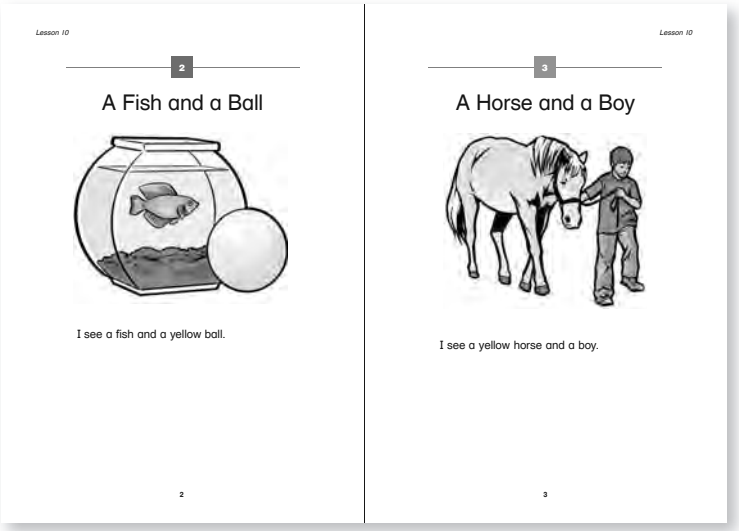
Repeat the procedure for all incorrect answers. Once the students are familiar with the materials, allow them to work independently at their own desks or in small groups. Check their work with them after they finish matching all the phrases to the illustrations.

Criterion and Progress Monitoring

The suggested achievement criterion for the Phrase Match activity is for the student to make zero errors. If the student does not meet the criterion, you may repeat the Phrase Match activity immediately or work on activities that address the words missed before repeating the Phrase Match activity.

Monitor progress using the Lesson Plan/Record Book. Record the date and the words missed. Record any word the student misses, whether it is the target word for that lesson or a previously learned word.

Stories



There are 86 short fictional stories illustrated with full-color art. The stories enable the students to practice reading words they have learned to recognize, but in a new context. These engaging stories contain only familiar words. Discussion questions located at the back of each book allow the teacher to check a student's understanding of the stories. Students of all ages will find it fun and amusing to discuss the stories, illustrations, and words with their teachers and fellow students, thereby extending their comprehension and use of the *Edmark Reading Program* words.

Objectives

The students will:

- Read stories aloud
- Read stories silently
- Demonstrate comprehension by answering discussion questions and by engaging in conversation about the stories and illustrations

Presenting the Activity

There are three books in the Stories activity. Before having the students read the stories, discuss the word that is the focus of the current lesson. Then review and discuss the title and the pictures in the story.

Correction Procedures

When the student has difficulty with a word, block out the words on both sides of it and have the student read the word in isolation. If a student does not know the answer to a comprehension question, return to the story to review the text and illustrations.

Discussion Questions

The Discussion Questions, located at the back of each book, are provided to guide students in recalling events and characters from the stories. Many questions also require readers to draw conclusions and express opinions. The questions are to be read aloud to the student.

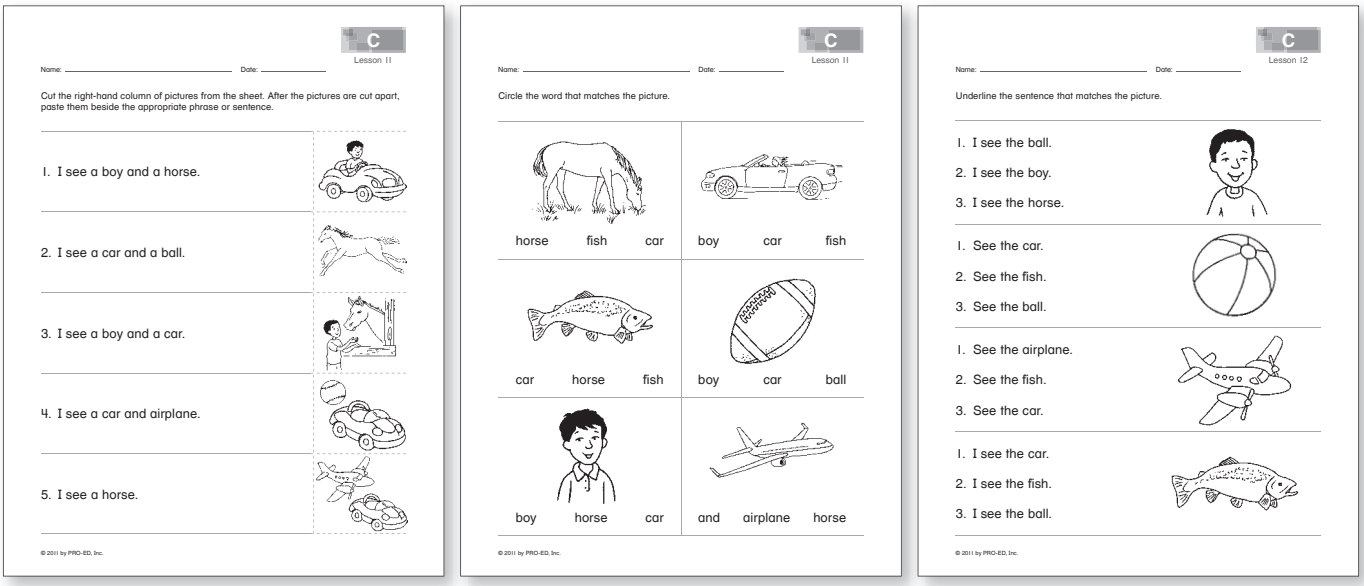
The student should have the story in front of him or her when responding to the questions. It is recommended that the student be given as much assistance as necessary to correctly answer the questions. For example, you could help the student by saying, "The answer is in the first part of the story" or "Maybe you could find the answer on the next page." You might also choose to point to the sentence containing the answer and say, "Read this sentence again."

