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**Edmark**  
**READING PROGRAM**  
**Second Edition**  
**Level 2**

# Program Overview



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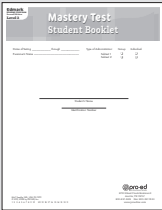
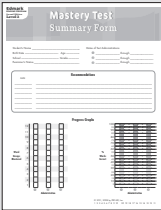
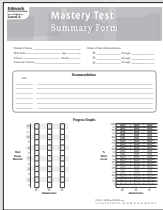
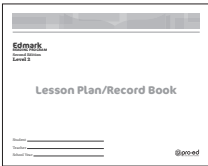

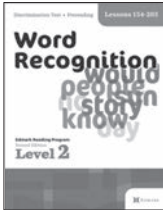
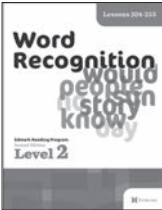
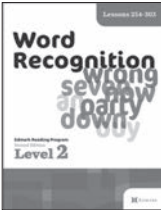
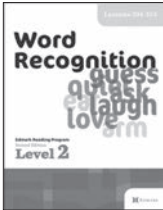








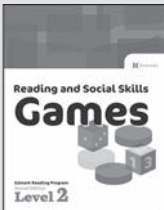



Homework: Kay Diehl Osborn





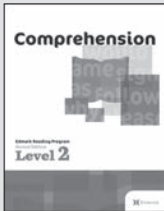


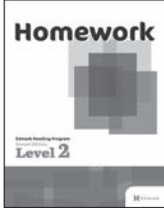


Artists: Scott R. Brooks, Janet McDonnell, Nicole Tugeau, and Chris Vallo

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# Quick Tour

		Core Kit	Sold Separately*	
<div><div></div><div></div><div></div><div></div></div>		Mastery Test	✓	✓
<div></div>		Lesson Plan/ Record Book	✓	✓
<div></div>		Program Overview	✓	✓
<div><div></div><div></div><div></div><div></div></div>		Word Recognition	✓	
<div><div><div></div><div></div><div></div></div><div><p>Mother gives me my books.</p></div></div>		Phrase Match	✓	
<div><div></div><div></div><div></div><div></div></div>		Stories	✓	✓
<div><div></div><div></div><div></div></div>		Reading and Social Skills Games	✓	✓
<div><div></div><div></div></div>		Display Mask	✓	✓

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

\*See Appendix D.

# Introduction

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

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

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

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

## Objectives

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

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



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

## Levels 1 and 2 Words

In Appendix A, the words the students will learn in *Edmark Reading Program*—Level 1 and Level 2 are presented in the order in which they are taught. Appendix B lists Level 1 and Level 2 words in alphabetical order.

## Student Prerequisites

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

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

## Changes to the Second Edition

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

1. *Organization*—The words are taught in the same order as in the previous edition, but the numbering of the lessons and activities has been simplified. Lessons are numbered in sequential order (154–353 for Level 2), each teaching a single word.
2. *Word Recognition*—The lessons, bound in four spiral-bound books, have been renumbered with the new lesson numbers.

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

# Research-Based Support for the *Edmark Reading Program*

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

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

## Reading Research

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

## Research Support

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Meeting the Requirements of the No Child Left Behind Act

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

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

### Vocabulary

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

### Comprehension

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

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

## **Fluency**

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

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

## **Research-Based Instructional Strategies**

### **Errorless Learning**

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

### **Positive Reinforcement**

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

### **Manipulatives**

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

### **Oral Vocabulary**

Enriching oral vocabulary while teaching reading skills is essential to the growth of successful communication skills (Wolfe & Nevills, 2004). Through discussions of the Stories and the Take-Away Readers, students further develop their oral vocabulary. During the



Reading and Social Skills Games, students have additional opportunities to have conversations with peers and others in their environment.

### **Controlled Vocabulary Stories**

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

### **Social Skills Enrichment**

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

### **Continuous Progress Monitoring**

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

# Teaching Strategies

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

## Individualize Instruction

The teacher best knows the needs of the student and should be the one to evaluate if the student needs to spend more time on an activity, repeat an activity, or work on a different activity within the lesson. *Edmark Reading Program* is sufficiently flexible, allowing modifications to maintain a student's involvement. Some suggestions include:

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

## Monitor Progress

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

## Teach to Enhance Self-Confidence as Readers

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

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



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

## Promote Generalization and Socialization

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

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

## Integrate Print and Software

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

# Using the *Edmark Reading Program*

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

## **Prepare**

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

## **Implement**

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

## **Record**

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

## **Monitor**

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

- The amount of time spent on any single activity
  - The amount of time spent working independently
  - The amount of time spent in group activities
  - The amount of homework
2. Periodically administer the Mastery Test to monitor student progress.

