

# Edmark Reading Program **Online**



## Program Overview: A Teacher Guide



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# 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 will 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:

- 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 who have 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. *Select onscreen items*—The student must be able to click, touch, or respond in some way to indicate an answer.
2. *Say or sign words*—The student, upon program 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 and program's cues.

## Changes for the Online Version

Teachers, parents, and students were asked for recommendations for improvements to the second edition of *Edmark Reading Program* software. Suggestions included making the program Web-based, integrating the many components and supplemental lessons, providing mastery testing and progress monitoring, providing more stories, and improving the appearance.

In response to this feedback, the second edition of the *Edmark Reading Program* software is now Web-based and always available from any device that has Internet access. The words are taught in the same order as in the print version. Lessons are numbered in sequential order, each teaching a single word. The program contains an array of interactive activities, printable resources, and reports.

Interactive Activities include:

- Mastery Test
- Discrimination and Prereading
- Word Recognition
- Picture/Phrase Match
- 5-Word Practice
- Stories

- Comprehension
- Spelling
- Take-Away Readers
- Word Signs videos

Printable resources include:

- Bingo
- Homework
- Reading and Social Skills Games
- *The Rides and Judy's Birthday Party*
- Certificates of Completion

Reports include:

- Progress Monitoring
- Item Analysis
- Mastery Test Summary
- Student Progress

The program has new illustrations and characters. Students and teachers can now access the full range of Level 1 and Level 2 content with each student seat license.



# 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 ensured 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 years. 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 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 assessments 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, Connors 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 program presents various activities to teach comprehension. In the Phrase Match activity, a group of pictures is presented. The student matches phrase cards to the pictures and reads the phrases.

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. The Take-Away Readers provide comprehension reinforcement.

## Fluency

Fluency is practiced in the activities by guided oral reading. The program directs the student to read the sentences, phrases, and stories. *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), incorrect responses are eliminated and have students repeat each word lesson until the lesson is completed correctly. Each word is read by the student in isolation many times before the program 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 item.

### Manipulatives

Students are offered a variety of multisensory tasks to practice and reinforce the learning of the *Edmark Reading Program* words. Printable word cards, stories, and games provide variety and a way for a student to engage with the material. It is important to integrate interactive 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, Mastery Test, Progress Monitoring Report, and Student Progress Report. 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 *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 Progress Monitoring Report, a Student Progress Report, and a Mastery Test, which are 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 student hears encouraging responses in the program. 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 activities, 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.

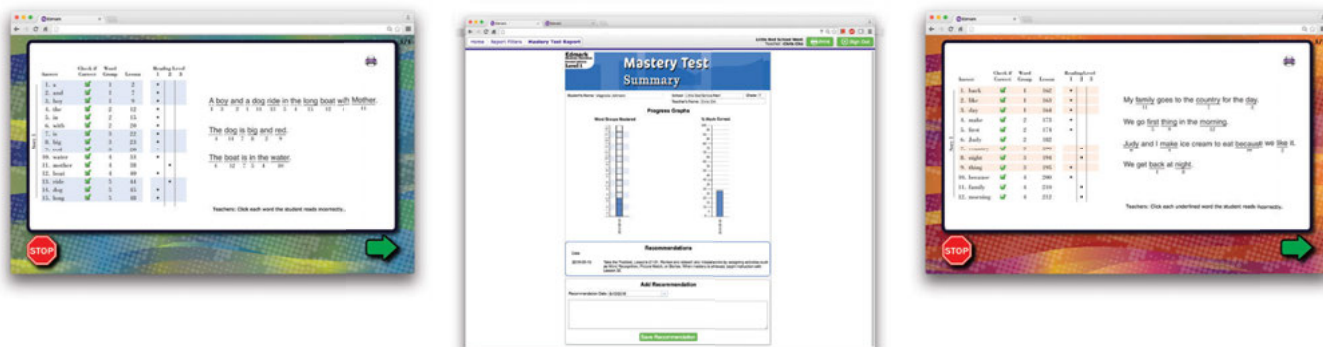
## Integrate Print and Software

Many teachers use both the *Edmark Reading Program* print version and the online 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.





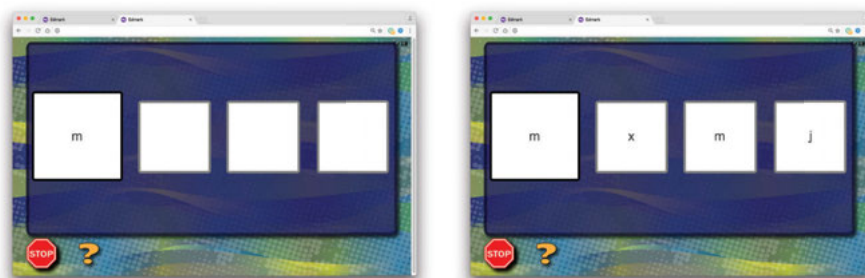
# Mastery Test



Refer to the *Mastery Test Manual*, located in Resources, for a detailed explanation of the Mastery Test. 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.

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 independently, whereas the Word Recognition and Oral Reading subtests require involvement by teachers or paraprofessionals for administration. 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*.

## Discrimination Test (Level 1 only)



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

### Objective

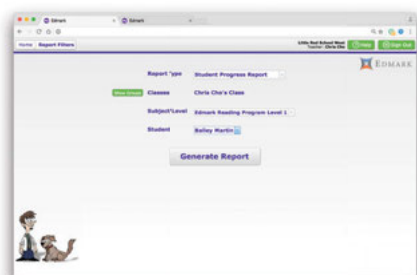
The student looks at a capital letter, lowercase letter, two-letter word, or three-letter word; scans a line of text left to right; and points to the matching item found on the same line.

### Presenting the Discrimination Test

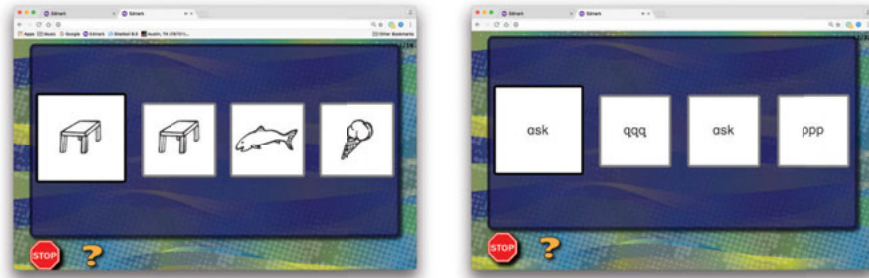
The Discrimination Test can be assigned from **Assignments**. Select **Pre-Tests** and then select **Discrimination**. There are 18 test items. Each sample in the left column of the Discrimination Test is followed by three choices to the right. The program will ask the student to click on the sample and then on the choice that is the same. The student is not required to name the letters or words shown, and no verbal response is necessary.