Criterion and Progress Monitoring

There is no suggested achievement criterion for the Stories. If the student makes errors reading a word, work on other activities in the lesson in which that word was taught. Return to the Stories activity when the student successfully recognizes and reads the problematic word.

Monitor progress using the Lesson Plan/Record Book. Record the date and the words missed. Record any word the student misses, whether it is the target word for that lesson or a previously learned word. Make notes about the student's ability to answer the discussion questions.

Comprehension


C
Lesson 11
Name: _____ Date: _____
Cut the right-hand column of pictures from the sheet. After the pictures are cut apart, paste them beside the appropriate phrase or sentence.
1. I see a boy and a horse.
2. I see a car and a ball.
3. I see a boy and a car.
4. I see a car and airplane.
5. I see a horse.
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C
Lesson 11
Name: _____ Date: _____
Circle the word that matches the picture.
horse fish car
boy car fish
car horse fish
boy car ball
boy horse car
and airplane horse
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C
Lesson 12
Name: _____ Date: _____
Underline the sentence that matches the picture.
1. I see the ball.
2. I see the boy.
3. I see the horse.
1. See the car.
2. See the fish.
3. See the ball.
1. See the airplane.
2. See the fish.
3. See the car.
1. I see the car.
2. I see the fish.
3. I see the ball.
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The 286 Comprehension activities provide an extensive amount of word recognition practice and comprehension reinforcement. These activities include a variety of formats in which the students read and comprehend words and phrases. The students choose from answers consisting of illustrations, words, or phrases. Multisensory activities are included and involve circling words, drawing lines between words or phrases and illustrations, cutting and placing illustrations, and underlining phrases. The students will enjoy completing the assignment on their own, with a buddy, or with a family member.

Objective

The students will demonstrate comprehension of words or phrases by answering the comprehension questions as required by each activity. The students will do the following:

- Match a phrase to an illustration
- Circle the word that matches the picture
- Circle the correct answer (yes or no)
- Circle the word that correctly completes the sentence (multiple choice)
- Circle the correct multiple-choice answer

Presenting the Activity

Teachers may at first have to read the Comprehension directions to the student, but as the students begin to recognize each type of activity, this will no longer be necessary.

Correction Procedures

For a student working independently, review his or her answers when the activity is complete. Have the student read the page aloud to ensure that he or she is reading the words

accurately. Review any errors with the student, giving him or her the opportunity to self-correct.

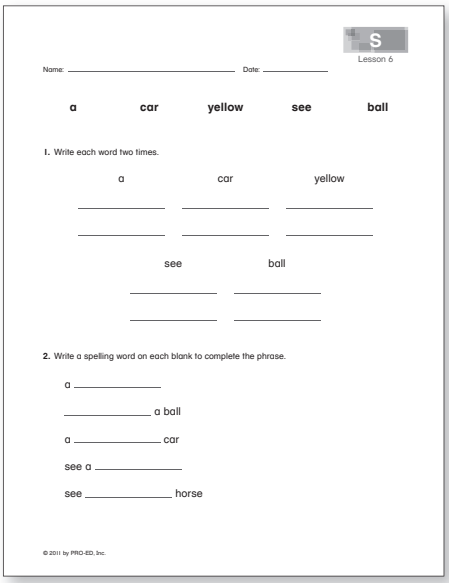
If a student needs more assistance, have him or her read each item to you. When the student has difficulty with a word, block out the words on both sides of it and have the student read the word in isolation.

Criterion and Progress Monitoring

There is no suggested achievement criterion for Comprehension. If a student makes an error reading a word, work on other activities in the lesson in which that word was taught. Return to the Comprehension activity when the student successfully recognizes and reads the problematic word.

Monitor progress using the Lesson Plan/Record Book. Record the date and words missed. Record any word a student misses, whether it is the target word for that lesson or a previously learned word.

Spelling



S
Lesson 6

Name: _____ Date: _____

a **car** **yellow** **see** **ball**

1. Write each word two times.

a car yellow

_____ _____ _____

_____ _____ _____

see ball

_____ _____

_____ _____

2. Write a spelling word on each blank to complete the phrase.

a _____

_____ a ball

a _____ car

see a _____

see _____ horse

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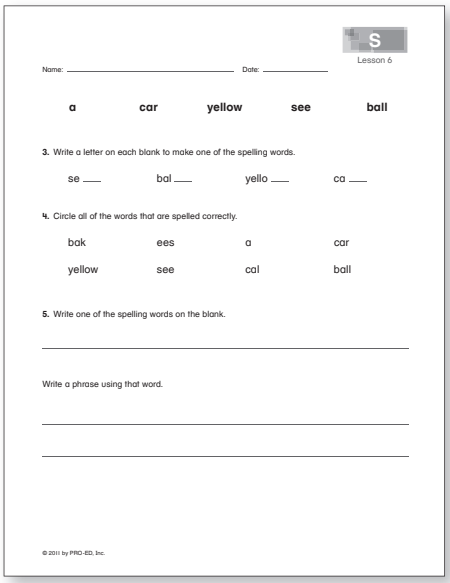

S
Lesson 6

Name: _____ Date: _____

a **car** **yellow** **see** **ball**

3. Write a letter on each blank to make one of the spelling words.

se ___ bal ___ yello ___ ca ___

4. Circle all of the words that are spelled correctly.

bak ees a car

yellow see cal ball

5. Write one of the spelling words on the blank.

_____

Write a phrase using that word.

