Edmark Reading Program - Level 2

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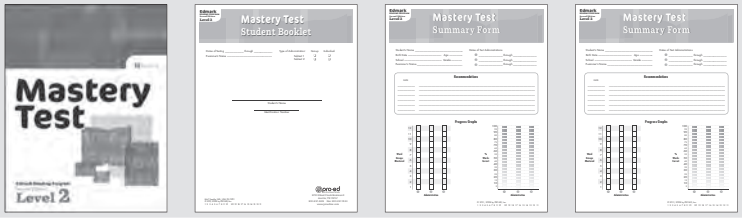
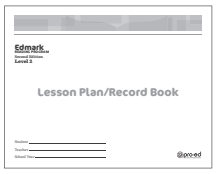
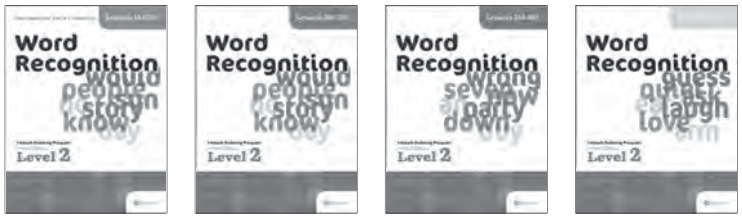
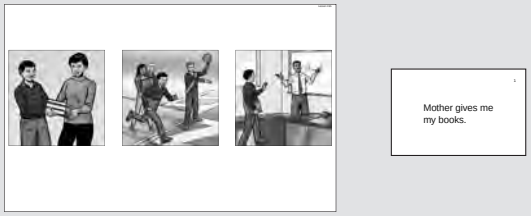
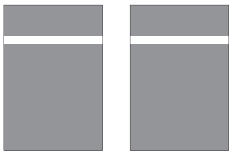
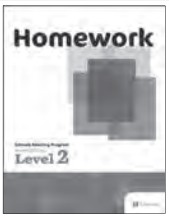
Quick Tour

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

		Core Kit	Sold Separately*
	Word Signs DVD	✓	✓
	***Judy's Birthday Party* and Certificate of Completion**	✓	✓
	Comprehension		✓
	Spelling		✓
	Take-Away Readers		✓
	**Homework**		✓
	Bingo		✓

*See Appendix D.

Introduction

The *Edmark Reading Program* has long helped students who need an alternative to phonics to 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 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*. The *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, as well as 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 in a real-life setting, while interacting with peers and others
- Comprehend and use words in sign language (for students with difficulties with verbal expression)

Levels 1 and 2 Words

In Appendix A, the words the students will learn in *Edmark Reading Program*—Level 1 and Level 2 are presented in the order in which they are taught. Appendix B lists Level 1 and Level 2 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.
4. *Before beginning Level 2, a student must complete Level 1 or be able to read and comprehend the Level 1 words*.

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 (154–353 for Level 2), each teaching a single word.
2. *Word Recognition*—The lessons, bound in four spiral-bound books, have been renumbered with the new lesson numbers.

3. *Stories*—The four 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 Reading Program* 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. *Judy's Birthday Party*—This story, provided as a reward for completion of the program, uses many of the words from Level 1 and all of the words taught in Level 2.
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 multi-sensory 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 what 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 the student and should be the one to evaluate if the student needs to spend more time on an activity, repeat an activity, or work on a different activity within the lesson. *Edmark Reading Program* is sufficiently flexible, allowing modifications to maintain a student's involvement. Some suggestions include:

- Intersperse interactive games with other types of lessons.
- Do more of the activities that the student prefers.
- 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 *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:

- 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 independently perform an activity, 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

In order to generalize their reading skills to new settings, students must have a variety of practice, both when working directly on *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-on-one discussions on the student's 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 student's answers.
- Give the student 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

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

Implement

1. Administer the Mastery Test to obtain baseline data. Results from the Mastery Test will show if students have mastered the *Edmark Reading Program*—Level 1 vocabulary.
2. For students who have recently completed Level 1, begin on Lesson 154 of Level 2. Refer to the Lesson Plan/Record Book for the order of the lessons, target words, and activities.
3. Plan to teach, at a minimum, the Word Recognition and Phrase Match activities.
4. Teach any or all additional activities, depending on a student's reading strengths and needs.

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.

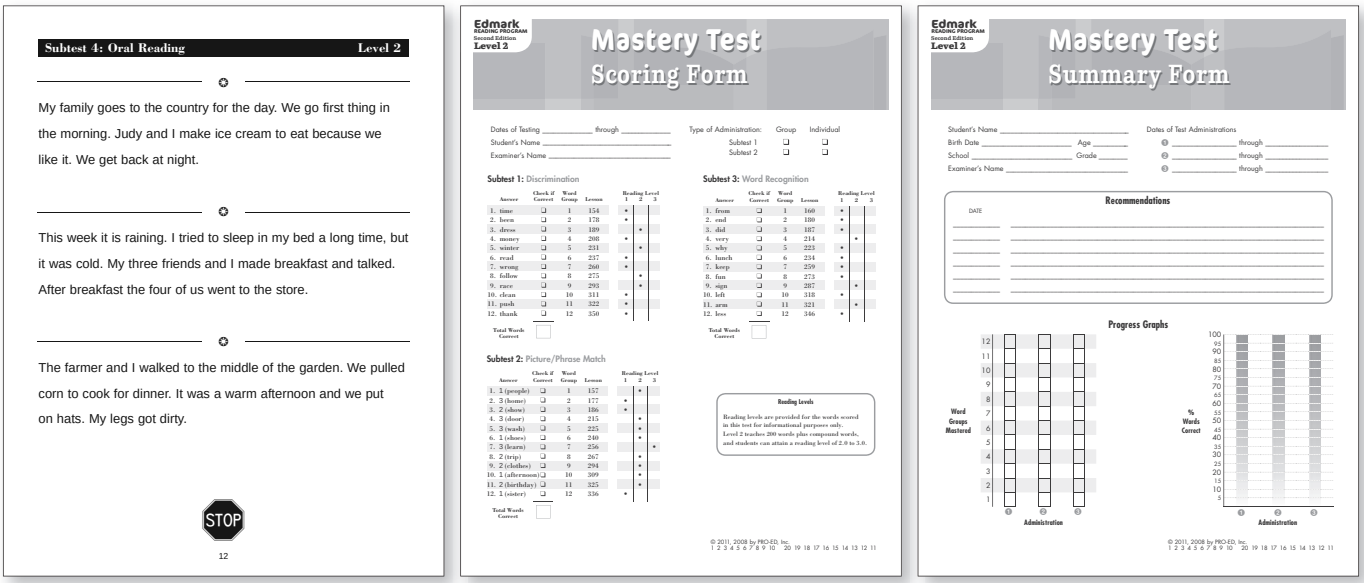
Monitor

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 and Phrase Match activities whenever they appear in a lesson. These 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 2**

My family goes to the country for the day. We go first thing in the morning. Judy and I make ice cream to eat because we like it. We get back at night.

