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# Enhancing the Academic Performance of Students with Intellectual Disabilities

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**Edmark Instructors**
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**Failure Free Instructor**



# Today's Agenda

- What students can benefit from these academic interventions?
- How were the interventions selected?
- Students Response to Intervention
  - Academic and social growth
  - Pace of Learning
- How is Edmark Delivered?
  - average number of words taught daily, rotation schedule, homework, enhancement activities, progress monitoring
- How is Failure Free Reading Delivered?
  - average number of lessons taught weekly, rotation schedule, progress monitoring



# What students can benefit from Edmark and Failure Free

- Students with significant limitations in intellectual functioning and adaptive behavior
  - Lack phonemic awareness (inability to hear and manipulate larger units of sound, such as onsets and rimes and syllables)
  - Inability to sound out words, limited vocabulary, inability to read independently
    - Students that receive the Edmark intervention range from students learning to discriminate symbols to students who are able to recognize a limited number of sight words
    - Students that receive the Failure Free intervention range from students who are able to read a limited number of words in isolation to students who are able to read passages independently



# How were the Interventions Selected?

- Research on reading programs that yielded the highest probability of success for students that have not learned or mastered
  - Phonological rules - systematic relationship between sounds
  - Semantics – relationship between symbols and the things they refer to
  - Syntactic rules - for the formation of grammatical sentences in a language



# Research Articles - Edmark

- Effect of Edmark Program on Reading Fluency in Third-Grade Students with Disabilities (Meeks, Martinez, & Pienta, 2014)
  - [http://www.researchgate.net/publication/26456102\\_Ten\\_Ways\\_to\\_Enhance\\_the\\_Effectiveness\\_of\\_Repeated\\_Readings](http://www.researchgate.net/publication/26456102_Ten_Ways_to_Enhance_the_Effectiveness_of_Repeated_Readings)
- 10 Ways to Enhance the Effectiveness of Repeated Reading (Alber-Morgan, 2006)
  - [http://www.researchgate.net/publication/262840255\\_Effect\\_of\\_Edmark\\_Program\\_on\\_Reading\\_Fluency\\_in\\_Third-Grade\\_Students\\_with\\_Disabilities](http://www.researchgate.net/publication/262840255_Effect_of_Edmark_Program_on_Reading_Fluency_in_Third-Grade_Students_with_Disabilities)
- The Edmark Reading Program and the No Child Left Behind Act of 2001
  - <http://www.proedinc.com/Downloads/M11878ERPResearch.pdf>