_____

_____

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The 75 Spelling activities provide both reinforcement for recognition of new reading words and a beginning spelling experience. A Spelling activity follows every two new words learned. The student can write or sign the answers.

Objectives

The students will do the following:

- Write each word two times
- Write a spelling word to complete a phrase or sentence
- Write a missing letter to complete a word
- Identify correctly spelled words
- Write a phrase or sentence using a spelling word

Presenting the Activity

Point out the spelling words at the top of the page and explain that those are the words to use to complete the exercises in this activity. Initially a teacher or parent will read the directions to the student, but when the student can recognize the type of activity, this will no longer be necessary.

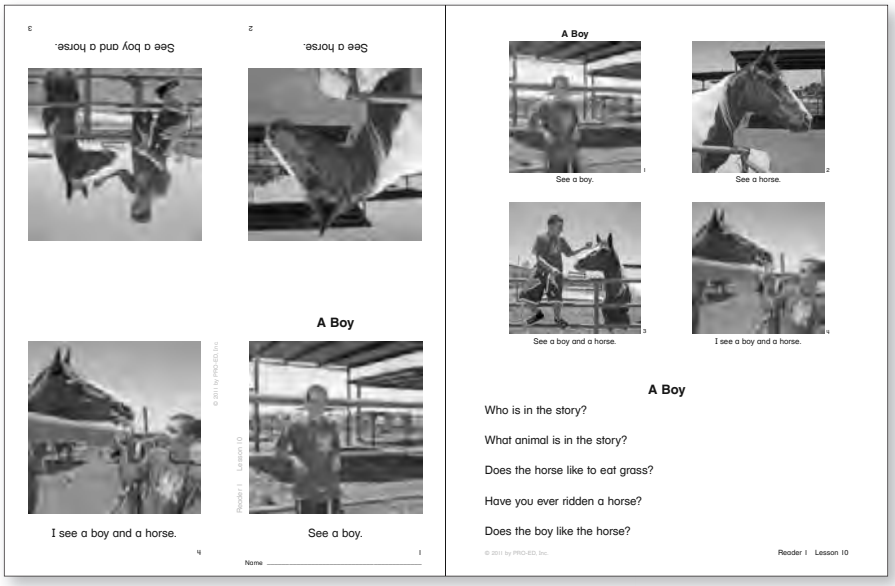
Correction Procedures

Review and discuss the activity together, giving the student an opportunity to self-correct errors. Note errors or problem words in the Lesson Plan/Record Book.

Criterion and Progress Monitoring

There is no suggested achievement criterion for the Spelling activities. Monitor progress using the Lesson Plan/Record Book. Record the date and the words missed. Record any word the student misses, whether it is the target word for that lesson or a previously learned word.

Take-Away Readers



The 50 Take-Away Readers are four-page stories with photographs that illustrate the stories and emphasize words students have learned in current and previous lessons. The readers engage students in fun, confidence-building activities that extend literacy experiences at school and home. The student can read the stories aloud to staff and peers at school, and then take the readers home to read aloud to family and friends. In this way the students can experience the pleasure of sharing their reading achievements.

Objectives

The students will do the following:

- Read stories
- Demonstrate comprehension by answering discussion questions and by engaging in conversation about the stories and photo illustrations
- Read the stories to a variety of people, including family members and other students

Presenting the Activity

The Take-Away Readers include reproducible story books and discussion questions and answers. Fold the student's copy in fourths, or help the student do it. Have the student write his or her name on the reader. Familiarize the student with the title. Look at the pictures. Have the student practice reading (to the teacher, classmates, and family members) until he or she can read the story with 100% accuracy.

The discussion questions on the teacher's copy of the story require the student to recall facts, settings, and sequence; to give opinions; or to relate the story to his or her life. This activity encourages understanding of print material and is a tool for language development. After the student reads the story, read the questions to the student. The student can

look at the reader to help answer questions if needed. This activity presents an opportunity to answer the discussion questions, engage in conversation, and share ideas.

The Take-Away Readers portray a wide variety of people and experiences. This is an opportunity to extend student understanding of the photographs and text. Look closely at the photographs. Point out various aspects of the people and situations. Ask open-ended questions such as, "Why would she do that?" "How is he feeling?" "What would you do in this situation?" Incorporate the target words into your discussion, and extend the language experience to other words.