This week it is raining. I tried to sleep in my bed a long time, but it was cold. My three friends and I made breakfast and talked. After breakfast the four of us went to the store.

The farmer and I walked to the middle of the garden. We pulled corn to cook for dinner. It was a warm afternoon and we put on hats. My legs got dirty.

STOP

12

Edmark READING PROGRAM Second Edition Level 2

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. time	❑	1	154	•		
2. been	❑	2	178	•		
3. dress	❑	3	189		•	
4. money	❑	4	208	•		
5. winter	❑	5	231	•		
6. read	❑	6	237	•		
7. wrung	❑	7	260	•		
8. follow	❑	8	275		•	
9. race	❑	9	293		•	
10. clean	❑	10	311	•		
11. push	❑	11	322	•		
12. thank	❑	12	350	•		
Total Words Correct						

Subtest 2: Picture/Phrase Match

Answer	Check if Correct	Word Group	Lesson	Reading Level 1	2	3
1. 1 (people)	❑	1	157			•
2. 3 (home)	❑	2	177	•		
3. 2 (chew)	❑	3	186	•		
4. 3 (door)	❑	4	215		•	
5. 3 (wash)	❑	5	225		•	
6. 1 (shoes)	❑	6	240		•	
7. 3 (learn)	❑	7	256			•
8. 2 (trip)	❑	8	267		•	
9. 2 (clothes)	❑	9	294		•	
10. 1 (afternoon)	❑	10	309		•	
11. 2 (birthday)	❑	11	325		•	
12. 1 (sister)	❑	12	336	•		
Total Words Correct						

Subtest 3: Word Recognition

Answer	Check if Correct	Word Group	Lesson	Reading Level 1	2	3
1. from	❑	1	160	•		
2. end	❑	2	180	•		
3. did	❑	3	187	•		
4. very	❑	4	214		•	
5. why	❑	5	223	•		
6. lunch	❑	6	234	•		
7. keep	❑	7	259	•		
8. fun	❑	8	273	•		
9. sign	❑	9	287		•	
10. left	❑	10	318	•		
11. arm	❑	11	321		•	
12. live	❑	12	346	•		
Total Words Correct						

Reading Levels

Reading levels are provided for the words scored in this test for informational purposes only. Level 2 teaches 200 words plus compound words, and students can attain a reading level of 2.0 to 3.0.

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Edmark READING PROGRAM Second Edition Level 2

Mastery Test
Summary Form

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

Dates of Test Administrations
1 _____ through _____
2 _____ through _____
3 _____ through _____

Recommendations

DATE

Progress Graphs

Word Groups Mastered

Administration

% Words Correct

Administration

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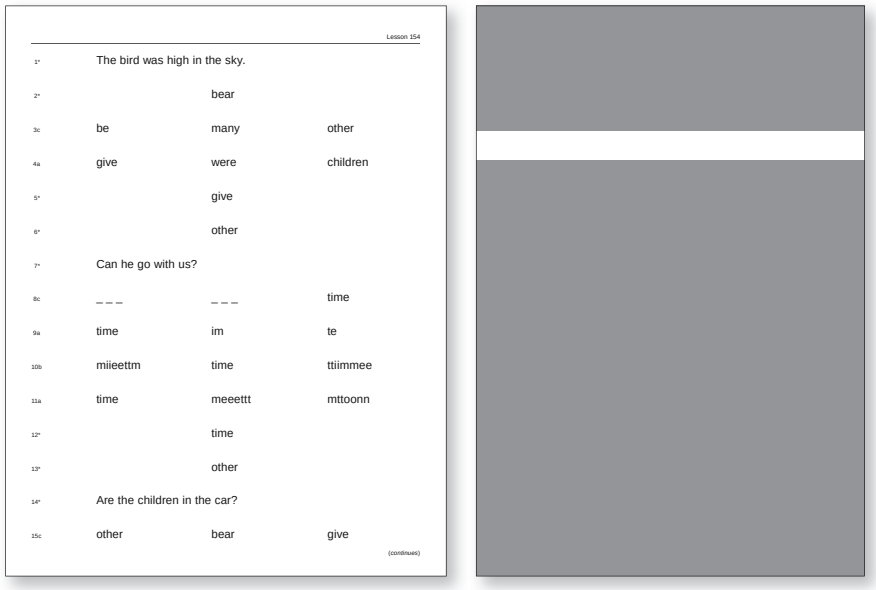
Administer the Mastery Test (a) at the beginning of the school year to obtain baseline data and make placement decisions, (b) after every 50 lessons (or as needed) to show progress, and (c) at the end of the school year to report student progress to next year's teacher.

The Mastery Test is a domain-referenced, nationally field-tested instrument designed specifically to assess the performance of students using *Edmark Reading Program*. This highly reliable and relevant test consists of four subtests that closely mirror the instructional format of *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, to determine the student's mastery of the program, and to identify targeted reading objectives for the student's IEP. For students whose *Edmark Reading Program* instruction 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.

Word Recognition



Lesson 154

1*	The bird was high in the sky.		
2*		bear	
3c	be	many	other
4a	give	were	children
5*		give	
6*		other	
7*	Can he go with us?		
8c	_ _ _	_ _ _	time
9a	time	im	te
10b	miieettm	time	ttiimmee
11a	time	meeettt	mttoonn
12*		time	
13*		other	
14*	Are the children in the car?		
15c	other	bear	give

(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 200 Word Recognition activities, one for each Level 2 word. 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:

- 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

Presenting the Activity

The Word Recognition activity can be found in the four 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-

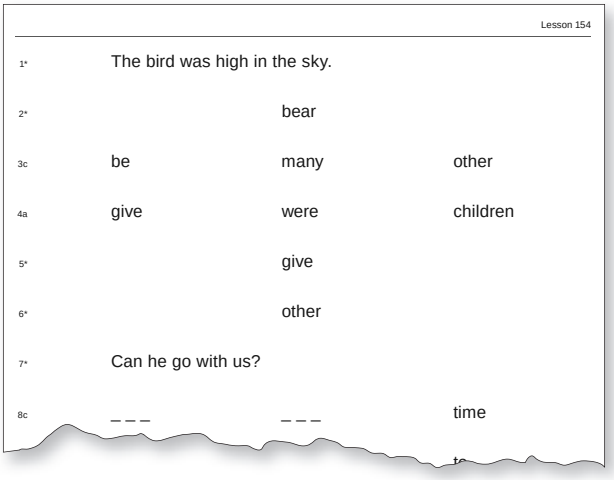
back lines, the student reads aloud the word, phrase, or sentence. In each lesson, the new word appears on a line that has dashed lines in the other two columns to clearly indicate the first use of the new word.

The line numbers also contain answer codes. The teacher uses these 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, the Word Recognition activity for lesson 154, line 4, is coded *4a*. This indicates that the correct word, *give*, is found in the first column. An asterisk next to a line number indicates a read-back line.

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.

Read-Back Lines



Line 1 of Lesson 154 is followed by an asterisk, indicating that line 1 is a read-back line. Position the display mask so that line 1 is visible through the window

TEACHER: **Read.**

STUDENT: The bird was high in the sky.