# Mastery Test

**Subtest 4: Oral Reading** **Level 2**

---


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

---

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

---

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



12

**Edmark Reading Program**  
Level 2

## Mastery Test Scoring Form

Dates of Testing \_\_\_\_\_ through \_\_\_\_\_ Type of Administration: ☐ Group ☐ Individual  
 Student's Name \_\_\_\_\_ Subtest 1 ☐ Subtest 2 ☐  
 Examiner's Name \_\_\_\_\_

**Subtest 1: Discrimination**

Answer	Check if Correct	Word Group	Score	Reading Level
				1 2 3
1. same	<input type="checkbox"/>	1	154	*
2. born	<input type="checkbox"/>	2	178	*
3. down	<input type="checkbox"/>	3	189	*
4. money	<input type="checkbox"/>	4	208	*
5. winter	<input type="checkbox"/>	5	217	*
6. read	<input type="checkbox"/>	6	217	*
7. wrong	<input type="checkbox"/>	7	248	*
8. follow	<input type="checkbox"/>	8	273	*
9. race	<input type="checkbox"/>	9	293	*
10. alone	<input type="checkbox"/>	10	311	*
11. push	<input type="checkbox"/>	11	322	*
12. thank	<input type="checkbox"/>	12	338	*

Total Words Correct:

**Subtest 2: Picture/Phrase Match**

Answer	Check if Correct	Word Group	Score	Reading Level
				1 2 3
1. 1 (purple)	<input type="checkbox"/>	1	157	*
2. 3 (brown)	<input type="checkbox"/>	2	177	*
3. 2 (blue)	<input type="checkbox"/>	3	186	*
4. 3 (blue)	<input type="checkbox"/>	4	212	*
5. 3 (white)	<input type="checkbox"/>	5	225	*
6. 1 (brown)	<input type="checkbox"/>	6	249	*
7. 3 (brown)	<input type="checkbox"/>	7	256	*
8. 2 (gray)	<input type="checkbox"/>	8	267	*
9. 2 (yellow)	<input type="checkbox"/>	9	294	*
10. 1 (olive green)	<input type="checkbox"/>	10	309	*
11. 2 (dark blue)	<input type="checkbox"/>	11	322	*
12. 1 (olive)	<input type="checkbox"/>	12	336	*

Total Words Correct:

**Subtest 3: Word Recognition**

Answer	Check if Correct	Word Group	Score	Reading Level
				1 2 3
1. from	<input type="checkbox"/>	1	160	*
2. end	<input type="checkbox"/>	2	189	*
3. did	<input type="checkbox"/>	3	187	*
4. very	<input type="checkbox"/>	4	214	*
5. why	<input type="checkbox"/>	5	223	*
6. lunch	<input type="checkbox"/>	6	234	*
7. keep	<input type="checkbox"/>	7	239	*
8. fine	<input type="checkbox"/>	8	273	*
9. sign	<input type="checkbox"/>	9	287	*
10. left	<input type="checkbox"/>	10	318	*
11. see	<input type="checkbox"/>	11	321	*
12. less	<input type="checkbox"/>	12	346	*

Total Words Correct:

**Reading Levels**

Reading levels are provided for the words scored in this test for informational purposes only. Level 2 includes 200 words plus compound words, and students can attain a reading level of 2.8 to 3.0.

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

**Edmark Reading Program**  
Level 2

## Mastery Test Summary Form

Student's Name \_\_\_\_\_ Dates of Test Administrations \_\_\_\_\_  
 Birth Date \_\_\_\_\_ Age \_\_\_\_\_ @ \_\_\_\_\_ through \_\_\_\_\_  
 School \_\_\_\_\_ Grade \_\_\_\_\_ @ \_\_\_\_\_ through \_\_\_\_\_  
 Examiner's Name \_\_\_\_\_ @ \_\_\_\_\_ through \_\_\_\_\_

DATE \_\_\_\_\_

**Recommendations**

\_\_\_\_\_

\_\_\_\_\_

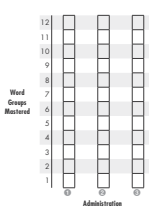
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

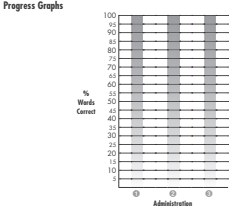
**Progress Graphs**

**Word Group Mastered**



Administration

**% Words Mastered**



Administration

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

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

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



# Word Recognition

Lesson 154

1" The bird was high in the sky.

2" bear

3a be many other

4a give were children

5" give

6" other

7" Can he go with us?