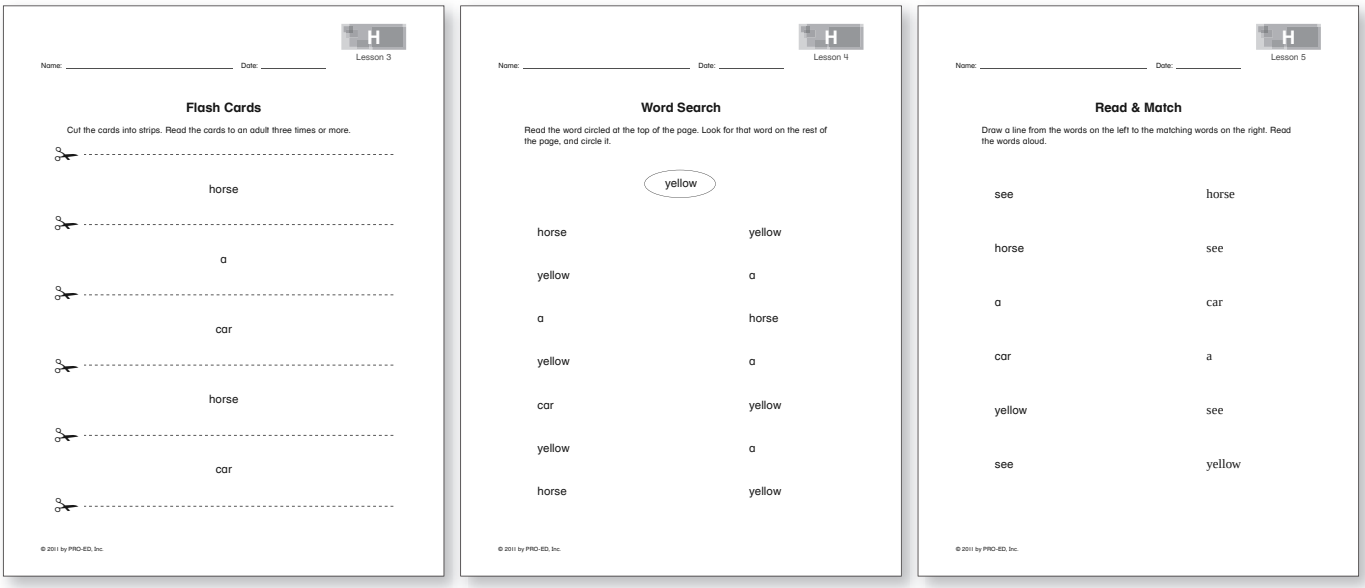
Correction Procedure

When the student has difficulty with a word, block out the words on both sides of it and have the student read the word in isolation.

Criterion and Progress Monitoring

There is no suggested achievement criterion for the Take-Away Readers. Monitor progress using the Lesson Plan/Record Book. Record the date and the words missed. Record any word the student misses, whether it is the target word for that lesson or a previously learned word. Make notes about the progress the student is making with comprehension.

Homework



H

Name: _____ Date: _____ Lesson 3

Flash Cards

Cut the cards into strips. Read the cards to an adult three times or more.

horse

a

car

horse

car

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H

Name: _____ Date: _____ Lesson 4

Word Search

Read the word circled at the top of the page. Look for that word on the rest of the page, and circle it.

yellow

horse	yellow
yellow	a
a	horse
yellow	a
car	yellow
yellow	a
horse	yellow

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H

Name: _____ Date: _____ Lesson 5

Read & Match

Draw a line from the words on the left to the matching words on the right. Read the words aloud.

see	horse
horse	see
a	car
car	a
yellow	see
see	yellow

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The 230 Homework activities are a fun way to reinforce classroom learning. Many students require extra practice with word recognition and reading after school to retain what they have learned. The students also enjoy demonstrating their reading ability to parents and family. Eight different types of homework activities provide word recognition practice in formats that differ from the activities practiced during class. The students will generalize their word recognition and reading skills to two typefaces and handwriting and new situations.

Objectives

The student will demonstrate comprehension of words, phrases, and sentences by following instructions for the various activities. The student will do the following:

- Match a word found in two different fonts
- Read words in isolation
- Find the correct word on a page full of other words
- Read sentences in their parent's or family member's handwriting
- Match words and illustrations
- Follow written directions
- Color the correct color
- Circle the word ending

Presenting the Activity

The teacher may have to read the directions to the students at first, but as they begin to recognize each type of activity, this will no longer be necessary.

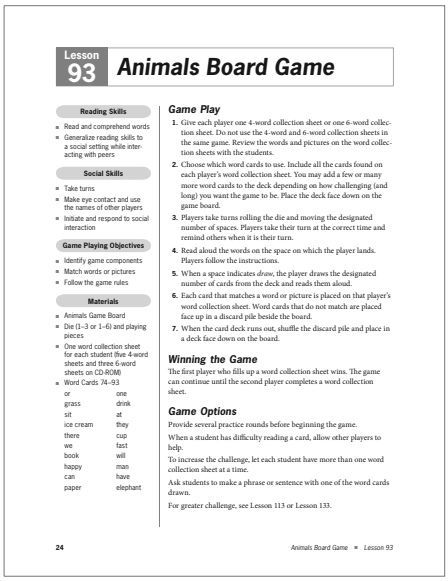
Correction Procedure

When the student has completed an activity, review the answers. Have the student read the entire page to make sure that he or she is reading accurately. Review any errors with the student, giving him or her the opportunity to self-correct.