TEACHER: **Very good.**

Move the mask down so the second frame shows (2*). Again, an asterisk is shown in the code, indicating a read-back frame.

TEACHER: **Read.**

STUDENT: Bear.

TEACHER: **Very good.**

Multiple-Choice Lines

Move the mask to line 8c. The letter *c* indicates that the word the student is to point to and read appears in the third column.

TEACHER: **Point to the word *time*.**

STUDENT: [Points.]

TEACHER: **Very good. Read the word *time*.**

STUDENT: Time.

TEACHER: **Very good.**

Move the mask down to the next line.

Word Endings

In Level 1, the endings *-s*, *-ing*, and *-ed* are taught. As more words are introduced in Level 2, the teacher explains to students how other endings are formed. For example, for the plural of *story*, change the *y* to an *i* and add *-es* (*stories*); for the *-ing* ending of *write*, drop the *e* and add *-ing* (*writing*); for the past-tense ending of *like*, drop the *e* and add *-ed* (*liked*).

Correction Procedure

Cue the student as much as necessary, but continue to give him or her 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 the correct word. Say, **This is the word _____. You point to it.** 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 223 **why**

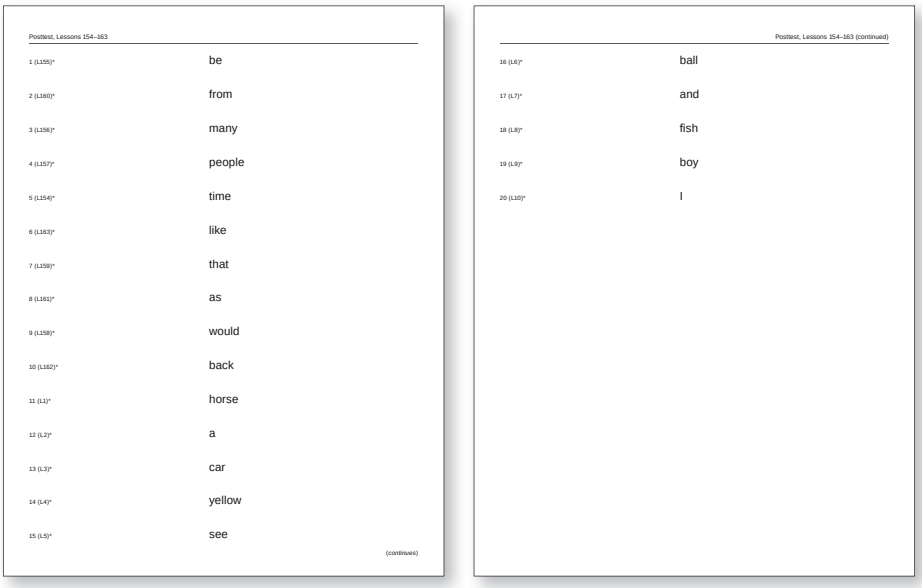
Activity	*Date*	*Words Missed*
Word Recognition	11/17 11/18	nothing, must none
Stories	11/19 11/20	which, must none
Comprehension	11/18	why
Homework	11/17	none
Spelling		
Reading and Social Skills Games	11/19	none
Bingo		
Software - 133		

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 154–163

1 (L155)*	be
2 (L160)*	from
3 (L156)*	many
4 (L157)*	people
5 (L154)*	time
6 (L163)*	like
7 (L159)*	that
8 (L161)*	as
9 (L158)*	would
10 (L162)*	back
11 (L1)*	horse
12 (L2)*	a
13 (L3)*	car
14 (L4)*	yellow
15 (L5)*	see

(continues)

Posttest, Lessons 154–163 (continued)

16 (L6)*	ball
17 (L7)*	and
18 (L8)*	fish
19 (L9)*	boy
20 (L10)*	I

In Level 2, the Posttest is given after every 20 words to ensure that the student can recognize them. The first Posttest has 20 words (10 from Level 1 and 10 new, Level 2 words). Subsequent Posttests have the 20 most recently taught words, plus 10 words from Level 1. 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 each of the four 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, (L155).

Sample Script

TEACHER: **Read.**

STUDENT: [Reads the word.]

TEACHER: **Very good.** [Moves the mask down and continues the instructions until the test is completed.]

Correction Procedure

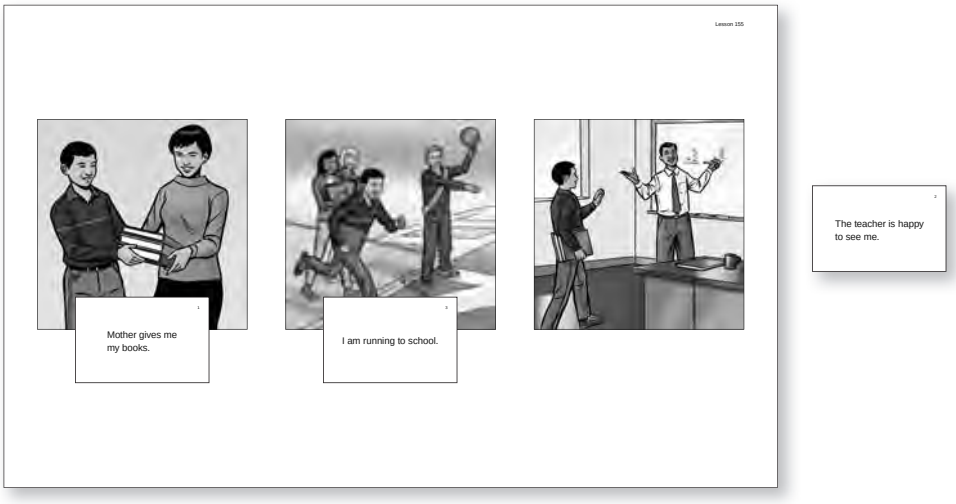
If the student does not respond or responds incorrectly, say, **This word is _____. Read it.**

Criterion and Progress Monitoring

The suggested achievement criterion for the Posttests is for the student to make zero errors. Missed words indicate 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 10 Posttests and space for the results of each test to be recorded three times. Record the date of administration. Then, simply check the words the student misses. A copy of the Posttest can be given to parents or shown at IEP meetings.

Phrase Match



The 25 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 beginning lessons contain three illustrations matched to three sentences on cards. In the upper lessons, students match four and then five illustrations to sentences. Phrase Match helps students generalize reading skills to new contexts, in which illustrations depict a variety of lifelike situations.

Objectives

The student will:

- Read phrases or sentences
- Demonstrate comprehension by matching 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 99 Phrase Match cards are numbered in sequential order.

Give the student the correct Phrase Match board and set of 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 sentence, 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 sentences have been matched to illustrations.

Sample Script

The first script below describes the procedure for working one-to-one with a student who is a beginner at the Phrase Match activity. The Correction Procedures section contains a script for reviewing the work of students who are completing the activity independently.

Beginning Students

Select one of the Phrase Match boards and the corresponding phrase cards. Have the student place the phrase cards face up on the table.