### Criterion

To view a student's score, sign in as the teacher, select **Reports, Student Progress Report, Level, Student**, and click **Generate Report**. If the student scores less than 89%, assign the Prereading activities A–E. If the student scores 89% or better, administer the Mastery Test to obtain baseline data and for placement in the correct lesson of Level 1.



## Prereading (Level 1 only)



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

### Objective

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

### Presenting the Activity

Prereading activities can be assigned from **Assignments**. Assign activities A–E individually, or select all five. Each sample in the left column of the lesson page is followed by three choices to the right. The program will ask the student to click on the sample and then on the item that is the same. Gradually through the Prereading activity the items change from figures to letters and then to words. The student clicks on the sample and its match and is not required to name the letters or words shown. No verbal response is necessary.

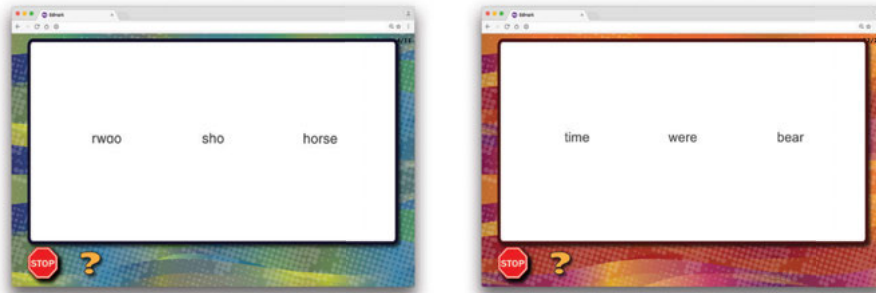
### Correction Procedures

The purpose of Prereading is to match identical configurations, not to name the symbols or letters. If the student chooses the wrong choice, the program will cue the student as much as necessary by removing incorrect choices until only the correct choice is left.

### Criterion and Progress Monitoring

The achievement criterion for the Prereading activities is for the student to make no more than four errors.

# Word Recognition



At the core of *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. There are 153 (Level 1) and 200 (Level 2) Word Recognition activities. 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

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

Word Recognition activities can be assigned from **Assignments**.

Students are required to make either multiple-choice or read-back responses. For multiple-choice lines, the student selects 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.

## 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

The program will cue the student as much as necessary by removing incorrect choices until only the correct choice is left.

If the student points to an incorrect word on a multiple-choice line, the program will remove the response and say, **Click on the word \_\_\_\_\_**. If the student makes a second incorrect response, the program will remove the incorrect response and say, **Click on the word \_\_\_\_\_**.

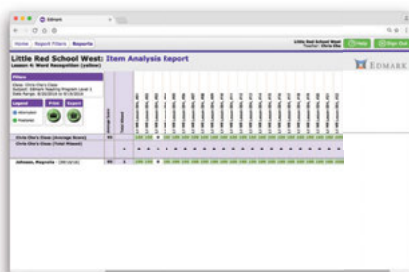
## Criterion and Progress Monitoring

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.

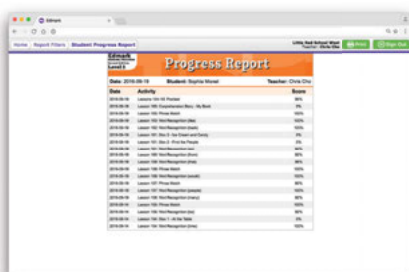
Monitor progress using the Student Progress Report. View the Item Analysis for the Word Recognition activity to see the items missed.



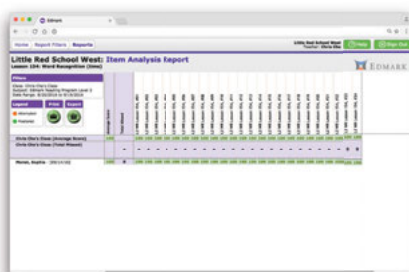
Item ID	Item Text	Response
21000001	Little Red Riding Hood	Little Red Riding Hood
21000002	Little Red Riding Hood	Little Red Riding Hood
21000003	Little Red Riding Hood	Little Red Riding Hood
21000004	Little Red Riding Hood	Little Red Riding Hood
21000005	Little Red Riding Hood	Little Red Riding Hood
21000006	Little Red Riding Hood	Little Red Riding Hood
21000007	Little Red Riding Hood	Little Red Riding Hood
21000008	Little Red Riding Hood	Little Red Riding Hood
21000009	Little Red Riding Hood	Little Red Riding Hood
21000010	Little Red Riding Hood	Little Red Riding Hood
21000011	Little Red Riding Hood	Little Red Riding Hood
21000012	Little Red Riding Hood	Little Red Riding Hood
21000013	Little Red Riding Hood	Little Red Riding Hood
21000014	Little Red Riding Hood	Little Red Riding Hood
21000015	Little Red Riding Hood	Little Red Riding Hood
21000016	Little Red Riding Hood	Little Red Riding Hood
21000017	Little Red Riding Hood	Little Red Riding Hood
21000018	Little Red Riding Hood	Little Red Riding Hood
21000019	Little Red Riding Hood	Little Red Riding Hood
21000020	Little Red Riding Hood	Little Red Riding Hood



Item ID	Item Text	Correct	Incorrect	Missed	Score
21000001	Little Red Riding Hood	100	0	0	100
21000002	Little Red Riding Hood	100	0	0	100
21000003	Little Red Riding Hood	100	0	0	100
21000004	Little Red Riding Hood	100	0	0	100
21000005	Little Red Riding Hood	100	0	0	100
21000006	Little Red Riding Hood	100	0	0	100
21000007	Little Red Riding Hood	100	0	0	100
21000008	Little Red Riding Hood	100	0	0	100
21000009	Little Red Riding Hood	100	0	0	100
21000010	Little Red Riding Hood	100	0	0	100
21000011	Little Red Riding Hood	100	0	0	100
21000012	Little Red Riding Hood	100	0	0	100
21000013	Little Red Riding Hood	100	0	0	100
21000014	Little Red Riding Hood	100	0	0	100
21000015	Little Red Riding Hood	100	0	0	100
21000016	Little Red Riding Hood	100	0	0	100
21000017	Little Red Riding Hood	100	0	0	100
21000018	Little Red Riding Hood	100	0	0	100
21000019	Little Red Riding Hood	100	0	0	100
21000020	Little Red Riding Hood	100	0	0	100