Criterion and Progress Monitoring

There is no suggested achievement criterion for Homework activities. Monitor progress using the Lesson Plan/Record Book. Record the date and words missed. Record any word the student misses, whether it is the target word for that lesson or a previously learned word.

Reading and Social Skills Games



Lesson 93 **Animals Board Game**

Reading Skills
- Read and comprehend words
- Generalize reading skills to a social setting while interacting with peers

Social Skills
- Take turns
- Make eye contact and use the names of other players
- Initiate and respond to social interaction

Game Playing Objectives
- Identify game components
- Match words or pictures
- Follow the game rules

Materials
- Animals Game Board
- Die (1–3 or 1–6) and playing pieces
- One word collection sheet for each student (five 4-word sheets and three 6-word sheets on CD-ROM)
- Word Cards 74–93

or	one
grass	drink
sit	at
ice cream	they
there	cup
we	fast
book	will
happy	man
can	have
paper	elephant

Game Play
1. Give each player one 4-word collection sheet or one 6-word collection sheet. Do not use the 4-word and 6-word collection sheets in the same game. Review the words and pictures on the word collection sheets with the students.
2. Choose which word cards to use. Include all the cards found on each player's word collection sheet. You may add a few or many more word cards to the deck depending on how challenging (and long) you want the game to be. Place the deck face down on the game board.
3. Players take turns rolling the die and moving the designated number of spaces. Players take their turn at the correct time and remind others when it is their turn.
4. Read aloud the words on the space on which the player lands. Players follow the instructions.
5. When a space indicates *draw*, the player draws the designated number of cards from the deck and reads them aloud.
6. Each card that matches a word or picture is placed on that player's word collection sheet. Word cards that do not match are placed face up in a discard pile beside the board.
7. When the card deck runs out, shuffle the discard pile and place in a deck face down on the board.

Winning the Game

The first player who fills up a word collection sheet wins. The game can continue until the second player completes a word collection sheet.

Game Options

Provide several practice rounds before beginning the game.

When a student has difficulty reading a card, allow other players to help.

To increase the challenge, let each student have more than one word collection sheet at a time.

Ask students to make a phrase or sentence with one of the word cards drawn.

For greater challenge, see Lesson 113 or Lesson 133.

24 *Animals Board Game* ■ *Lesson 93*

The Reading and Social Skills Games include 30 games with lesson plans and provide reinforcement of the *Edmark Reading Program* words. These games promote generalization by requiring students to use reading skills in a social setting. Students also develop social skills and a basic understanding of various game-playing procedures. Social skills such as interacting, cooperating, and problem solving are functional skills often required in students' IEPs. More important, they are necessary in the activities of daily life, work, and leisure.

Objectives

The student will do the following:

- Read and comprehend words, phrases, and sentences
- Demonstrate reading fluency
- Use *Edmark Reading Program* words receptively and expressively
- Demonstrate age-appropriate social skills
- Demonstrate age-appropriate game-playing skills

Additional reading, social, and game-playing objectives are found in the Reading and Social Skills Games Manual.

Presenting the Activity

Each Lesson Plan in the Reading and Social Skills Games Manual specifies the game; materials; instructions for play; list of reading, social, and game-playing objectives; and

reproducible materials. The complexity of the skills required to play the games increases in slow increments as the students advance in the program. The types of games included are board games, games of movement, quiz-show-style games, and interactive word games.

Contents

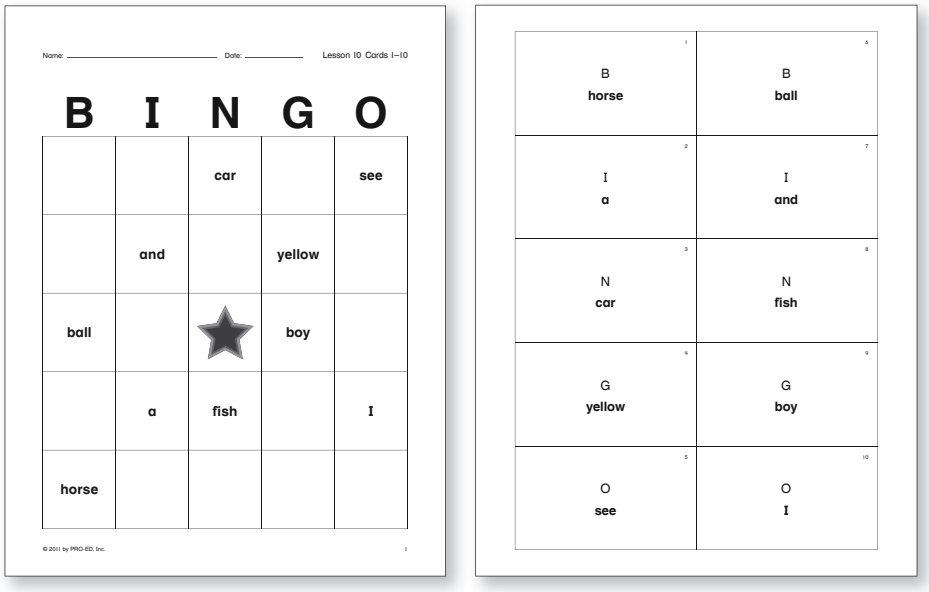
- Manual including lesson plans and reproducible materials
- CD-ROM of reproducible materials
- Word Cards
- Two-sided Game Board
- Game pieces and dice

Criterion and Progress Monitoring

The games have no suggested achievement criterion. In the Lesson Plan/Record Book, record the date students played games. Observe students during game play, and note specific word-reading or game-playing difficulties.