TEACHER: **Read the words.**

STUDENT: Mother gives me my books.

TEACHER: **Very good. Now point to a picture that shows, "Mother gives me my books."**

STUDENT: (Points to first picture.)

TEACHER: **Very good. Now put the card on the picture.**

STUDENT: [Places the phrase card on the picture.]

TEACHER: **Very good.**

Repeat the procedure with all the phrase cards.

Correction Procedure for Students Working Independently

TEACHER: [Point to the first picture.] **Read the words.**

STUDENT: [Reads.]

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 and follow the script below.

TEACHER: **Read the words**.

STUDENT: [Reads the words.]

TEACHER: [Points to the correct picture on the Picture Match board.] **This picture shows** [describe the picture]. **Put the card on the picture.**

STUDENT: [Puts the card on the correct picture.]

TEACHER: **Very good.**

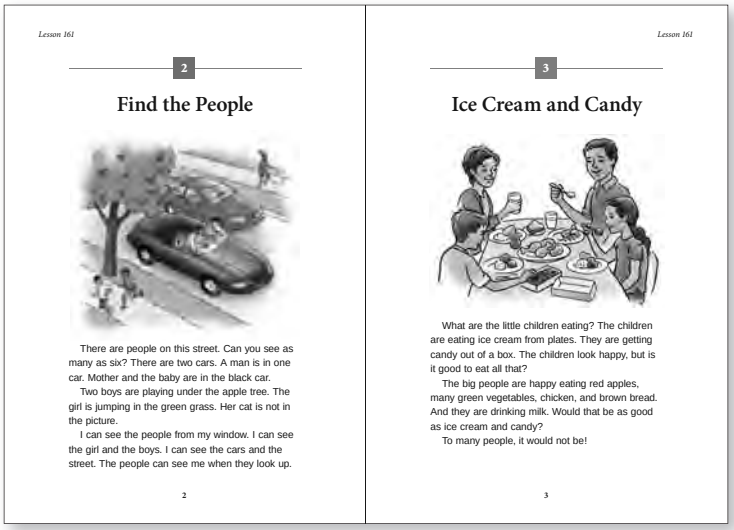
Repeat the procedure for all incorrect answers. Once the students are familiar with the materials, allow them to work independently at their own desks or in small groups. Check their work with them after they finish matching all the sentences to the illustrations.

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 words missed. Record any word the student misses, whether it is the target word for that lesson or a previously learned word.

Stories



Lesson 161

2

Find the People

There are people on this street. Can you see as many as six? There are two cars. A man is in one car. Mother and the baby are in the black car.

Two boys are playing under the apple tree. The girl is jumping in the green grass. Her cat is not in the picture.

I can see the people from my window. I can see the girl and the boys. I can see the cars and the street. The people can see me when they look up.

2

Lesson 161

3

Ice Cream and Candy

What are the little children eating? The children are eating ice cream from plates. They are getting candy out of a box. The children look happy, but is it good to eat all that?

The big people are happy eating red apples, many green vegetables, chicken, and brown bread. And they are drinking milk. Would that be as good as ice cream and candy?

To many people, it would not be!

3

The 100 Stories engage students in reading short, fictional works 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 words that have been learned in previous lessons.

Possessives, contractions, and hyphenated words are used in some of the stories. As they are introduced, it is necessary to explain their usage.

Compound words are introduced in Story 10. Discussion questions located at the back of each book allow the teacher to check the students' understanding. 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 student will:

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

Presenting the Activity

There are four 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 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. 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.

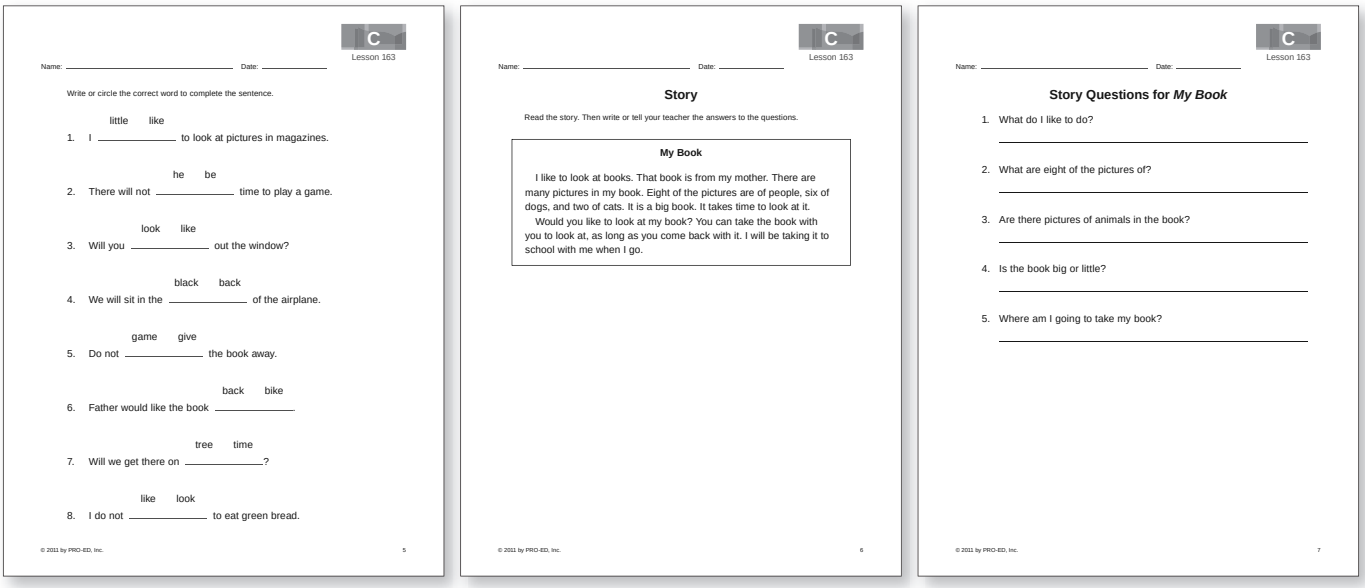
The student should have the story in front of him or her when responding to the questions. It is recommended that the student be given as much assistance as necessary to correctly answer the questions. For example, you could help the student by saying, "The answer is in the first part of the story" or "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 163

Name: _____ Date: _____

Write or circle the correct word to complete the sentence.

little like
1. I _____ to look at pictures in magazines.

he be
2. There will not _____ time to play a game.

look like
3. Will you _____ out the window?

black back
4. We will sit in the _____ of the airplane.

game give
5. Do not _____ the book away.

back bike
6. Father would like the book _____

tree time
7. Will we get there on _____?

like look
8. I do not _____ to eat green bread.

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C
Lesson 163

Name: _____ Date: _____

Story

Read the story. Then write or tell your teacher the answers to the questions.

My Book

I like to look at books. That book is from my mother. There are many pictures in my book. Eight of the pictures are of people, six of dogs, and two of cats. It is a big book. It takes time to look at it.

Would you like to look at my book? You can take the book with you to look at, as long as you come back with it. I will be taking it to school with me when I go.