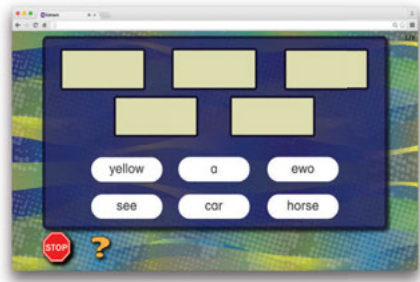


Item ID	Item Text	Response
21000001	Little Red Riding Hood	Little Red Riding Hood
21000002	Little Red Riding Hood	Little Red Riding Hood
21000003	Little Red Riding Hood	Little Red Riding Hood
21000004	Little Red Riding Hood	Little Red Riding Hood
21000005	Little Red Riding Hood	Little Red Riding Hood
21000006	Little Red Riding Hood	Little Red Riding Hood
21000007	Little Red Riding Hood	Little Red Riding Hood
21000008	Little Red Riding Hood	Little Red Riding Hood
21000009	Little Red Riding Hood	Little Red Riding Hood
21000010	Little Red Riding Hood	Little Red Riding Hood
21000011	Little Red Riding Hood	Little Red Riding Hood
21000012	Little Red Riding Hood	Little Red Riding Hood
21000013	Little Red Riding Hood	Little Red Riding Hood
21000014	Little Red Riding Hood	Little Red Riding Hood
21000015	Little Red Riding Hood	Little Red Riding Hood
21000016	Little Red Riding Hood	Little Red Riding Hood
21000017	Little Red Riding Hood	Little Red Riding Hood
21000018	Little Red Riding Hood	Little Red Riding Hood
21000019	Little Red Riding Hood	Little Red Riding Hood
21000020	Little Red Riding Hood	Little Red Riding Hood



Item ID	Item Text	Correct	Incorrect	Missed	Score
21000001	Little Red Riding Hood	100	0	0	100
21000002	Little Red Riding Hood	100	0	0	100
21000003	Little Red Riding Hood	100	0	0	100
21000004	Little Red Riding Hood	100	0	0	100
21000005	Little Red Riding Hood	100	0	0	100
21000006	Little Red Riding Hood	100	0	0	100
21000007	Little Red Riding Hood	100	0	0	100
21000008	Little Red Riding Hood	100	0	0	100
21000009	Little Red Riding Hood	100	0	0	100
21000010	Little Red Riding Hood	100	0	0	100
21000011	Little Red Riding Hood	100	0	0	100
21000012	Little Red Riding Hood	100	0	0	100
21000013	Little Red Riding Hood	100	0	0	100
21000014	Little Red Riding Hood	100	0	0	100
21000015	Little Red Riding Hood	100	0	0	100
21000016	Little Red Riding Hood	100	0	0	100
21000017	Little Red Riding Hood	100	0	0	100
21000018	Little Red Riding Hood	100	0	0	100
21000019	Little Red Riding Hood	100	0	0	100
21000020	Little Red Riding Hood	100	0	0	100

## 5-Word Practice (Level 1 only)



In *Edmark Reading Program*, students practice the words they are learning. In Level 1, these practice activities use five words at a time. After each five words taught, students are presented with a 5-Word Practice or a Posttest. In 5-Word Practice, students select the correct word from five actual words they have just learned.

### Objectives

The student will:

- Point to and select the correct word when it is spoken from a group of five words
- Read and use five words at a time

### Presenting the Activity

The 5-Word Practice activity can be assigned from **Assignments**.

Activities can be selected individually or as part of a group of assignments. Students are required to make the choice of the word that matches the word read aloud from five words.

### Correction Procedure

The program will cue the student as much as necessary until the correct answer is chosen.

### Criterion and Progress Monitoring

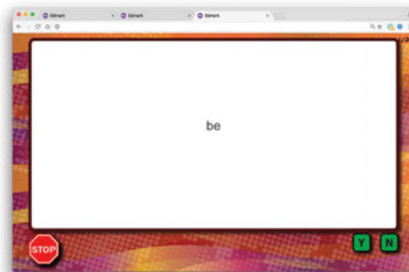
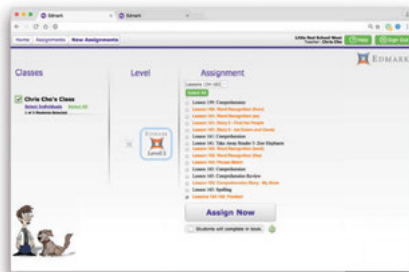
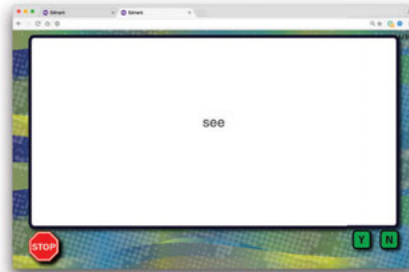
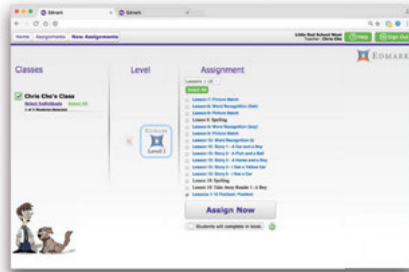
The achievement criterion for 5-Word Practice is for the student to make no errors. If the student does not meet the criterion, work on other activities in the lesson. Return to the 5-Word Practice when the student successfully recognizes and reads the target words in one or more activities.

Monitor progress using the Student Progress Report.

The screenshot shows a web application window titled "Edmark Student Progress Report". The interface includes a navigation bar with "Home", "Student Progress", and "Student Progress Report" links. The main content area displays a table with the following columns: "Date", "Activity", "Student", and "Score". The table lists progress data for various students across different dates and activities, with scores ranging from 0 to 100. The table is filtered for the date range "2020-11-01 to 2020-11-01" and the student "Larissa Harrison".

