



Introduction

The ability to read is vital in today's society. Functional literacy is a minimal skill needed to achieve academic progress and adult independence. The stories in the *Supplemental Reading Lessons* emphasize the sight words taught in Levels 1 and 2 of the *Edmark Reading Program* (1992). The stories also contain many words from Dolch's (1936) Basic Sight Vocabulary. All of these words are frequently seen every day in texts and are thus essential to functional literacy.

Material contained in these lessons was developed specifically for students with special needs and can be used with diverse populations, including students with reading disabilities, developmental delays, or other learning disabilities. Students who are reluctant readers or underachievers will also benefit, as will general education and home schooled students needing additional reading support.

Each of the five parts of the *Supplemental Reading Lessons* contains 16 to 20 stories and sets of comprehension questions. The reproducible student section of this manual contains short stories and comprehension questions designed to teach reading, vocabulary, and comprehension skills. The short stories are five lines long. Each line is missing one sight word. The student fills in the blanks in the stories by choosing the correct word from the word list above the story. The same word list is used for two stories, thus providing the student with an opportunity to encounter the same words in different contexts. The first page of each part is a book cover and a flyleaf page. Students will enjoy creating a storybook that they reread to themselves or to family members.

The Teacher's Guide section contains the stories, as well as comprehension questions and answers. Following each story is a list of Words To Preteach; these are the words from the story that are not taught in the *Edmark Reading Program*.

The extension activities that accompany most stories focus on important reading-related concepts. For example, some activities focus on plural words, possessives, or use of uppercase letters at the beginning of a sentence. These activities may present new material or reinforce material students have previously learned in their language arts classes. Some additional activities are related to topics covered in the stories.

Appendix A, Complete Word List, contains every word used in the stories. Appendix B lists all the words in the Words To Preteach sections. These appendixes are helpful when preparing students for the *Supplemental Reading Lessons*.

The delightful stories and activities found in these lessons motivate students and improve their skills. As students work through the lessons, they will gradu-

ally encounter stories that contain fewer words introduced in the *Edmark Reading Program* and more unfamiliar words. Along with enhanced reading, comprehension, and thinking skills, the ability to read new vocabulary words is necessary for academic success, reading for knowledge, reading for pleasure, and adult independence.

Teaching the Stories

The reading lessons provide an opportunity to teach comprehension and vocabulary skills in the context of short, engaging stories. Following are suggestions for prereading, vocabulary, and comprehension activities, as well as an explanation of how students can create their own storybooks.

Examine the Title

- Have the students attempt to read the title of the story. If they find this difficult, encourage them to try again, and help them as needed.
- Prompt the students by asking them what the first letter of a difficult word is and what sound that letter makes.
- Ask the students what they think the story might be about. Tell them that the title provides important information about the main idea of the story.

Review Vocabulary Words

- Create a vocabulary chart of words before reading the story. Include the words from the Word Lists in the Student Materials and those from the Words To Pre-teach found in the Teacher's Guide. This is a meaningful way to introduce new words.
- Discuss the words on the chart with students to check their prior knowledge of the word meanings. Provide the students with simple definitions of unfamiliar words and examples of how the words are used.
- Encourage students to discuss their personal experiences that are related to the vocabulary words and to the story.

Reading the Stories

- Instruct the students to read the story carefully, leaving out the missing words.
- Have the students read the story a second time, filling in the blanks as they read.
- Instruct the students to read on even if they are unsure of a word or an answer. Sometimes the context of the rest of the sentence will help students determine the answer.
- Have the students cross out the words as they write them in the blanks. Each word in the word list is used only once. This strategy narrows the possibilities, making it easier to see which words have not been used.
- Ask the students to share the story by having them read it to you.
- Encourage the students to carefully reread a sentence if it does not sound right. Would a different word make more sense? Encourage the students to continue correcting until the story makes sense. Tell them that if they make one mistake, there will probably be another one needing correction. This strategy encourages the students to proofread what they have written.