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C
Lesson 163

Name: _____ Date: _____

Story Questions for *My Book*

1. What do I like to do?
2. What are eight of the pictures of?
3. Are there pictures of animals in the book?
4. Is the book big or little?
5. Where am I going to take my book?

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The 140 Comprehension activities provide an extensive amount of word recognition practice and comprehension reinforcement. These activities include a variety of formats in which students read and comprehend words and phrases. Exercise types include cloze, reading/writing response, short answers, and multiple choice, The students choose from answers consisting of words. Students will enjoy completing the assignment on their own, with a buddy, or with a family member.

Objective

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

- Select the correct word to complete a sentence
- Answer questions related to brief stories
- Select the correct word in dictation from multiple choices (review)

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 Procedure

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.

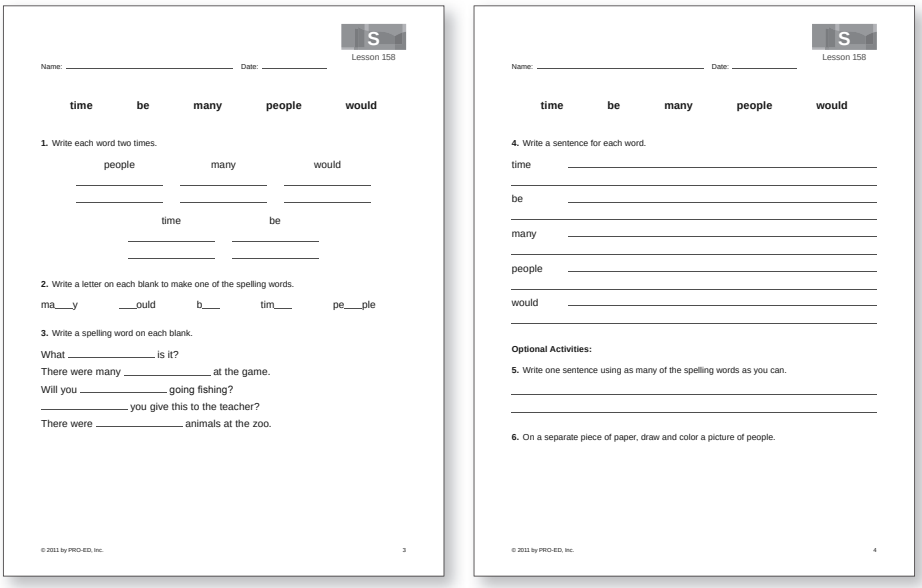
If a student needs more assistance, have him or her read each item to you. When the student has difficulty with a word, block out the words on both sides of it and have the student read the word in isolation.

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 158

Name: _____ Date: _____

time be many people would

1. Write each word two times.

people many would

time be

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

ma___y ___ould b___ tim___ pe___ple

3. Write a spelling word on each blank.

What _____ is it?
There were many _____ at the game.
Will you _____ going fishing?
_____ you give this to the teacher?
There were _____ animals at the zoo.

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S

Lesson 158

Name: _____ Date: _____

time be many people would

4. Write a sentence for each word.

time _____
be _____
many _____
people _____
would _____

Optional Activities:

5. Write one sentence using as many of the spelling words as you can.

6. On a separate piece of paper, draw and color a picture of people.

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The 53 Spelling activities provide both reinforcement for recognition of new reading words and a beginning spelling experience. A Spelling activity follows every five new words learned, plus there are 13 review activities. The student can write or sign the answers.

Objectives

The student will do the following:

- Write each word two times
- Write a missing letter to complete a word
- Write a spelling word to complete a sentence
- Identify correctly spelled words.
- Write a sentence using the spelling word
- Write one sentence using as many of the five spelling words as possible

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. Read the instructions aloud and discuss how to complete the exercise, making sure the student understands. Once the student is familiar with the spelling exercises, encourage him or her to complete the work independently. 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.

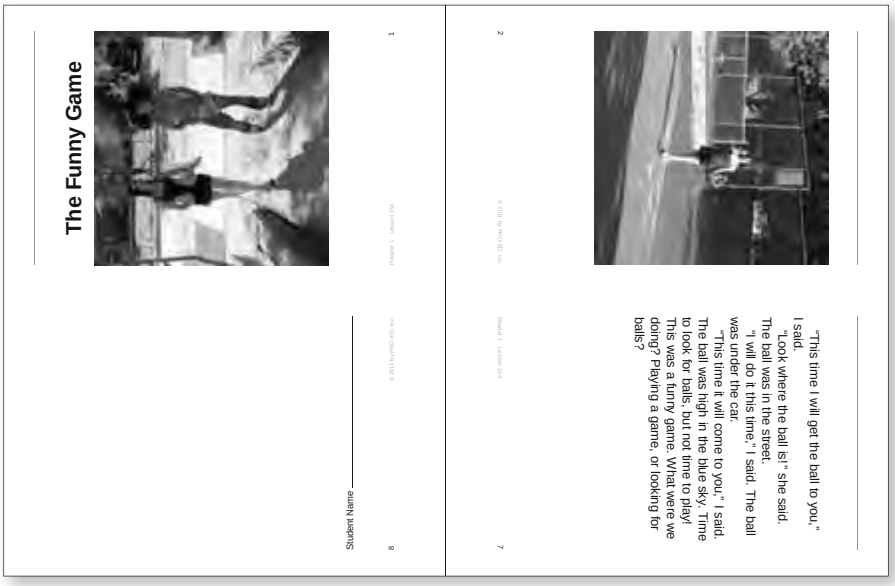
Correction Procedure

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 58 Take-Away Readers are eight-page stories with photographs that illustrate the stories and emphasize words students have learned in current and previous lessons. The Take-Away 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, students can experience the pleasure of sharing their reading achievements.

Objectives

The student 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 half and assemble into a book, 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 Readers portray a wide variety of people and experiences. This is an opportunity to extend student understanding of the photos and text. Look closely at the photos. 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.

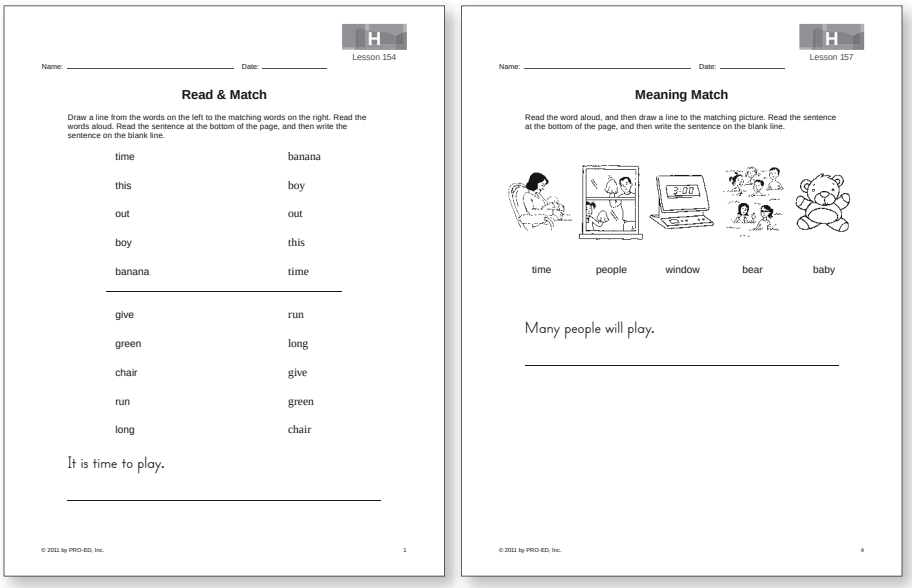
Correction Procedure

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

Lesson 154

Name: _____ Date: _____

Read & Match

Draw a line from the words on the left to the matching words on the right. Read the words aloud. Read the sentence at the bottom of the page, and then write the sentence on the blank line.

time	banana
this	boy
out	out
boy	this
banana	time

give	run
green	long
chair	give
run	green
long	chair

It is time to play.