8a --- --- time

9a time im te

10a miiieettim time ttiimmee

11a time meeettt mttoonnn

12" time

13" other

14" Are the children in the car?

15a other bear give

(continue)

At the core of the *Edmark Reading Program* is the Word Recognition activity, in which students learn to recognize and read the target words quickly and easily. During the Word Recognition activity, the student repeatedly hears, sees, points to, and reads the new word, thereby memorizing it. There are 200 Word Recognition activities, one for each Level 2 word. Word Recognition provides repeated exposure to previously learned words to reinforce and maintain learning. Once students can recognize and read a new word, they proceed to subsequent activities in which they read the target word in a variety of contexts.

## Objectives

In the Word Recognition activity, the student will:

- Point to and read aloud the correct word when it appears in a multiple-choice line
- Read aloud the entire line of text in a read-back line

## Presenting the Activity

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

Students are required to make either multiple-choice or read-back responses. For multiple-choice lines, the student points to the correct word and then reads it aloud. For read-

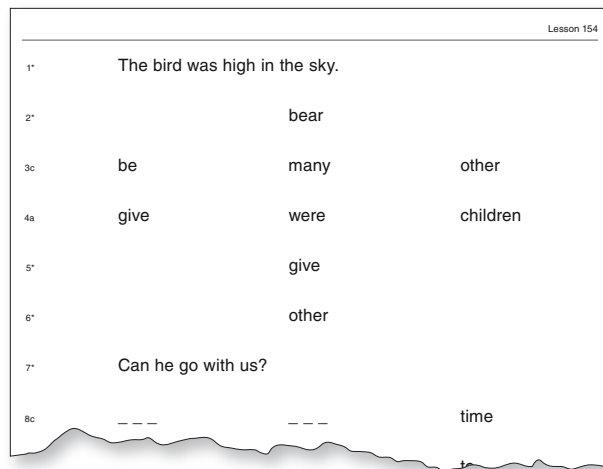
back lines, the student reads aloud the word, phrase, or sentence. In each lesson, the new word appears on a line that has dashed lines in the other two columns to clearly indicate the first use of the new word.

The line numbers also contain answer codes. The teacher uses these codes to cue the student for a response. For multiple-choice lines, the codes *a*, *b*, and *c* indicate that the word the student is to point to and read is in the first (a), second (b), or third (c) column. For example, the Word Recognition activity for lesson 154, line 4, is coded *4a*. This indicates that the correct word, *give*, is found in the first column. An asterisk next to a line number indicates a read-back line.

## Sample Scripts

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

### Read-Back Lines



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

TEACHER: **Read.**

STUDENT: The bird was high in the sky.

TEACHER: **Very good.**

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

TEACHER: **Read.**

STUDENT: Bear.

TEACHER: **Very good.**

### Multiple-Choice Lines

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

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

STUDENT: [Points.]

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

STUDENT: Time.

TEACHER: **Very good.**

Move the mask down to the next line.

## Word Endings

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

## Correction Procedure

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

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

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

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

## Criterion and Progress Monitoring

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

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

## Lesson 223

**why**

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

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

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





# Posttest

Posttest, Lessons 154–163	
1 (L155)*	be
2 (L160)*	from
3 (L156)*	many
4 (L157)*	people
5 (L154)*	time
6 (L163)*	like
7 (L159)*	that
8 (L161)*	as
9 (L158)*	would
10 (L162)*	back
11 (L1)*	horse
12 (L2)*	a
13 (L3)*	car
14 (L4)*	yellow
15 (L5)*	see
(continued)	

Posttest, Lessons 154–163 (continued)	
16 (L6)*	ball
17 (L7)*	and
18 (L8)*	fish
19 (L9)*	boy
20 (L10)*	I

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

## Objective

- The student will read aloud or sign each word.

## Presenting the Activity

The Posttests can be found in each of the four Word Recognition books. Place the display mask over the Posttest page so the first word appears in the clear portion of the mask. The lesson number where the word is originally introduced is indicated in parentheses, for example, (L155).

## Sample Script

TEACHER: **Read.**

STUDENT: [Reads the word.]