Reading and Social Skills Games are intended to be fun and social activities. The focus is on student interaction and the functional use of the *Edmark Reading Program* words, with the goals of having fun, socializing, and collaborating with other players and/or winning the game.

Bingo



The Bingo activity provides reinforcement for the recognition of the new reading words and helps students generalize their reading skills. The Bingo set consists of 150 bingo boards and 150 bingo cards. Each bingo board indicates the bingo cards to be used with it.

Objectives

The student will do the following:

- Scan and read the words on the Bingo board
- Identify which word (if any) the teacher has called aloud, and cross it off
- Identify when he or she has achieved a bingo and announce it

Presenting the Activity

The bingo cards can be copied onto business card sheets for ease of use.

Give students a bingo board and a wide-tipped marker or crayon. Place the selected bingo cards in a container or shuffle them in a pile on the table.

As a guide for the students, draw a large version of each possible bingo on a whiteboard or other surface. Start by showing only diagonal, vertical, and horizontal bingo. As the students become familiar with the game, variations may be introduced (e.g., blackout, four corners).

Sample Script

The script below describes the procedure to begin playing.

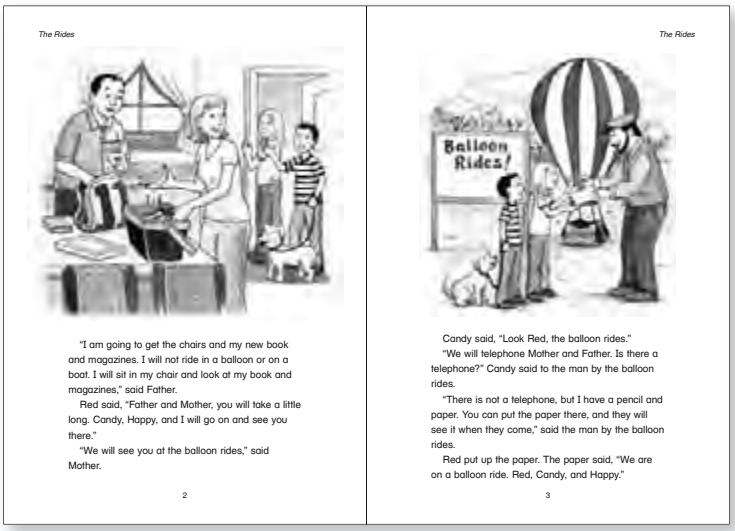
TEACHER: **Cross out the free square. The free square is the star in the center square of your bingo board.** (Draw the first bingo card and say what students should cross out, as in the following example.) **Under the B, cross out the word *horse*.**

Check that the students cross out the correct word. Discard the cards in stacks, one for each bingo letter. The stacks make it easy to verify the words when a student calls "Bingo!" Review the student's answers, and allow the student the opportunity to self-correct any errors.

Criterion and Progress Monitoring

There is no suggested achievement criterion for Bingo. Monitor each student's progress using the Lesson Plan/Record Book. Record the date and the words missed. Record any words the student misses, whether it is the target word for that lesson or a previously learned word.

The Rides



The Rides is a gift to be given to students upon completion of the *Edmark Reading Program*—Level 1. The story uses all of the 150 words (and only those words) and three word endings taught in the program. It is intended as a culminating activity, to be given to each student as a reward for completing the program. Five copies of *The Rides* and five certificates of completion are provided with each Level 1 program.

Objectives

The student will:

- Read the book silently or aloud to friends and family
- Read the book repeatedly

Presenting the Activity

Practice reading *The Rides* in class and discuss the story. Successfully completing all of the activities and objectives in Level 1 of the *Edmark Reading Program* is a cause for celebration. It is a wonderful time to have a party, serve refreshments, and invite students' parents. Gift wrap *The Rides* and present it to each student with a Certificate of Completion.

Additional Classroom Activities

Options for Students Who Have Difficulty With Verbal Expression

Total communication—that is, manual communication combined with verbal expression—is an effective tool for teachers to use when working with students who have limited communication skills. Total communication helps bridge the communication gap between verbal and nonverbal individuals.

Using sign language along with speech to express the words in the *Edmark Reading Program* can greatly enhance comprehension. The Word Signs DVD includes video demonstrations for making each sign.

Because sign language differs from region to region, the authors of the Word Signs DVD chose the most universal forms of the signs to facilitate learning by all students. In some cases, an alternate sign is provided to differentiate between similar word signs. A copy of the Word Signs DVD is provided with each Level 1 program, and may also be purchased separately from PRO-ED.

Extension Activities

Integrating activities into the classroom to encourage students to use the *Edmark Reading Program* words in a variety of ways will provide important repetition and reinforcement, resulting in increased retention and comprehension. To ensure student success in these activities, teachers should ask students to read only the words they have been taught. Whenever appropriate, cooperative learning and group activities are recommended.