_____

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H

Lesson 157

Name: _____ Date: _____

Meaning Match

Read the word aloud, and then draw a line to the matching picture. Read the sentence at the bottom of the page, and then write the sentence on the blank line.

time people window bear baby

Many people will play.

_____

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The 199 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 the student practiced during class. The students will generalize their word recognition and reading skills to a variety of 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
- Find the correct word on a page full of other words
- Choose the correct word to complete a sentence
- Match words to pictures
- Copy a sentence
- Read a cluster of sentences
- Read flash card words to an adult

Presenting the Activity

Teachers may have to read the directions to the student at first, but as he or she begins to recognize each type of activity, this will no longer be necessary.

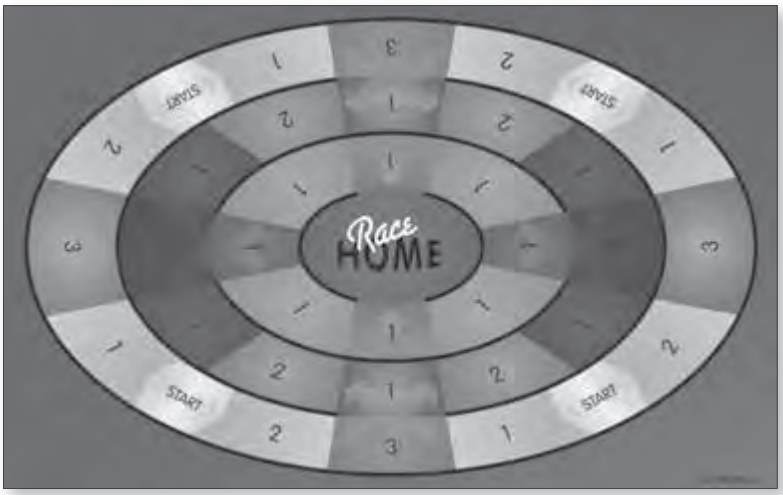
Correction Procedure

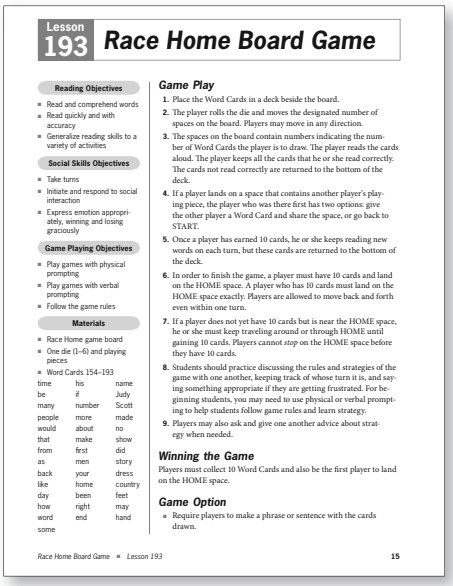
When the student has completed an activity, review the answers. Have the student read the entire page to you in order to be sure he or she is reading accurately. Review any errors with the student, giving him or her the opportunity to self-correct.

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 193 **Race Home Board Game**

Reading Objectives
- Read and comprehend words
- Read quickly and with accuracy
- Generalize reading skills to a variety of activities

Social Skills Objectives
- Take turns
- Initiate and respond to social interaction
- Express emotion appropriately, winning and losing graciously

Game Playing Objectives
- Play games with physical prompting
- Play games with verbal prompting
- Follow the game rules

Materials
- Race Home game board
- One die (1–6) and playing pieces
- Word Cards 154–193

time	his	name
be	if	Judy
many	number	Scott
people	more	made
would	about	no
that	make	show
from	first	did
as	men	story
back	your	dress
like	home	country
day	been	feet
how	right	may
word	end	hand
some		

Game Play
1. Place the Word Cards in a deck beside the board.
2. The player rolls the die and moves the designated number of spaces on the board. Players may move in any direction.
3. The spaces on the board contain numbers indicating the number of Word Cards the player is to draw. The player reads the cards aloud. The player keeps all the cards that he or she read correctly. The cards not read correctly are returned to the bottom of the deck.
4. If a player lands on a space that contains another player's playing piece, the player who was there first has two options: give the other player a Word Card and share the space, or go back to START.
5. Once a player has earned 10 cards, he or she keeps reading new words on each turn, but these cards are returned to the bottom of the deck.
6. In order to finish the game, a player must have 10 cards and land on the HOME space. A player who has 10 cards must land on the HOME space exactly. Players are allowed to move back and forth even within one turn.
7. If a player does not yet have 10 cards but is near the HOME space, he or she must keep traveling around or through HOME until gaining 10 cards. Players cannot *stop* on the HOME space before they have 10 cards.
8. Students should practice discussing the rules and strategies of the game with one another, keeping track of whose turn it is, and saying something appropriate if they are getting frustrated. For beginning students, you may need to use physical or verbal prompting to help students follow game rules and learn strategy.
9. Players may also ask and give one another advice about strategy when needed.

Winning the Game

Players must collect 10 Word Cards and also be the first player to land on the HOME space.

Game Option
- Require players to make a phrase or sentence with the cards drawn.

Race Home Board Game ■ *Lesson 193* 15

The Reading and Social Skills Games include 40 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 be able to 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, games involving play money, and interactive word games.