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

## Correction Procedure

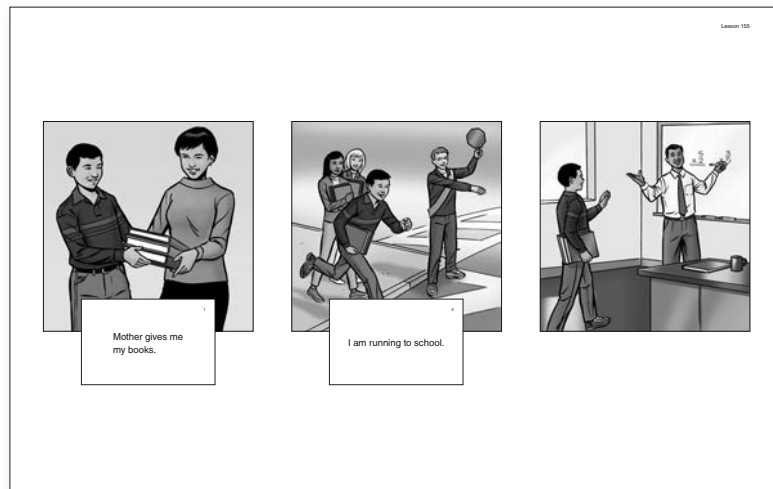
If the student does not respond or responds incorrectly, say, **This word is \_\_\_\_\_ . Read it.**

## Criterion and Progress Monitoring

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

The Lesson Plan/Record Book provides a page for each of the 10 Posttests and space for the results of each test to be recorded three times. Record the date of administration. Then, simply check the words the student misses. A copy of the Posttest can be given to parents or shown at IEP meetings.

# Phrase Match



The 25 Phrase Match activities provide functional reading experience as the student chooses words, phrases, or sentences to describe illustrations of objects and events found in daily life. The beginning lessons contain three illustrations matched to three sentences on cards. In the upper lessons, students match four and then five illustrations to sentences. Phrase Match helps students generalize reading skills to new contexts, in which illustrations depict a variety of lifelike situations.

## Objectives

The student will:

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

## Presenting the Activity

Each Phrase Match board has a lesson number on the front and a board number and corresponding card numbers on the back. The 99 Phrase Match cards are numbered in sequential order.

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

Have the student read the first sentence, scan the illustrations to find one that matches, and place the phrase on the correct picture. The student continues doing this until all of the sentences have been matched to illustrations.

## Sample Script

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

### Beginning Students

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

- TEACHER: **Read the words.**
- STUDENT: Mother gives me my books.
- TEACHER: **Very good. Now point to a picture that shows, “Mother gives me my books.”**
- STUDENT: (Points to first picture.)
- TEACHER: **Very good. Now put the card on the picture.**
- STUDENT: [Places the phrase card on the picture.]
- TEACHER: **Very good.**

Repeat the procedure with all the phrase cards.

### Correction Procedure for Students Working Independently

- TEACHER: [Point to the first picture.] **Read the words.**
- STUDENT: [Reads.]
- TEACHER: **Very good. That one is right. Take the card off.**
- STUDENT: [Removes the phrase card.]

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

- TEACHER: **This one is wrong.**

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

- TEACHER: **Read the words.**
- STUDENT: [Reads the words.]
- TEACHER: [Points to the correct picture on the Picture Match board.] **This picture shows [describe the picture]. Put the card on the picture.**
- STUDENT: [Puts the card on the correct picture.]
- TEACHER: **Very good.**

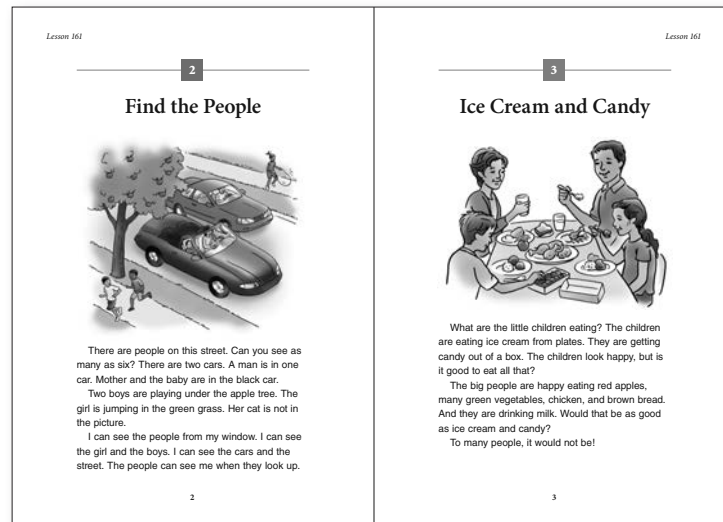
Repeat the procedure for all incorrect answers. Once the students are familiar with the materials, allow them to work independently at their own desks or in small groups. Check their work with them after they finish matching all the sentences to the illustrations.

## Criterion and Progress Monitoring

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

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

# Stories



The 100 Stories engage students in reading short, fictional works illustrated with full-color art. The stories enable the students to practice reading words they have learned to recognize, but in a new context. These engaging stories contain only words that have been learned in previous lessons.