Creating the Storybook

- Photocopy the pages from the Student Materials for each student. Let the students color the cover for their storybook (the top half of the first page in each part of the Student Materials) and write their names on the flyleaf page (the lower half of the same page).
- Have the students cut each page in half and staple the stories together with the cover and flyleaf page.
- Students may want to add illustrations to the stories. This strategy reinforces the main idea of each story.
- Keep the storybook in a place that will encourage the students to reread it as they choose.
- Keep the vocabulary chart highly visible, and provide books with similar concepts that are at the students' reading level for them to enjoy during silent reading or free reading time. Sustained silent reading (SSR) is a strategy used to encourage students to read independently daily.

Teaching the Comprehension Activities

The comprehension activities in the *Supplemental Reading Lessons* enhance comprehension, vocabulary development, spelling, and sentence writing skills. The students answer five comprehension questions for each story. The answers require students to know who, what, when, where, why, and how information. Some questions require the students to use higher order thinking skills and creativity. For example, the students might be asked “why do you think” or “where do you think” types of questions.

Answering the Questions

- Initially, have the students answer questions using one word, either orally or in writing.
- Ask the students to give multiple-word answers as they acquire more advanced vocabulary skills. To encourage this, probe the students for more information. For example, if the question was, “What color is the dog?” a student might answer “black.” Then ask, “What was black? Tell me more.” Model the answer by saying, “The dog is black,” and then have the students repeat your sentence. This strategy promotes vocabulary learning and will help students to advance from using single words to phrases and then sentences.
- Consider an answer correct if students give a reasonable answer for a question that does not have a definite answer within the story.

Looking for Free Words

- When the students are able to write answers, encourage them to look for “free words” in the question. These are words found in the question that can be used in the answer.
- To promote this concept further, have the students highlight any free words they will use in an answer. Highlighting promotes correct spelling by making the needed words highly visible and makes it less likely that the students will lose their place on the question sheet.
- Encourage the students to use the vocabulary charts to assist them with spelling.

- Have the students write their answer on the blank that follows each question. This strategy assists students who have difficulty transcribing from one sheet of paper to another.

Reviewing Language Arts Concepts

Probe for comprehension of language arts concepts by asking the students to highlight items with a highlighter pen. Concepts include vowels; vowel patterns; blends; uppercase letters; beginning, middle, and ending sounds; end marks; or specific words needing reinforcement. Kids love using highlighter pens and this strategy will keep them highly engaged in the lesson.

The Appendixes

Appendix A: Complete Word List

Appendix A contains an alphabetical list of every word found in the stories of the *Supplemental Reading Lessons*. The list also indicates whether a word appears in the *Edmark Reading Program* (1992), in Dolch's (1936) Basic Sight Vocabulary List, or in *EDL Core Vocabularies* (Taylor, Frackenpohl, & White, 1989).

Many students using the *Supplemental Reading Lessons* may have completed Levels 1 and 2 of the *Edmark Reading Program*. If these students are struggling to read the stories, you may want to review the appropriate *Edmark Reading Program* lessons. Appendix A provides the level and lesson of the *Edmark Reading Program* in which the words were taught.

Dolch's (1936) Basic Sight Vocabulary contains words frequently seen in children's reading material. In Appendix A, the "Dolch Words" column indicates whether a word appears in Dolch's Basic Sight Vocabulary. This information will be helpful for teachers who have taught Dolch's Basic Sight Vocabulary List to their students and wish to review these words.

The *EDL Core Vocabularies* (Taylor et al., 1989) is a book of word lists. The lists contain words frequently seen in each grade level of student literature. Teachers may wish to know the grade level of individual words their students will be reading. If a word from the *Supplemental Reading Lessons* is also found in the *EDL Core Vocabularies*, then the grade level of that word is indicated in the rightmost column of Appendix A.

Appendix B: Words To Preteach

Appendix B lists the words from each story that were not taught in Level 1 or 2 of the *Edmark Reading Program*. These words are also listed in the Teacher's Guide at the end of each story. This list helps teachers plan their lessons. Reviewing these words before the students read the stories will enhance their comprehension and enjoyment of the stories.