Contents

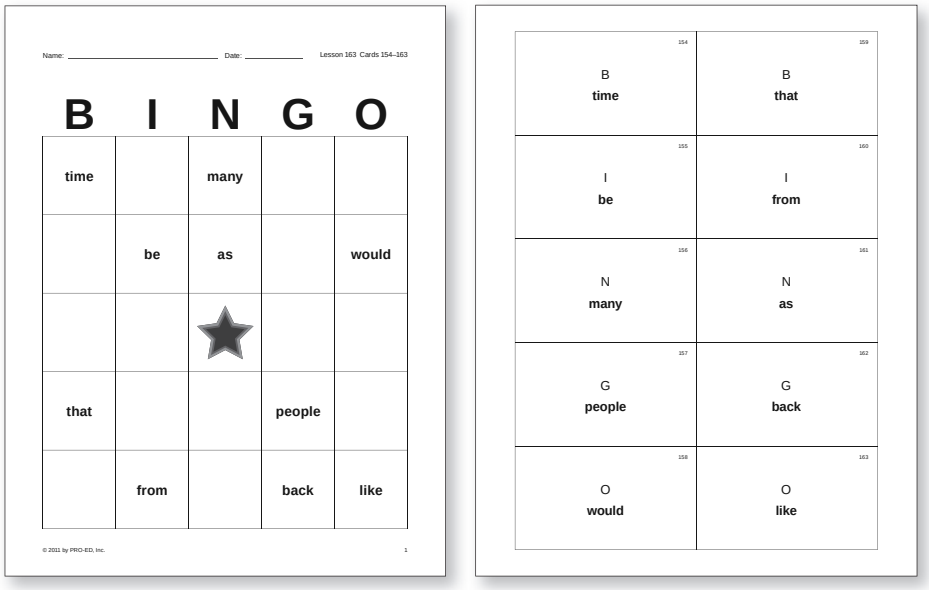
- Manual including lesson plans and reproducible materials
- Word Cards
- Two-sided game board
- Game pieces and dice

Criterion and Progress Monitoring

There is no suggested achievement criterion. Record the dates students played games in the Lesson Plan/Record Book. 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 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



Name: _____ Date: _____ Lesson 163 Cards 154–163

B	I	N	G	O
time		many		
	be	as		would
		★		
that			people	
	from		back	like

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154 B time	159 B that
155 I be	160 I from
156 N many	161 N as
157 G people	162 G back
158 O would	163 O like

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 200 bingo boards and 200 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 white-board or other surface. Start with 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.

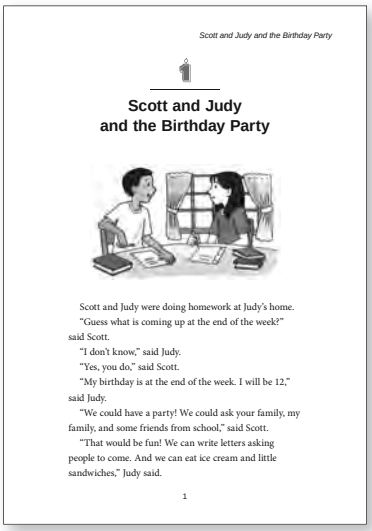
TEACHER: **Cross out the free square. The free square is the star in the center square of your bingo board.** [Draw the first bingo card and say what students should cross out, as in the following example.] **Under the B, cross out the word *time*.**

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 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.

Judy's Birthday Party


Scott and Judy and the Birthday Party

1

Scott and Judy
and the Birthday Party

Scott and Judy were doing homework at Judy's home.

"Guess what is coming up at the end of the week?" said Scott.

"I don't know," said Judy.

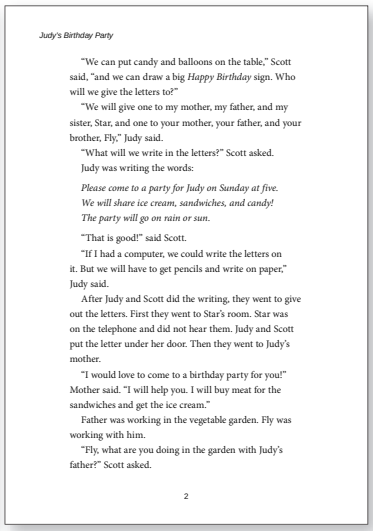
"Yes, you do," said Scott.

"My birthday is at the end of the week. I will be 12," said Judy.

"We could have a party! We could ask your family, my family, and some friends from school," said Scott.

"That would be fun! We can write letters asking people to come. And we can eat ice cream and little sandwiches," Judy said.

1


Judy's Birthday Party

"We can put candy and balloons on the table," Scott said, "and we can draw a big *Happy Birthday* sign. Who will we give the letters to?"

"We will give one to my mother, my father, and my sister, Star, and one to your mother, your father, and your brother, Fly," Judy said.

"What will we write in the letters?" Scott asked.

Judy was writing the words:

Please come to a party for Judy on Sunday at five.
We will share ice cream, sandwiches, and candy!
The party will go on rain or sun.

"That is good!" said Scott.

"If I had a computer, we could write the letters on it. But we will have to get pencils and write on paper," Judy said.

After Judy and Scott did the writing, they went to give out the letters. First they went to Star's room. Star was on the telephone and did not hear them. Judy and Scott put the letter under her door. Then they went to Judy's mother.

"I would love to come to a birthday party for you!" Mother said. "I will help you. I will buy meat for the sandwiches and get the ice cream."

Father was working in the vegetable garden. Fly was working with him.

"Fly, what are you doing in the garden with Judy's father?" Scott asked.

2

Certificate of Completion

has successfully completed the

Edmark
READING PROGRAM
Level 2

Teacher

Date

Donald D. Hammill

Donald D. Hammill, Ed.D.
President
PRO-ED, Inc.

pro-ed

Judy's Birthday Party is a gift to be given to students upon completion of the *Edmark Reading Program*—Level 2. The story uses all of the 200 words taught in Level 2 and many of the words taught in Level 1. It is intended as a culminating activity, to be given to each student as a reward for completing the program. Five copies of *Judy's Birthday Party* and five Certificates of Completion are provided with each Level 2 program.

Objectives

The student will do the following:

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

Presenting the Activity

Practice reading *Judy's Birthday Party* in class and discuss the story. Successfully completing all of the activities and objectives in the *Edmark Reading Program*—Level 2 is a cause for celebration. It is a wonderful time to have a party, serve refreshments, and invite the student's parents. Gift wrap *Judy's Birthday Party* 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 2 program, and may also be purchased separately from PRO-ED.

Extension Activities

Integrating activities into the classroom that 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 200 words taught in Level 2. The lesson numbers are in the upper right corners (Lessons 154 through 353). Additional sets of Word Cards can be purchased from www.proedinc.com.

Word cards can be used for flash card practice, bulletin board word walls, creating phrases and sentences, and 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 Card 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. The story could be 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 as well as take home printed copies.

Scramble Words

The following activities use cards with written letters, sticker letters, or stamped letters.

1. Present a word that is spelled correctly. Have the student use his or her letter cards to form a word that is the same as the one presented.

Example: 1. t i m e t i m e

2. When the student has been successful learning words with 100% accuracy, present the words on letter cards in scrambled form and ask the student to unscramble to make a word.

Example: m-e-i-t t-i-m-e

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 age and ability appropriate. Read stories in short sessions (perhaps daily), and always review the section you 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 Reading Proram* words students have learned. Books for kindergarten through second grade and several high-interest, low-vocabulary books will include many of the Level 2 reading words.

Magazine/Newspaper Activities

Have students go through magazine or newspaper ads to cut out the Level 2 words they have learned. The students can try to create new phrases and sentences. You may also 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 students have learned. Place the cards in a pile face down on a table. Students take turns picking up a card, reading it to themselves, and then acting it out so that others can guess the word. The game can be played in teams, and the students can decide whether to allow noises when acting out words.