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

Compound words are introduced in Story 10. Discussion questions located at the back of each book allow the teacher to check the students' understanding. Students of all ages will find it fun and amusing to discuss the stories, illustrations, and words with their teachers and fellow students, thereby extending their comprehension and use of the *Edmark Reading Program* words.

## Objectives

The student will:

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

## Presenting the Activity

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

## **Correction Procedure**

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

## **Discussion Questions**

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

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

## **Criterion and Progress Monitoring**

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

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



# Comprehension

C Lesson 163		C Lesson 163		C Lesson 163	
<p>Name: _____ Date: _____</p> <p>Write or circle the correct word to complete the sentence.</p> <p>1. I <u>little</u> <u>like</u> to look at pictures in magazines.</p> <p>2. There will not <u>he</u> <u>be</u> time to play a game.</p> <p>3. Will you <u>look</u> <u>like</u> out the window?</p> <p>4. We will sit in the <u>black</u> <u>back</u> of the airplane.</p> <p>5. Do not <u>game</u> <u>give</u> the book away.</p> <p>6. Father would like the book <u>back</u> <u>bike</u>.</p> <p>7. Will we get there on <u>tree</u> <u>time</u>?</p> <p>8. I do not <u>like</u> <u>look</u> to eat green bread.</p> <p>© 2011 by PPD-ED, Inc. 5</p>		<p>Name: _____ Date: _____</p> <p><b>Story</b></p> <p>Read the story. Then write or tell your teacher the answers to the questions.</p> <div><p><b>My Book</b></p><p>I like to look at books. That book is from my mother. There are many pictures in my book. Eight of the pictures are of people, six of dogs, and two of cats. It is a big book. It takes time to look at it. Would you like to look at my book? You can take the book with you to look at, as long as you come back with it. I will be taking it to school with me when I go.</p></div> <p>© 2011 by PPD-ED, Inc. 6</p>		<p>Name: _____ Date: _____</p> <p><b>Story Questions for My Book</b></p> <p>1. What do I like to do? _____</p> <p>2. What are eight of the pictures of? _____</p> <p>3. Are there pictures of animals in the book? _____</p> <p>4. Is the book big or little? _____</p> <p>5. Where am I going to take my book? _____</p> <p>© 2011 by PPD-ED, Inc. 7</p>	

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

## Objective

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

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

## Presenting the Activity

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

## Correction Procedure

For a student working independently, review his or her answers when the activity is complete. Have the student read the page aloud to ensure that he or she is reading the words accurately. Review any errors with the student, giving him or her the opportunity to self-correct.



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

## **Criterion and Progress Monitoring**

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

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

# Spelling

S  
Lesson 158

Name: \_\_\_\_\_ Date: \_\_\_\_\_

time      be      many      people      would

1. Write each word two times.

people      many      would

\_\_\_\_\_

time      be

\_\_\_\_\_

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

ma\_\_\_\_y      \_\_\_\_ould      b\_\_\_\_      tim\_\_\_\_      pe\_\_\_\_ple

3. Write a spelling word on each blank.

What \_\_\_\_\_ is it?

There were many \_\_\_\_\_ at the game.

Will you \_\_\_\_\_ going fishing?

\_\_\_\_\_ you give this to the teacher?

There were \_\_\_\_\_ animals at the zoo.

3

S  
Lesson 158

Name: \_\_\_\_\_ Date: \_\_\_\_\_

time      be      many      people      would

4. Write a sentence for each word.

time \_\_\_\_\_

be \_\_\_\_\_

many \_\_\_\_\_

people \_\_\_\_\_

would \_\_\_\_\_

Optional Activities:

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

\_\_\_\_\_

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

4

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

## Objectives

The student will do the following:

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

## Presenting the Activity

Point out the spelling words at the top of the page and explain that those are the words to use to complete the exercises in this activity. Read the instructions aloud and discuss how to complete the exercise, making sure the student understands. Once the student is familiar with the spelling exercises, encourage him or her to complete the work independently. Initially a teacher or parent will read the directions to the student, but when the student can recognize the type of activity, this will no longer be necessary.