Date	Activity	Student	Score
2020-11-01	Lesson 1: Phonics and Spelling	Larissa Harrison	100
2020-11-01	Lesson 2: Reading Comprehension	Larissa Harrison	100
2020-11-01	Lesson 3: Writing	Larissa Harrison	100
2020-11-01	Lesson 4: Grammar	Larissa Harrison	100
2020-11-01	Lesson 5: Math	Larissa Harrison	100
2020-11-01	Lesson 6: Science	Larissa Harrison	100
2020-11-01	Lesson 7: Social Studies	Larissa Harrison	100
2020-11-01	Lesson 8: Art	Larissa Harrison	100
2020-11-01	Lesson 9: Music	Larissa Harrison	100
2020-11-01	Lesson 10: Physical Education	Larissa Harrison	100
2020-11-01	Lesson 11: Health	Larissa Harrison	100
2020-11-01	Lesson 12: Safety	Larissa Harrison	100
2020-11-01	Lesson 13: Character Education	Larissa Harrison	100
2020-11-01	Lesson 14: Civics	Larissa Harrison	100
2020-11-01	Lesson 15: Government	Larissa Harrison	100
2020-11-01	Lesson 16: Economics	Larissa Harrison	100
2020-11-01	Lesson 17: Geography	Larissa Harrison	100
2020-11-01	Lesson 18: History	Larissa Harrison	100
2020-11-01	Lesson 19: Literature	Larissa Harrison	100
2020-11-01	Lesson 20: Foreign Languages	Larissa Harrison	100
2020-11-01	Lesson 21: Computer Science	Larissa Harrison	100
2020-11-01	Lesson 22: Engineering	Larissa Harrison	100
2020-11-01	Lesson 23: Environmental Science	Larissa Harrison	100
2020-11-01	Lesson 24: Agriculture	Larissa Harrison	100
2020-11-01	Lesson 25: Business	Larissa Harrison	100
2020-11-01	Lesson 26: Law	Larissa Harrison	100
2020-11-01	Lesson 27: Medicine	Larissa Harrison	100
2020-11-01	Lesson 28: Psychology	Larissa Harrison	100
2020-11-01	Lesson 29: Sociology	Larissa Harrison	100
2020-11-01	Lesson 30: Anthropology	Larissa Harrison	100
2020-11-01	Lesson 31: Archaeology	Larissa Harrison	100
2020-11-01	Lesson 32: Geology	Larissa Harrison	100
2020-11-01	Lesson 33: Meteorology	Larissa Harrison	100
2020-11-01	Lesson 34: Oceanography	Larissa Harrison	100
2020-11-01	Lesson 35: Astronomy	Larissa Harrison	100
2020-11-01	Lesson 36: Cosmology	Larissa Harrison	100
2020-11-01	Lesson 37: Physics	Larissa Harrison	100
2020-11-01	Lesson 38: Chemistry	Larissa Harrison	100
2020-11-01	Lesson 39: Biology	Larissa Harrison	100
2020-11-01	Lesson 40: Environmental Science	Larissa Harrison	100
2020-11-01	Lesson 41: Earth Science	Larissa Harrison	100
2020-11-01	Lesson 42: Life Science	Larissa Harrison	100
2020-11-01	Lesson 43: Physical Science	Larissa Harrison	100
2020-11-01	Lesson 44: Natural Science	Larissa Harrison	100
2020-11-01	Lesson 45: Applied Science	Larissa Harrison	100
2020-11-01	Lesson 46: Engineering	Larissa Harrison	100
2020-11-01	Lesson 47: Technology	Larissa Harrison	100
2020-11-01	Lesson 48: Computer Science	Larissa Harrison	100
2020-11-01	Lesson 49: Information Science	Larissa Harrison	100
2020-11-01	Lesson 50: Data Science	Larissa Harrison	100

# Posttest



The Posttest is given after every 10 words in Level 1 and every 20 words in Level 2 to ensure that the student can recognize them. The first Posttest in Level 1 follows the first 10 words, subsequent Posttests have the 10 most recently taught words plus 10 words from previous Posttests. The first Posttest in Level 2 has 20 words (10 from Level 1 and 10 new, Level 2 words). Subsequent Posttests in Level 2 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 **Assignments**. Teacher participation is required to administer the Posttests.

## Correction Procedure

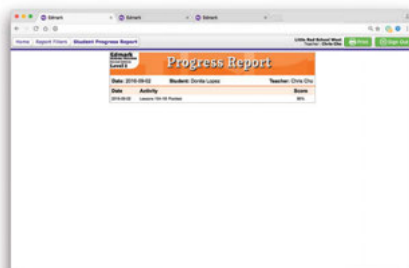
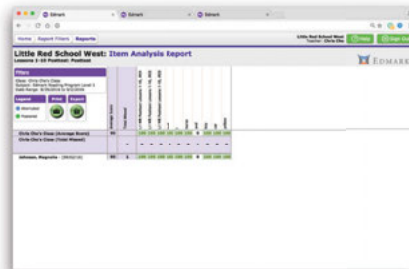
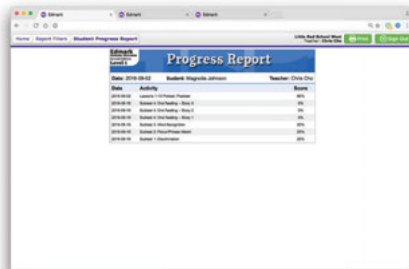
If the student does not respond or responds incorrectly, click **N** and continue to the next word.



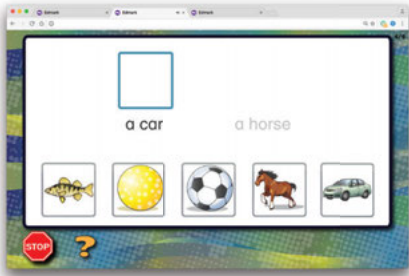
## Criterion and Progress Monitoring

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.

View the Student Progress Report and the Item Analysis for the Posttest for student results.



## Picture Match (Level 1 Only)



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

### Objective

The student will:

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

### Presenting the Activity

The Picture Match activity can be assigned from **Assignments**.

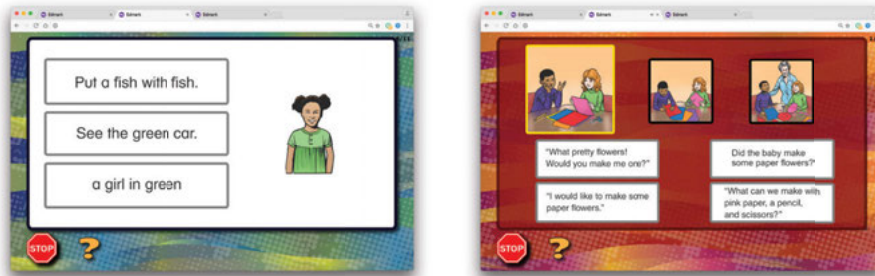
### Criterion and Progress Monitoring

The achievement criterion for Picture Match is for the student to make zero errors. If the student does not meet the criterion, work on other activities in the lesson. Return to the Picture Match activity when the student successfully recognizes and reads the target word in one or more activities.

Monitor progress using the Student Progress Report. Refer to the Item Analysis for the Picture Match activity for words missed.