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

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 Take-Away Readers to their classmates. Divide longer stories into three or four sections so more students have reading time. Arrange to have students visit another classroom to read parts of a story. Choose a story the students read well, and practice with them 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

Make a video of students doing their reading lesson, or have each student read a story from the Stories acitivity. When viewing the video with a student, point out positive behaviors and talk about new words learned in the lesson, independent successes, and so on.

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 enter the words in the *down* and *across* lists. For example, if the first word in the *down* list is *that*, the student writes 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. Listen to 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

Level 2 Words in Order by Lesson Number

154. time
155. be
156. many
157. people
158. would
159. that
160. from
161. as
162. back
163. like
164. day
165. how
166. word
167. some
168. his
169. if
170. number
171. more
172. about
173. make
174. first
175. men
176. your
177. home
178. been
179. right
180. end
181. name
182. Judy
183. Scott
184. made
185. no
186. show
187. did
188. story
189. dress
190. country
191. feet
192. may
193. hand
194. night
195. thing
196. know
197. over
198. computer
199. sun
200. because
201. answer
202. think
203. room
204. top
205. city
206. open
207. only
208. money
209. could
210. family
211. write
212. morning
213. face
214. very
215. door
216. which
217. front
218. work
219. nothing
220. letter
221. must
222. button
223. why
224. three
225. wash
226. four
227. class
228. second
229. summer
230. tell
231. winter
232. draw
233. went
234. lunch
235. week
236. rain
237. read
238. question
239. them
240. shoe
241. cold
242. count
243. got
244. glass
245. white
246. cut
247. try
248. bottom
249. hear
250. friend
251. job
252. five
253. talk
254. farm
255. full
256. learn
257. circle
258. bed
259. keep
260. wrong
261. ten
262. mouth
263. after
264. color
265. sleep
266. call
267. trip
268. add
269. women
270. eye
271. store
272. now
273. fun
274. stop
275. follow
276. yes
277. breakfast
278. then
279. minute
280. who
281. wall
282. an
283. begin
284. carry
285. party
286. middle
287. sign
288. down
289. corner
290. walk
291. garden
292. buy
293. race
294. clothes
295. seven
296. rule
297. toy
298. through
299. listen
300. sandwich
301. whose
302. corn
303. third
304. cook
305. ask
306. guess
307. ring
308. across
309. afternoon
310. pull
311. clean
312. quiet
313. coat
314. fly
315. please
316. meat
317. share
318. left
319. hat
320. behind
321. arm
322. push
323. hurt
324. nine
325. birthday
326. cry
327. farmer
328. star
329. laugh
330. finger
331. beside
332. bus
333. subtract
334. leg
335. sad
336. sister
337. fork
338. clock
339. dirty
340. before
341. ear
342. doll
343. each
344. brother
345. dinner
346. less
347. same
348. policeman
349. different
350. thank
351. warm
352. fall
353. love

Appendix B

Level 1 and Level 2 Words in Alphabetical Order With Lesson Number

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

a 2
about 172
across 308
add 268
after 263
afternoon 309
airplane 11
all 124
am 146
an 282
and 7
animal 114
answer 201
apple 21
are 69
arm 321
as 161
ask 305
at 86
away 138

baby 143
back 162
ball 6
balloon 136
banana 29
be 155
bear 151
because 200
bed 258
been 178
before 340
begin 283
behind 320
beside 331
big 23
bike 111
bird 70
birthday 325
black 52
blue 34
boat 40
book 80
bottom 248
box 16
boy 9
bread 58
breakfast 277
brother 344
brown 119
bus 332
but 139
button 222
buy 292
by 122

call 266
can 82
candy 36
car 3
carry 284
cat 59
chair 72
chicken 19
children 149
circle 257
city 205
class 227
clean 311
clock 338
clothes 294
coat 313
cold 241
color 264
come 115
computer 198
cook 304
corn 302
corner 289
could 209
count 242
country 190
cow 30
cry 326
cup 88
cut 246

day 164
did 187
different 349
dinner 345
dirty 339
do 141
dog 45
doll 342
door 215
down 288
draw 232
dress 189
drink 85

each 343
ear 341
eat 39
egg 32
eight 125
elephant 93
end 180
eye 270

face 213
fall 352
family 210
farm 254
farmer 327
fast 89
father 68
feet 191
find 31
finger 330
first 174
fish 8
five 252
flower 49
fly 314
follow 275
for 100
fork 337
four 226
friend 250
from 160
front 217
full 255
fun 273
funny 56

game 126
garden 291
get 144
girl 13
give 153
glass 244
go 35
good 97
got 243
grass 75
green 17
guess 306

had 127
hand 193
happy 81
has 37
hat 319
have 92
he 50
hear 249
help 135
her 104
high 147
him 116
his 168
home 177
horse 1
how 165
hurt 323

I 10
ice cream 77
if 169
in 15
is 22
it 65

job 251
Judy 182
jump 105

keep 259
knife 117
know 196

laugh 329
learn 256
left 318
leg 334
less 346
letter 220

Level 1 and Level 2 Words in Alphabetical Order With Lesson Number (*continued*)

like 163
listen 299
little 14
long 48
look 129
love 353
lunch 234

made 184
magazine 123
make 173
man 91
many 156
may 192
me 112
meat 316
men 175
middle 286
milk 102
minute 279
money 208
more 171
morning 212
mother 38
mouse 108
mouth 262
must 221
my 26

name 181
new 134
night 194
nine 324
no 185
not 71
nothing 219
now 272
number 170

of 132
on 54
one 84
only 207
open 206
or 74
orange 42
other 152
out 118
over 197

paper 83
party 285
pencil 27
people 157
picture 121
pink 130
plate 133
play 61
please 315
policeman 348
pretty 110
pull 310
purple 66
push 322
put 18

question 238
quiet 312

rabbit 103
race 293
rain 236
read 237
red 28
ride 44
right 179
ring 307
room 203
rule 296
run 64

sad 335
said 51
same 347
sandwich 300
saw 109
school 60
scissors 95
Scott 183
second 228
see 5
seven 295
share 317
she 67
shoe 240
show 186
sign 287
sister 336
sit 76
six 98
sky 53
sleep 265
slow 94
some 167
spoon 24
squirrel 128
star 328
stop 274
store 271
story 188
street 140
subtract 333
summer 229
sun 199

table 55
take 96
talk 253
teacher 63
telephone 73
tell 230
ten 261
thank 350
that 159
the 12
them 239
then 278
there 78
they 87
thing 195
think 202
third 303
this 113
three 224
through 298
time 154
to 43
top 204
toy 297
tree 47
trip 267
try 247
two 106

under 46
up 57
us 148

vegetable 131
very 214

walk 290
wall 281
warm 351
was 120
wash 225
water 33
we 79
week 235
went 233
were 150
what 99
when 142
where 107
which 216
white 245
who 280
whose 301
why 223
will 90
window 145
winter 231
with 20
women 269
word 166
work 218
would 158
write 211
wrong 260

yellow 4
yes 276
you 41
your 176

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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