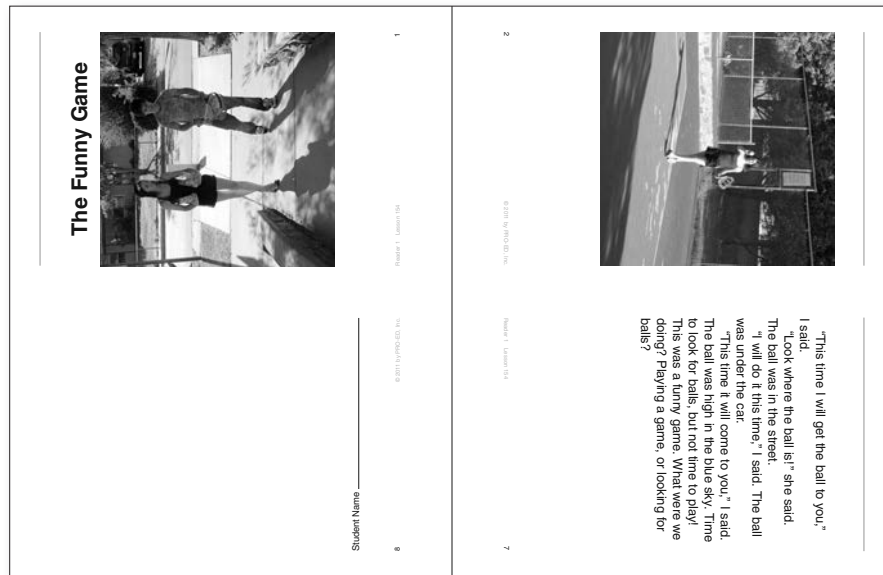
## **Correction Procedure**

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

## **Criterion and Progress Monitoring**

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

# Take-Away Readers



The 58 Take-Away Readers are eight-page stories with photographs that illustrate the stories and emphasize words students have learned in current and previous lessons. The Take-Away Readers engage students in fun, confidence-building activities that extend literacy experiences at school and home. The student can read the stories aloud to staff and peers at school, and then take the Readers home to read aloud to family and friends. In this way, students can experience the pleasure of sharing their reading achievements.

## Objectives

The student will do the following:

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

## Presenting the Activity

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

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

After the student reads the story, read the questions to the student. The student can look at the Reader to help answer questions if needed. This activity presents an opportunity to answer the discussion questions, engage in conversation, and share ideas.

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

## **Correction Procedure**

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

## **Criterion and Progress Monitoring**

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

# Homework

H  
Lesson 154

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read & Match**

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

time	banana
this	boy
out	out
boy	this
banana	time

---

give	run
green	long
chair	give
run	green
long	chair

It is time to play.

\_\_\_\_\_






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H  
Lesson 157

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Meaning Match**

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

time
people
window
bear
baby

Many people will play.

\_\_\_\_\_

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The 199 Homework activities are a fun way to reinforce classroom learning. Many students require extra practice with word recognition and reading after school to retain what they have learned. The students also enjoy demonstrating their reading ability to parents and family. Eight different types of homework activities provide word recognition practice in formats that differ from the activities the student practiced during class. The students will generalize their word recognition and reading skills to a variety of typefaces and handwriting, and new situations.

## Objectives

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

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

## Presenting the Activity

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

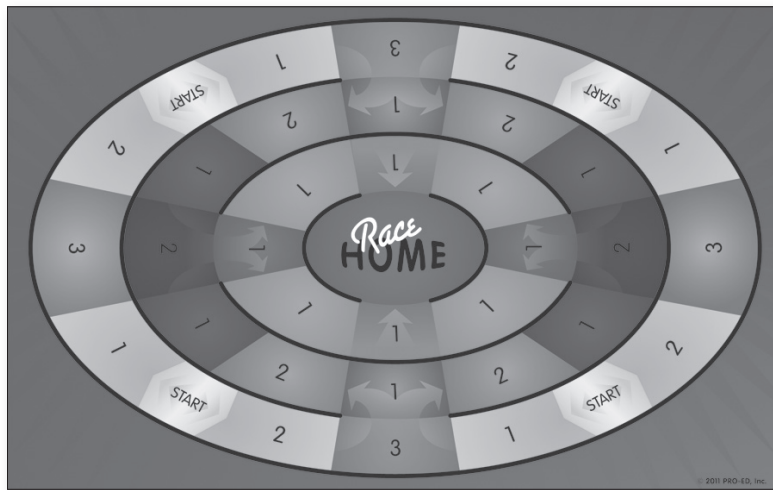
## **Correction Procedure**

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

## **Criterion and Progress Monitoring**

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

# Reading and Social Skills Games



**Lesson 193**
**Race Home Board Game**

**Reading Objectives**

- Read and comprehend words
- Read quickly and with accuracy
- 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 Reading and Social Skills Games include 40 games with lesson plans and provide reinforcement of the *Edmark Reading Program* words. These games promote generalization by requiring students to use reading skills in a social setting. Students also develop social skills and a basic understanding of various game-playing procedures. Social skills, such as interacting, cooperating, and problem solving, are functional skills often required in students' IEPs. More important, they are necessary in the activities of daily life, work, and leisure.