Date	Activity	Number of Attempts	Score
2019-09-10	Picture Match: a car	1	100%
2019-09-10	Picture Match: a horse	1	100%
2019-09-10	Picture Match: a car	1	100%
2019-09-10	Picture Match: a horse	1	100%
2019-09-10	Picture Match: a car	1	100%
2019-09-10	Picture Match: a horse	1	100%
2019-09-10	Picture Match: a car	1	100%
2019-09-10	Picture Match: a horse	1	100%
2019-09-10	Picture Match: a car	1	100%
2019-09-10	Picture Match: a horse	1	100%

# Phrase Match



The Phrase Match activities (39 in Level 1 and 25 in Level 2) provide functional reading experience as the student chooses words, phrases, or sentences to describe illustrations of objects and events found in daily life. The lessons in Level 1 become progressively more difficult and ambiguous. The beginning lessons in Level 2 contain three illustrations matched to three sentences. In the later lessons, students match four and then five illustrations to sentences. Level 2 has a review with a read-aloud feature. 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

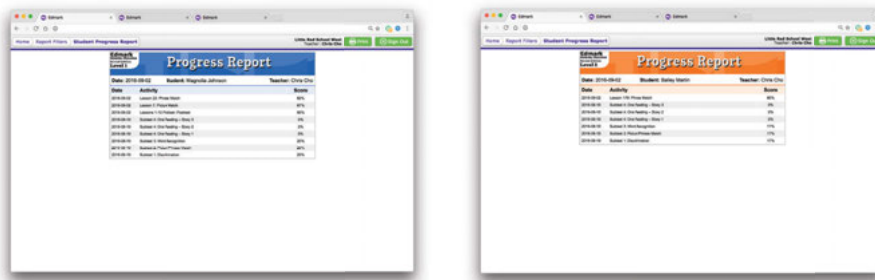
## Presenting the Activity

The Phrase Match activity can be assigned from **Assignments**. Activities can be selected as a single activity or as part of a group of lessons.

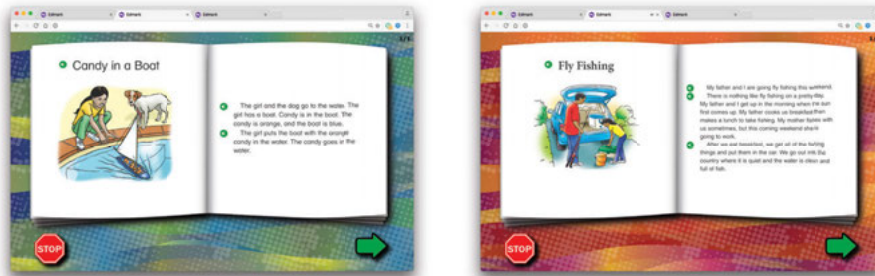
## Criterion and Progress Monitoring

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 Student Progress Report. Refer to the Item Analysis for the Phrase Match activity for words missed.



# Stories



Stories are short fictional stories illustrated with full-color art. Level 1 includes 86 stories and Level 2 includes 100 stories. 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. All stories have a read-aloud feature.

Possessives, contractions, and hyphenated words are used in some of the Level 2 stories. As they are introduced, it is necessary to explain their usage.

Compound words are introduced in Story 10 of Level 2. Discussion questions located after each story 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. Each story has audio playback for the title and each paragraph.

## Objectives

The student will:

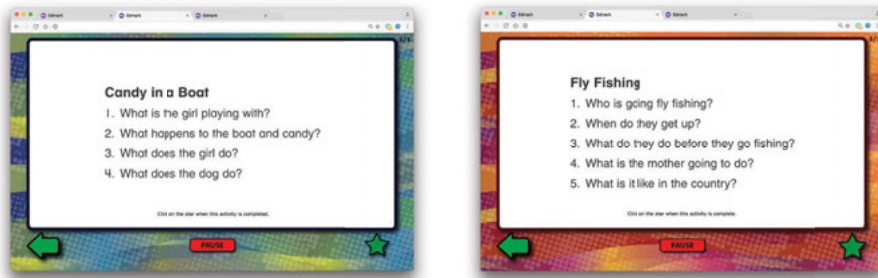
- Read stories aloud
- Read stories silently
- Demonstrate comprehension by answering questions and by engaging in conversation about the stories and illustrations

## Presenting the Activity

The Stories activity can be assigned from **Assignments**. Activities can be selected as a single activity or as part of a group of lessons.

## Discussion Questions

The Discussion Questions, located after each story, are provided to guide students in recalling events, facts, 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 will 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.” To access the comprehension questions, click on the yellow question mark.

## 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 word. The Student Progress Report will indicate the activity has been completed. This is a non-scored activity.

# Comprehension



The 286 Comprehension activities in Level 1 and the 140 Comprehension activities in Level 2 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.

## Objective

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

Level 1

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

Level 2

- 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

Comprehension activities are interactive and can be assigned from **Assignments**. Activities can be selected as a single activity or as part of a group of lessons.

## Correction Procedure

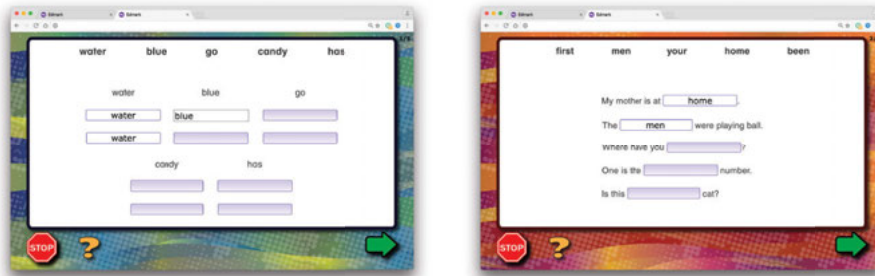
View the student's answers as the work is completed. Review any errors with the student, giving him or her the opportunity to self-correct.

## Criterion and Progress Monitoring

There is no suggested achievement criterion for 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 word. The Student Progress Report will indicate that the activity has been completed. This is a nonscored activity.



# Spelling



The 75 Spelling activities in Level 1 and the 53 Spelling activities in Level 2 provide both reinforcement for recognition of new reading words and a beginning spelling experience. A Spelling activity follows every two new words in Level 1 and every five new words learned plus 13 review activities in Level 2. The student can type the answers.

## Objectives

The student will:

- 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 phrase or sentence using the spelling word
- Write one sentence using as many of the five spelling words as possible

## Presenting the Activity

Spelling activities are interactive and can be assigned from **Assignments**. Activities can be selected as a single activity or as part of a group of lessons.