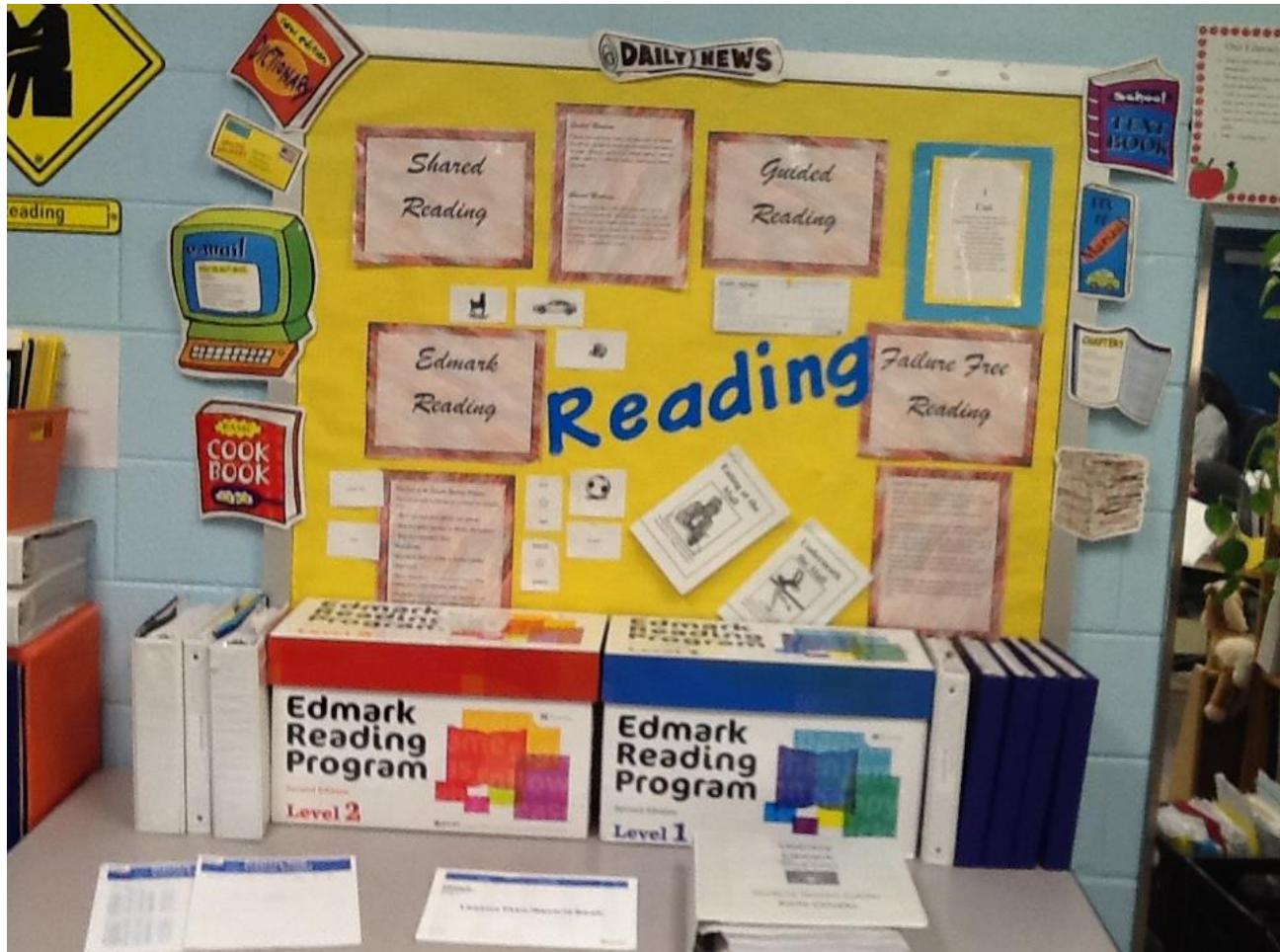


# Research Articles – Failure Free

- What Works Clearinghouse – Failure Free Reading
  - [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Failure\\_Free\\_070207.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Failure_Free_070207.pdf)
- National Center on Intensive Intervention at American Institute for Research
  - <http://www.intensiveintervention.org/content/failure-free-reading-0>
- The Effects of the Failure Free Reading Program on Students with Severe Reading Disabilities
  - [http://www.failurefree.com/n/casestudies/Journal\\_of\\_LD\\_\(Klein\\_ISD\)\\_-\\_Failure\\_Free.pdf](http://www.failurefree.com/n/casestudies/Journal_of_LD_(Klein_ISD)_-_Failure_Free.pdf)



# Edmark Reading Program



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# Objectives

The principal objectives for Level 1 and Level 2 of the Edmark Reading Program are :

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



# Students Must be Able to...

*Point-* The students must be able to point or respond in some way to indicate an answer.

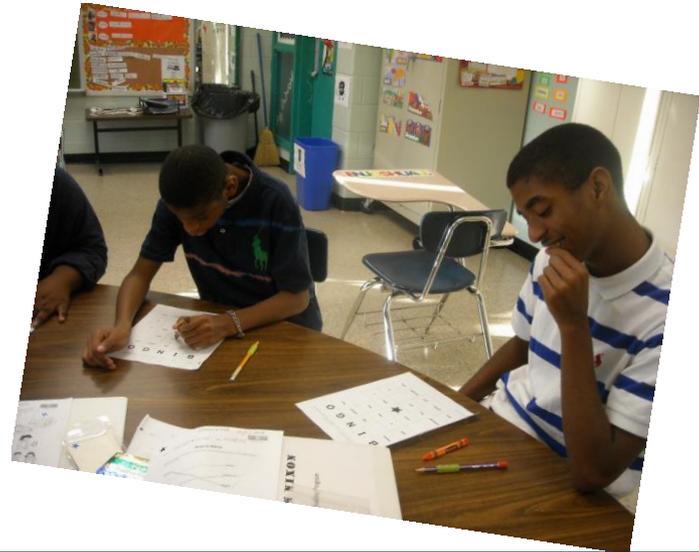
*Say or sign words-* The student, upon teacher cue, must be able to say or sign the target word. The response need only be accurate enough for the teacher to determine that the student is responding correctly.

*Understand language-* The student must have sufficient receptive language to follow the teacher cues.



# Monitor Progress

To monitor progress and ensure that students are learning and retaining their learning, Edmark Reading Program contains periodic post-test, 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!

Provide praises/praise the student

Permit the student to respond without assistance

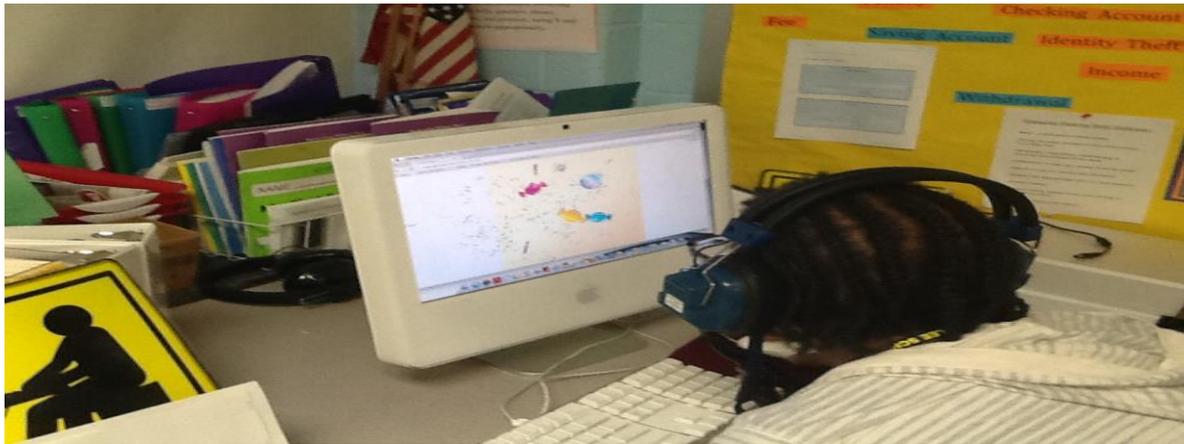
Give the student a verbal cue

Give the student a demonstration cue(model the desired response)

Physically assist the student

Once the student has become familiar with the materials, he or she should be encouraged to work independently.