Working With Words

The Word Cards, packaged with the Reading and Social Skills Games, include all 150 words and 3 word endings taught in Level 1. The lesson numbers are in the upper right corner on the cards (Lessons 1 through 153). Additional sets of Word Cards can be purchased from www.proedinc.com.

The cards can be used for flash card practice, for bulletin board word walls, for creating phrases and sentences, and for playing charades.

Flash Card Practice

Choose a Word Card for each word the student has learned, and have a list indicating the words. Divide the cards and the list into groups of five words. (You may increase to groups of 10 words when the student is ready.) Place the group of cards face up in front of the student. The teacher reads a word from the list. The student finds the word and gives the card to the teacher. Correct words are placed in a student pile; incorrect words stay with the teacher. At the end of the activity, the teacher reads all the word cards in the teacher pile to the student.

Creating Phrases and Sentences

Choose the Word Cards for each word the student has learned. Have the student arrange the cards to complete his or her own phrases and sentences. This activity adapts easily to a cooperative learning, team, or small group approach.

Writing the Words

Have the students use pencil and paper, whiteboard, computer, or letter stamps to practice writing their new words. Students might write their words in a small notebook, which they take home, so they can show parents their new reading vocabulary.

Writing Stories

Encourage your students to dictate or write short stories using the words they have learned. One suggestion is to write a sequel to a story in the Stories activity or a new ending to one of the stories. Keyboarding a story using a text-to-speech program allows students to hear their stories and to take home printed copies.

Scramble Words

The following activity uses cards with written letters, sticker letters, or stamped letters.

1. Present a word correctly spelled. Have the student use letters to form a word that is the same as the one presented.

Example:

1. c a r — c a r
2. b o y — b o y

2. When the student has been successful learning the words with 100% accuracy, present the letters to a word in scrambled form for the student to unscramble.

Example:

1. arC — C a r
2. byo — b o y

Bulletin Board Word Wall

Create bulletin boards with words that have been learned in the *Edmark Reading Program*. Place the Word Cards on the bulletin board in categories, for example: colors, animals, foods, little words.

Whole Language/Literature

Exposing students to a variety of literature while they are learning to read can greatly increase comprehension. They need not be able to read all material themselves. Help students enjoy being read to and reading for pleasure. Parents, volunteers, assistants, older students, and peer tutors can all help in this process.

Read to your students. Consider material that is appropriate for their age and ability. Read stories in short sessions (perhaps daily), and always review the section read the

day before. Read books chosen by students and encourage discussion. Expose students to poetry, rhymes, and other forms of writing.

Provide recorded stories, films, videos, and multimedia materials that are of interest to students and encourage student involvement.

Set up a reading center in the classroom with books, magazines, copies of the Stories books, and other reading materials with controlled vocabulary, and encourage students to explore the material.

Find books that will interest students and check the vocabulary against the Edmark words the students have learned. Books for kindergarten through second grade and high-interest, low-vocabulary books are likely to include many of the Level 1 reading words.

Magazine/Newspaper Activities

Have the students go through magazine or newspaper advertisements to cut out the Level 1 words they have learned. The students can try to create new phrases and sentences. Have students go through magazines and find pictures that represent words they have learned. Make a collage of pictures and words to put in the classroom reading area.

Charades

Use selected Word Cards for words the students have learned. Place the cards in a pile face down on a table. The students take turns picking up a card, reading it to themselves, and then acting it out so that others can guess. The game can be played in teams, and the students can decide whether to allow noises when acting out words.

Once the students master single words, try the same game with phrases. Players can learn to use gestures or symbols to indicate "sounds like," "first word," "second word," and so forth. As students guess the words, the teacher can write the completed phrase on the whiteboard or other surface.

Creative dramatics, mime, and movement games can help students understand and remember concept words, such as *little/big*, *in/out*, and *stop/go*.

Oral Reading

Have students read aloud and/or sign the stories from either the Stories or the Take-Away Readers to their classmates. Divide longer stories into three or four sections so more students have reading time. Arrange to have a student visit another classroom to read a story. Choose a story the student reads well and practice with the student before the presentation or invite a classroom of younger students to hear a story read. Have several students read parts of the story.

Video Activity

Video students doing their reading lesson, or have each student read a story from the Stories activity. When viewing a student's video with him or her, point out positive behaviors and talk about new words learned in the lesson, independent successes, and so forth.

Computer Activities

- *Crossword Puzzles*: Using software designed to make puzzles, enter *Edmark Reading Program* words that the student has learned. Design the puzzles so that instead of solving clues, students simply enter the words in the *down* and *across* lists. For example, if the first word in the *down* list is *horse*, the student would write each letter of the word starting from box number 1 and working down. Students must know or be taught numbers and the terms *across* and *down*.
- *Class Recordings*: Build a library of student-recorded stories from the *Edmark Reading Program* stories. Use the recorded stories in the classroom.