## Objectives

The student will be able to do the following:

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

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

## Presenting the Activity

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



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

## Contents

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

## Criterion and Progress Monitoring

There is no suggested achievement criterion. Record the dates students played games in the Lesson Plan/Record Book. Observe students during game play and note specific word-reading or game-playing difficulties.

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



# Bingo

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson 163 Cards 154-163

B I N G O

time		many		
	be	as		would
		★		
that			people	
	from		back	like

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<div style="text-align: right; font-size: 0.8em;">154</div> <div style="text-align: left; font-size: 0.8em;">155</div> B time	<div style="text-align: right; font-size: 0.8em;">156</div> <div style="text-align: left; font-size: 0.8em;">157</div> B that
<div style="text-align: right; font-size: 0.8em;">158</div> <div style="text-align: left; font-size: 0.8em;">159</div> I be	<div style="text-align: right; font-size: 0.8em;">160</div> <div style="text-align: left; font-size: 0.8em;">161</div> I from
<div style="text-align: right; font-size: 0.8em;">162</div> <div style="text-align: left; font-size: 0.8em;">163</div> N many	<div style="text-align: right; font-size: 0.8em;">164</div> <div style="text-align: left; font-size: 0.8em;">165</div> N as
<div style="text-align: right; font-size: 0.8em;">166</div> <div style="text-align: left; font-size: 0.8em;">167</div> G people	<div style="text-align: right; font-size: 0.8em;">168</div> <div style="text-align: left; font-size: 0.8em;">169</div> G back
<div style="text-align: right; font-size: 0.8em;">170</div> <div style="text-align: left; font-size: 0.8em;">171</div> O would	<div style="text-align: right; font-size: 0.8em;">172</div> <div style="text-align: left; font-size: 0.8em;">173</div> O like

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

## Objectives

The student will do the following:

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

## Presenting the Activity

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

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

As a guide for the students, draw a large version of each possible bingo on a 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.

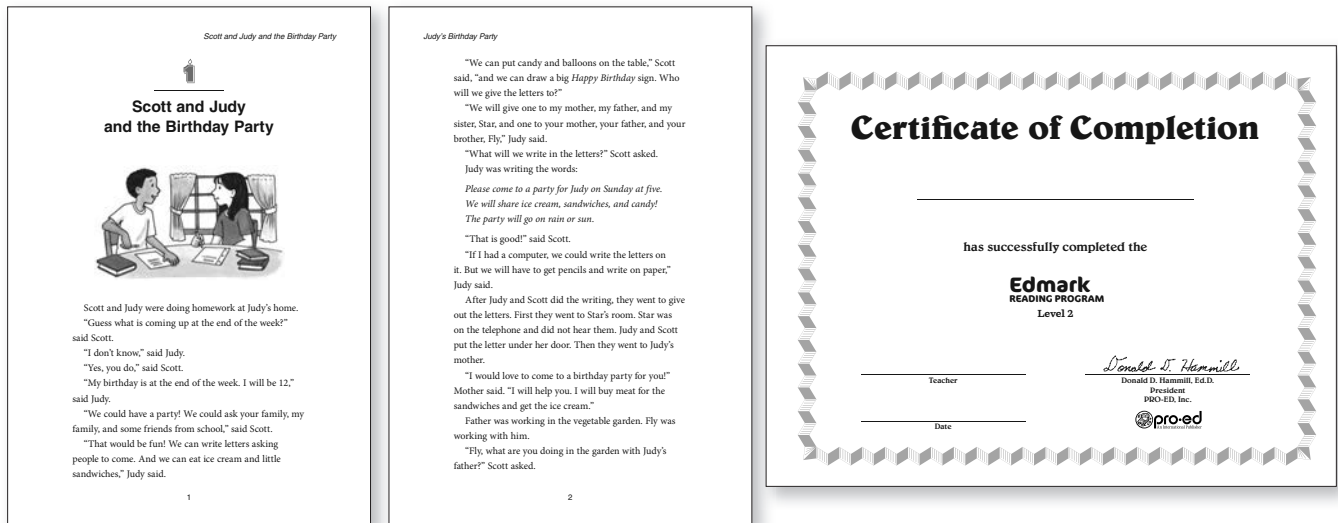
TEACHER: **Cross out the free square. The free square is the star in the center square of your bingo board.** [Draw the first bingo card and say what students should cross out, as in the following example.] **Under the B, cross out the word *time*.**

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

# Judy's Birthday Party



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

## Objectives

The student will do the following:

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

## Presenting the Activity

Practice reading *Judy's Birthday Party* in class and discuss the story. Successfully completing all of the activities and objectives in the *Edmark Reading Program*—Level 2 is a cause for celebration. It is a wonderful time to have a party, serve refreshments, and invite the student's parents. Gift wrap *Judy's Birthday Party* and present it to each student with a Certificate of Completion.