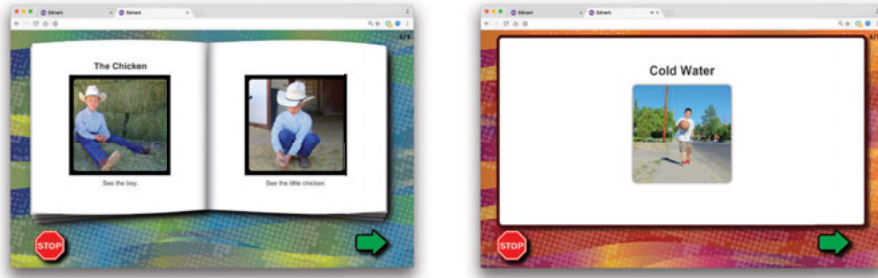
## Correction Procedure

View the student's answers as the work is completed. 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 Spelling activities. The Student Progress Report will indicate the activity has been completed. This is a nonscored activity.

# Take-Away Readers



Take-Away Readers are stories with full-color photographs that illustrate the stories and emphasize words students have learned in current and previous lessons. Level 1 includes 50 four-page stories. Level 2 includes 38 eight-page stories. 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 family and friends at home. In this way, students can experience the pleasure of sharing their reading achievements.

## Objectives

The student will:

- 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

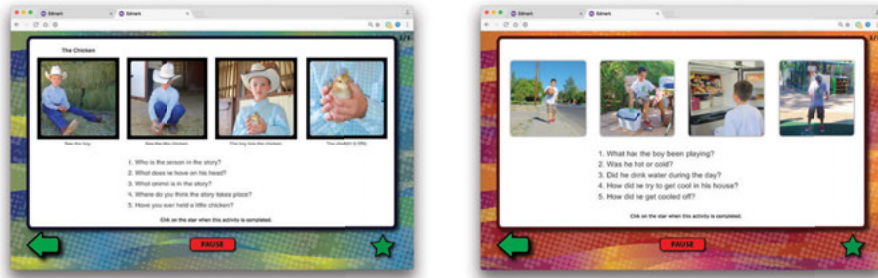
Take-Away Readers are interactive story books with discussion questions and can be assigned from **Assignments**. Take-Away Readers can be selected as a single activity or as part of a group of lessons.

The discussion questions that follow each 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 screens 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.

To access the comprehension questions, click on the yellow question mark.



## Criterion and Progress Monitoring

There is no suggested achievement criterion for the Take-Away Readers. The Student Progress Report will indicate the activity has been completed. This is a nonscored activity.



# Homework

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson 3

**Flash Cards**

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

horse

a

car

horse

car

© 2011 by PPD-ED, Inc.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson 157

**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.

\_\_\_\_\_

© 2011 by PPD-ED, Inc.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson 5

**Read & Match**

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

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

© 2011 by PPD-ED, Inc.

The 230 Level 1 and 199 Level 2 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.

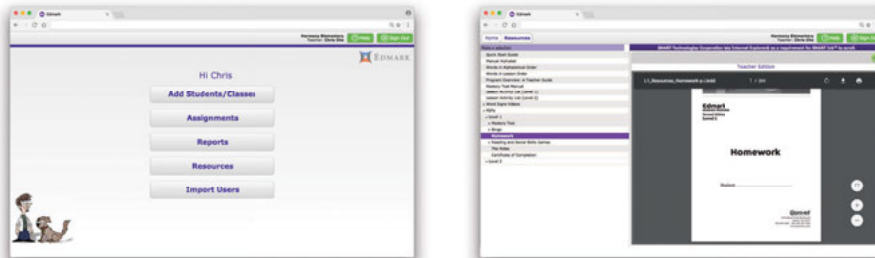
## Objectives

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

- Match a word found in two different fonts
- Read words in isolation
- Find the correct word on a page full of other words
- Choose the correct word to complete a sentence
- Match words to pictures
- Circle the word ending
- Copy a sentence
- Follow written directions
- Read a cluster of sentences
- Read flash card words to an adult

## Presenting the Activity

To access the Homework PDF files, select **Resources** from the Home page. The activity is a printable file. Print and distribute to students. 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.



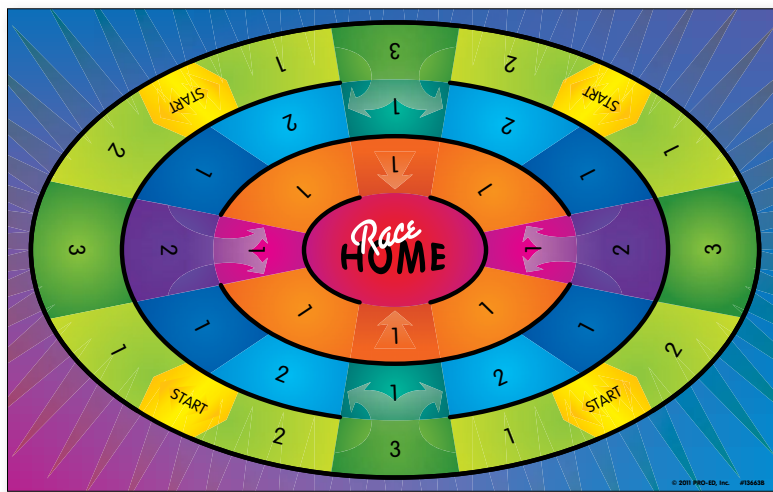
## Correction Procedure

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.

# Reading and Social Skills Games



**Lesson 193**

**Race Home Board Game**

**Reading Objectives**

- Read and comprehend words
- Read quickly and with accuracy
- Generate reading skills to a variety of activities

**Social Skills Objectives**

- Take turns
- Initiate and respond to social interaction
- Express emotion appropriately, winning and losing gracefully

**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

**Game Play**

- Place the Word Cards in a deck beside the board.
- The player rolls the die and moves the designated number of spaces on the board. Players may move in any direction.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

The 30 Level 1 and 40 Level 2 Reading and Social Skills Games with lesson plans 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:

- 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

To access this printable activity, select **Resources** from the Home page. 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
- Game boards