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Appendix A

Level 1 Words in Order by Lesson Number

1. horse
2. a
3. car
4. yellow
5. see
6. ball
7. and
8. fish
9. boy
10. I
11. airplane
12. the
13. girl
14. little
15. in
16. box
17. green
18. put
19. chicken
20. with
21. apple
22. is
23. big
24. spoon
25. *-s* ending
26. my
27. pencil
28. red
29. banana
30. cow
31. find
32. egg
33. water
34. blue
35. go
36. candy
37. has
38. mother
39. eat
40. boat
41. you
42. orange
43. to
44. ride
45. dog
46. under
47. tree
48. long
49. flower
50. he
51. said
52. black
53. sky
54. on
55. table
56. funny
57. up
58. bread
59. cat
60. school
61. play
62. *-ing* ending
63. teacher
64. run
65. it
66. purple
67. she
68. father
69. are
70. bird
71. not
72. chair
73. telephone
74. or
75. grass
76. sit
77. ice cream
78. there
79. we
80. book
81. happy
82. can
83. paper
84. one
85. drink
86. at
87. they
88. cup
89. fast
90. will
91. man
92. have
93. elephant
94. slow
95. scissors
96. take
97. good
98. six
99. what
100. for
101. zoo
102. milk
103. rabbit
104. her
105. jump
106. two
107. where
108. mouse
109. saw
110. pretty
111. bike
112. me
113. this
114. animal
115. come
116. him
117. knife
118. out
119. brown
120. was
121. picture
122. by
123. magazine
124. all
125. eight
126. game
127. had
128. squirrel
129. look
130. pink
131. vegetable
132. of
133. plate
134. new
135. help
136. balloon
137. *-ed* ending
138. away
139. but
140. street
141. do
142. when
143. baby
144. get
145. window
146. am
147. high
148. us
149. children
150. were
151. bear
152. other
153. give

Appendix B

Level 1 Words in Alphabetical Order With Lesson Number

***-ed* ending** 137
***-ing* ending** 62
***-s* ending** 25

a 2
airplane 11
all 124
am 146
and 7
animal 114
apple 21
are 69
at 86
away 138

baby 143
ball 6
balloon 136
banana 29
bear 151
big 23
bike 111
bird 70
black 52
blue 34
boat 40
book 80
box 16
boy 9
bread 58
brown 119
but 139
by 122

can 82
candy 36
car 3
cat 59
chair 72
chicken 19
children 149
come 115
cow 30
cup 88

do 141
dog 45
drink 85

eat 39
egg 32
eight 125
elephant 93

fast 89
father 68
find 31
fish 8
flower 49
for 100
funny 56

game 126
get 144
girl 13
give 153
go 35
good 97
grass 75
green 17

had 127
happy 81
has 37
have 92
he 50
help 135
her 104
high 147
him 116
horse 1

I 10
ice cream 77
in 15
is 22
it 65

jump 105

knife 117

little 14
long 48
look 129

magazine 123
man 91
me 112
milk 102
mother 38
mouse 108
my 26

new 134
not 71

of 132
on 54
one 84
or 74
orange 42
other 152
out 118

paper 83
pencil 27
picture 121
pink 130
plate 133
play 61
pretty 110
purple 66
put 18

rabbit 103
red 28
ride 44
run 64

said 51
saw 109
school 60
scissors 95

see 5
she 67
sit 76
six 98
sky 53
slow 94
spoon 24
squirrel 128
street 140

table 55
take 96
teacher 63
telephone 73
the 12
there 78
they 87
this 113
to 43
tree 47
two 106

under 46
up 57
us 148

vegetable 131

was 120
water 33
we 79
were 150
what 99
when 142
where 107
will 90
window 145
with 20

yellow 4
you 41

zoo 101

Appendix C

Objectives of the *Edmark Reading Program*—Levels 1 and 2, Second Edition

Prereading

Increase attention span
Develop and increase oral language
Understand steps in a process
Develop one-to-one correspondence
Develop orientation to print: top to bottom, left to right
Establish line-to-line progression
Interpret a picture story
Recognize picture details
Match objects
Match shapes and forms
Match pictures

Beginning Reading

Recognize capital and small letters
Match pictures to words and words to pictures
Make picture/sentence associations
Identify color words
Develop understanding of meaning in written language
Develop association between oral language and print
Continue to acquire and develop oral language in order to enhance communication skills
Distinguish between words
Distinguish between similar words
Establish relationship between words and phrases
Establish relationship between phrases and sentences
Develop oral reading ability
Develop beginning reading comprehension skills
Interact with printed words in order to develop a meaningful sight-word vocabulary

Reading

Read and comprehend frequently seen vocabulary words
Take pleasure in learning and using new words
Recognize word endings
Recognize sequential relationships

Develop fluency as an aid to comprehension

Spell words

Read and follow directions from in phrases and sentences

Scan text from left to right

Read and comprehend prepositional phrases (in the car, on the box)

Read and comprehend phrases with conjunctions (sentences joined with and)

Read and comprehend noun determiners (the, a, an)

Read and comprehend singular and plural nouns (boy, boys)

Read and comprehend pronouns (he, she, we, they, them, you, me)

Read and comprehend possessive pronouns (his, her, my)

Read and comprehend question words (who, what, where, when, why)

Develop and exhibit positive attitudes and behaviors toward reading

Read and comprehend stories

Generalize skills to a variety of reading activities

Read, comprehend, and generalize words in a real-life setting while interacting with peers and others

Auditory

Develop auditory discrimination

Develop and improve auditory comprehension skills

Improve auditory skills of perception and memory

Follow spoken directions

Listen attentively

Visual

Develop visual discrimination

Develop and refine visual perception and memory skills

Develop visual discrimination of words and phrases

Develop visual discrimination between words and phrases

Comprehend and use words in sign language

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