## Additional Classroom Activities

### Options for Students Who Have Difficulty With Verbal Expression

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

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

Because sign language differs from region to region, the authors of the Word Signs DVD chose the most universal forms of the signs to facilitate learning by all students. In some cases, an alternate sign is provided to differentiate between similar word signs. A copy of the Word Signs DVD is provided with each Level 2 program, and may also be purchased separately from PRO-ED.

### Extension Activities

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

### Working With Words

The Word Cards, packaged with the Reading and Social Skills Games, include all 200 words taught in Level 2. The lesson numbers are in the upper right corners (Lessons 154 through 353). Additional sets of Word Cards can be purchased from [www.proedinc.com](http://www.proedinc.com).

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

### Flash Card Practice

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

## Creating Phrases and Sentences

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

## Writing the Words

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

## Writing Stories

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

## Scramble Words

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

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

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

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

*Example:*      m-e-i-t      t-i-m-e

## Bulletin Board Word Wall

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

## Whole Language/Literature

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

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

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

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

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

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

## Magazine/Newspaper Activities

Have students go through magazine or newspaper ads to cut out the Level 2 words they have learned. The students can try to create new phrases and sentences. You may also have students go through magazines and find pictures that represent words they have learned. Make a collage of pictures and words to put in the classroom reading area.

## Charades

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

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

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

## Oral Reading

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

## Video Activity

Make a video of students doing their reading lesson, or have each student read a story from the Stories 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	
			zoo 101



## *Appendix C*

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

### **Prereading**

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

### **Beginning Reading**

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

### **Reading**

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

Develop fluency as an aid to comprehension  
Spell words  
Read and follow directions from in phrases and sentences  
Scan text from left to right  
Read and comprehend prepositional phrases (*in the car, on the box*)  
Read and comprehend phrases with conjunctions (sentences joined with *and*)  
Read and comprehend noun determiners (*the, a, an*)  
Read and comprehend singular and plural nouns (*boy, boys*)  
Read and comprehend pronouns (*he, she, we, they, them, you, me*)  
Read and comprehend possessive pronouns (*his, her, my*)  
Read and comprehend question words (*who, what, where, when, why*)  
Develop and exhibit positive attitudes and behaviors toward reading  
Read and comprehend stories  
Generalize skills to a variety of reading activities  
Read, comprehend, and generalize words in a real-life setting while interacting with peers and others

### **Auditory**

Develop auditory discrimination  
Develop and improve auditory comprehension skills  
Improve auditory skills of perception and memory  
Follow spoken directions  
Listen attentively

### **Visual**

Develop visual discrimination  
Develop and refine visual perception and memory skills  
Develop visual discrimination of words and phrases  
Develop visual discrimination between words and phrases  
Comprehend and use words in sign language





## Appendix D

### **Edmark Reading Program—Level 2, Second Edition**

#### **Materials Available Separately From PRO-ED, Inc.**

Order No.	Product	Description
13660	Mastery Test	Manual and 15 of each form
13655	Lesson Plan/Record Book	Pack of 5
13651	Program Overview	Manual
13658	Phrase Match cards	Deck of 99
13653	Stories	4 individual books
13663	Reading and Social Skills Games	Manual, game board, playing pieces, and 200 Word Cards
13662	Word Cards	Deck of 200
13654	Display Mask	Pack of 2
13622	Word Signs—Level 1 and Level 2 DVD	DVD
13657	Judy's Birthday Party and Certificate of Completion	Pack of 5 books and 5 certificates
13664	Comprehension	Folder with reproducible activity pages
13666	Spelling	Folder with reproducible activity pages
13661	Take-Away Readers	Book with reproducible readers
13667	Homework	Folder with reproducible activity pages
13665	Bingo	Folder with reproducible activities

<b>Order No.</b>	<b>Product</b>	<b>Description</b>
13670	Resources flash drive	Flash drive includes: - Comprehension - Spelling - Take-Away Readers - Homework - Bingo
<b>Other</b>		
13640	<i>Edmark Reading Program—Level 1, Second Edition</i>	
9650Z	<i>Edmark Reading Program Software—Level 1, School Version</i>	Reinforces <i>Edmark Reading Program—Level 1, Second Edition</i> print
9656Z	<i>Edmark Reading Program Software—Level 2, School Version</i>	Reinforces <i>Edmark Reading Program—Level 2, Second Edition</i> print
10590	<i>Edmark Functional Word Series</i>	4 kits
11823	<i>Supplemental Reading Lessons, Levels 1 and 2</i>	Manual of reproducible reading activities

**[www.proedinc.com](http://www.proedinc.com)**