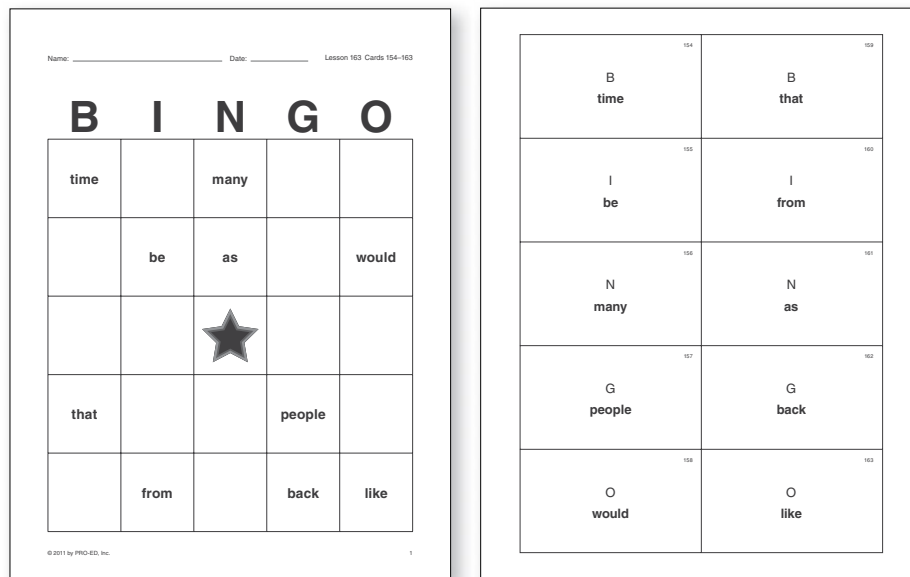
## Criterion and Progress Monitoring

There is no suggested achievement criterion. 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



The 150 Level 1 and 200 Level 2 Bingo sets consists of bingo boards and bingo cards. The Bingo activity provides reinforcement for the recognition of the new reading words and helps students generalize their reading skills. Each bingo board indicates the bingo cards to be used with it.

## Objectives

The student will:

- 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

To access this printable activity, select **Resources** from the Home page. The bingo cards can be copied onto business card sheets for ease of use.

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

As a guide for the students, draw a large version of each possible bingo on a whiteboard or other surface. Start 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.

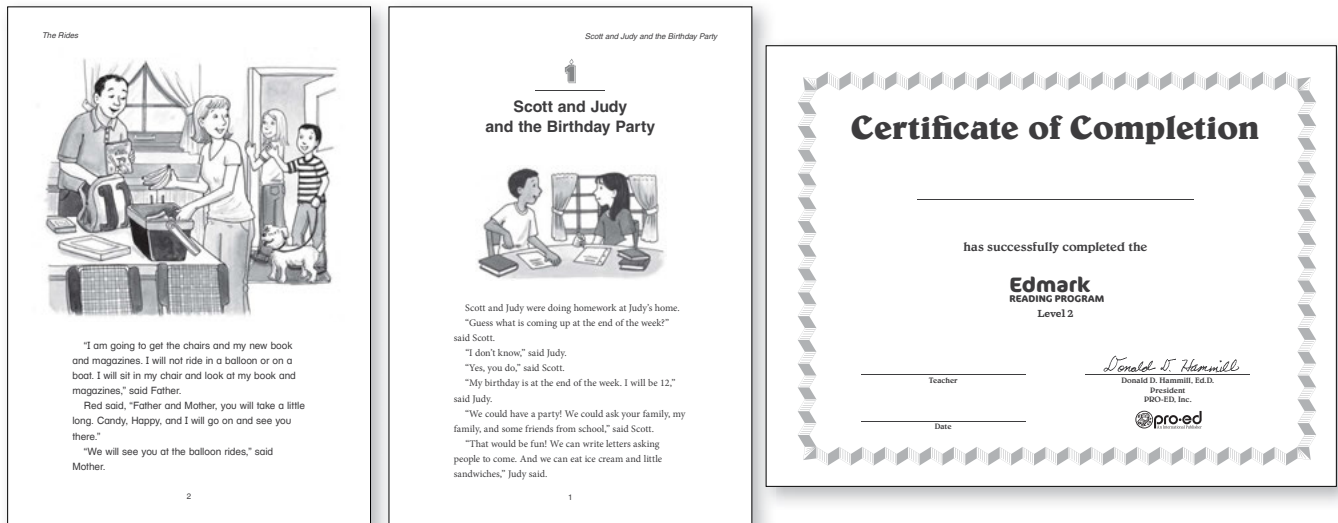
TEACHER: **Cross out the free square. The free square is the star in the center square of your bingo board.** [Draw the first bingo card and say what students should cross out, as in the following example.] **Under the B, cross out the word *time*.**

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.

# The Rides and Judy's Birthday Party



Level 1, *The Rides* and Level 2, *Judy's Birthday Party* are gifts to be given to students upon completion of each level of the *Edmark Reading Program*. *The Rides* uses all of the 150 words and three word endings taught in Level 1. *Judy's Birthday Party* uses all of the 200 words taught in Level 2 and many of the words taught in Level 1. The stories are intended as culminating activities, to be given to each student as a reward for completing the program.

## Objectives

The student will:

- Read the book silently or aloud to friends and family
- Demonstrate comprehension by discussing the story and illustrations

## Presenting the Activity

To access this printable activity, select **Resources** from the Home page. Print the story and certificate and distribute to the student. Practice reading *The Rides* or *Judy's Birthday Party* in class and discuss the story. Successfully completing all of the activities and objectives in the *Edmark Reading Program* is a cause for celebration. It is a wonderful time to have a party, serve refreshments, and invite the student's parents. Gift wrap the story 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 includes video demonstrations for making each sign.

Because sign language differs from region to region, the authors of the Word Signs 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. To access the Word Signs videos, select **Resources** from the Home page, then select **Word Signs**. Select the letter matching the first letter of the the word you wish to view.

### 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, located with the Reading and Social Skills Games, include all 150 Level 1 words and the 200 words taught in Level 2.

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, 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 Program* words students have learned. Books for kindergarten through second grade and several high-interest, low-vocabulary books will include many of the Level 1 and Level 2 reading words.

## Magazine/Newspaper Activities

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

## Level 2 Words in Order by Lesson Number

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



## Appendix B

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

-ed ending 137	box 16	do 141	give 153
-ing ending 62	boy 9	dog 45	glass 244
-s ending 25	bread 58	doll 342	go 35
a 2	breakfast 277	door 215	good 97
about 172	brother 344	down 288	got 243
across 308	brown 119	draw 232	grass 75
add 268	bus 332	dress 189	green 17
after 263	but 139	drink 85	guess 306
afternoon 309	button 222		
airplane 11	buy 292	each 343	had 127
all 124	by 122	ear 341	hand 193
am 146		eat 39	happy 81
an 282	call 266	egg 32	has 37
and 7	can 82	eight 125	hat 319
animal 114	candy 36	elephant 93	have 92
answer 201	car 3	end 180	he 50
apple 21	carry 284	eye 270	hear 249
are 69	cat 59		help 135
arm 321	chair 72	face 213	her 104
as 161	chicken 19	fall 352	high 147
ask 305	children 149	family 210	him 116
at 86	circle 257	farm 254	his 168
away 138	city 205	farmer 327	home 177
	class 227	fast 89	horse 1
	clean 311	father 68	how 165
	clock 338	feet 191	hurt 323
	clothes 294	find 31	
	coat 313	finger 330	I 10
	cold 241	first 174	ice cream 77
	color 264	fish 8	if 169
	come 115	five 252	in 15
	computer 198	flower 49	is 22
	cook 304	fly 314	it 65
	corn 302	follow 275	
	corner 289	for 100	job 251
	could 209	fork 337	Judy 182
	count 242	four 226	jump 105
	country 190	friend 250	
	cow 30	from 160	keep 259
	cry 326	front 217	knife 117
	cup 88	full 255	know 196
	cut 246	fun 273	
		funny 56	
	day 164		laugh 329
	did 187	game 126	learn 256
	different 349	garden 291	left 318
	dinner 345	get 144	leg 334
	dirty 339	girl 13	less 346
			letter 220

## Level 1 and Level 2 Words in Alphabetical Order

### With Lesson Number *(continued)*

like 163	out 118	shoe 240	try 247
listen 299	over 197	show 186	two 106
little 14		sign 287	
long 48	paper 83	sister 336	under 46
look 129	party 285	sit 76	up 57
love 353	pencil 27	six 98	us 148
lunch 234	people 157	sky 53	
	picture 121	sleep 265	vegetable 131
made 184	pink 130	slow 94	very 214
magazine 123	plate 133	some 167	
make 173	play 61	spoon 24	walk 290
man 91	please 315	squirrel 128	wall 281
many 156	policeman 348	star 328	warm 351
may 192	pretty 110	stop 274	was 120
me 112	pull 310	store 271	wash 225
meat 316	purple 66	story 188	water 33
men 175	push 322	street 140	we 79
middle 286	put 18	subtract 333	week 235
milk 102		summer 229	went 233
minute 279	question 238	sun 199	were 150
money 208	quiet 312		what 99
more 171		table 55	when 142
morning 212	rabbit 103	take 96	where 107
mother 38	race 293	talk 253	which 216
mouse 108	rain 236	teacher 63	white 245
mouth 262	read 237	telephone 73	who 280
must 221	red 28	tell 230	whose 301
my 26	ride 44	ten 261	why 223
	right 179	thank 350	will 90
name 181	ring 307	that 159	window 145
new 134	room 203	the 12	winter 231
night 194	rule 296	them 239	with 20
nine 324	run 64	then 278	women 269
no 185		there 78	word 166
not 71	sad 335	they 87	work 218
nothing 219	said 51	thing 195	would 158
now 272	same 347	think 202	write 211
number 170	sandwich 300	third 303	wrong 260
	saw 109	this 113	
of 132	school 60	three 224	yellow 4
on 54	scissors 95	through 298	yes 276
one 84	Scott 183	time 154	you 41
only 207	second 228	to 43	your 176
open 206	see 5	top 204	
or 74	seven 295	toy 297	
orange 42	share 317	tree 47	
other 152	she 67	trip 267	



## *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



## Appendix D

# Standards and Edmark Reading Program Correlation

					Word Recognition	Stories	Phrase Match	Take-Away Readers	Comprehension	Spelling	The Rides	Judy's Birthday Party
<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>												
CCSS.ELA-LITERACY	RF	K	.1	Demonstrate understanding of the organization and basic features of print.					✓	✓		
CCSS.ELA-LITERACY	RF	K	.1a	Follow words from left to right, top to bottom, and page by page.	✓	✓		✓			✓	✓
CCSS.ELA-LITERACY	RF	K	.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	✓					✓		
CCSS.ELA-LITERACY	RF	K	.1c	Understand that words are separated by spaces in print.		✓	✓	✓		✓	✓	✓
CCSS.ELA-LITERACY	RF	K	.1d	Recognize and name all upper- and lowercase letters of the alphabet.	✓						✓	✓
CCSS.ELA-LITERACY	RF	K	.4	Read emergent-reader texts with purpose and understanding.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RF	1	.1	Demonstrate understanding of the organization and basic features of print.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RF	1	.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		✓		✓			✓	✓
CCSS.ELA-LITERACY	RF	1	.4	Read with sufficient accuracy and fluency to support comprehension.		✓		✓			✓	✓
<b>READING STANDARDS FOR LITERATURE</b>												
CCSS.ELA-LITERACY	RL	K	.1	With prompting and support, ask and answer questions about key details in a text.		✓		✓	✓		✓	✓
CCSS.ELA-LITERACY	RL	K	.2	With prompting and support, retell familiar stories, including key details.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	K	.3	With prompting and support, identify characters, settings, and major events in a story.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	K	.4	Ask and answer questions about unknown words in a text.		✓		✓			✓	✓

					Word Recognition	Stories	Phrase Match	Take-Away Readers	Comprehension	Spelling	The Rides	Judy's Birthday Party
CCSS.ELA-LITERACY	RL	K	.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	K	.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	1	.1	Ask and answer questions about key details in a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	1	.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	1	.3	Describe characters, settings, and major events in a story, using key details.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	1	.7	Use illustrations and details in a story to describe its characters, settings, or events.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	1	.9	Compare and contrast the adventures and experiences of characters in stories.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	2	.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and events in a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	2	.3	Describe how characters in a story respond to major events and challenges.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RL	2	.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.		✓		✓			✓	✓
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>												
CCSS.ELA-LITERACY	RI	K	.1	With prompting and support, ask and answer questions about key details in a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RI	K	.2	With prompting and support, identify the topic and retell key details of a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RI	K	.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓		✓			✓	✓



					Word Recognition	Stories	Phrase Match	Take-Away Readers	Comprehension	Spelling	The Rides	Judy's Birthday Party
CCSS.ELA-LITERACY	RI	K	.5	Identify the front cover, back cover, and title page of a book.				✓			✓	✓
CCSS.ELA-LITERACY	RI	K	.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		✓	✓	✓			✓	✓
CCSS.ELA-LITERACY	RI	1	.1	Ask and answer questions about key details in a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RI	1	.2	Identify the main topic and retell key details of a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RI	1	.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RI	1	.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		✓		✓	✓		✓	✓
CCSS.ELA-LITERACY	RI	1	.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		✓	✓	✓			✓	✓
CCSS.ELA-LITERACY	RI	1	.7	Use illustrations and details in a text to describe its key ideas.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RI	2	.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and events in a text.		✓		✓			✓	✓
CCSS.ELA-LITERACY	RI	2	.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		✓		✓			✓	✓