The teacher providing positive feedback and corrections



# Teaching Strategies

Individualize Instruction- The teacher best knows the needs of each student and should evaluate whether the student should spend more time on an activity, repeat a previously taught activity, or work on a different activity within a lesson.

The Edmark Reading Program is flexible to allow modifications to maintain the student's involvement.



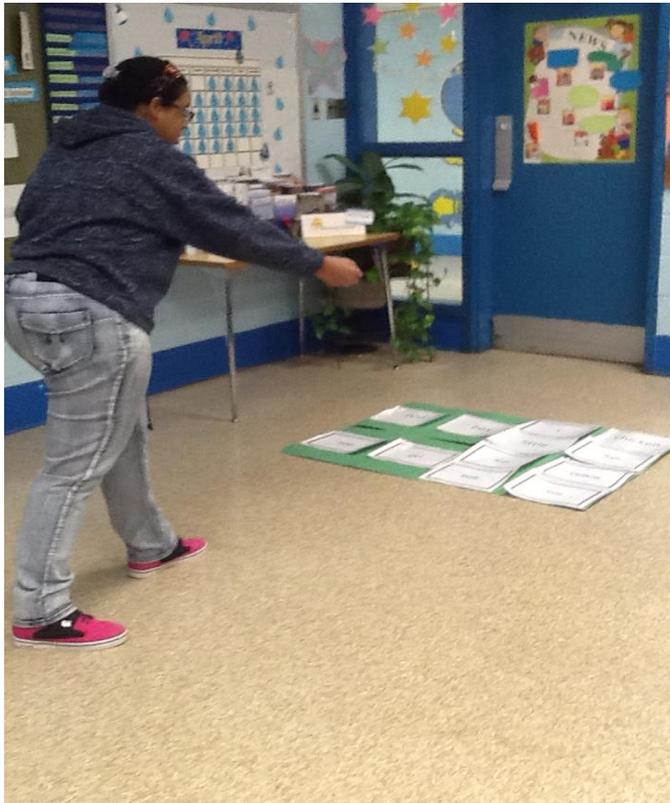
# Additional Classroom Activities

- Bulletin Board Word Wall
- Computer Activities Vizzle/Crosswords  
Puzzle/Promethean Board
- Using Flash Cards
- Creating phrases and sentences
- Writing the words, writing stories, scramble words
- Whole Language Literature,
- Magazine activities/ Newspaper



# Interactive Games

## Word Bean Bag Toss



## Card Table Game



# Tips for Edmark Readers



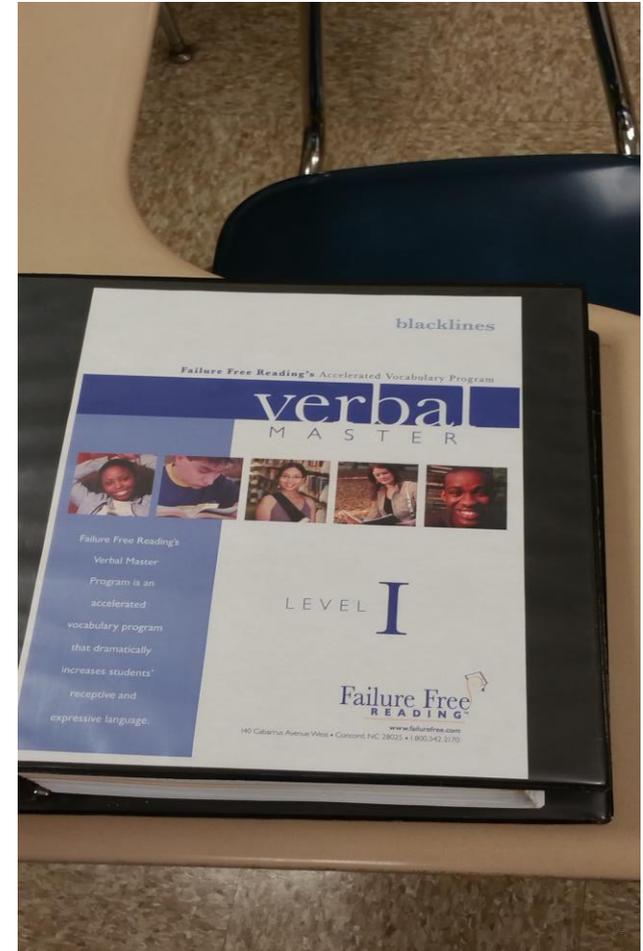
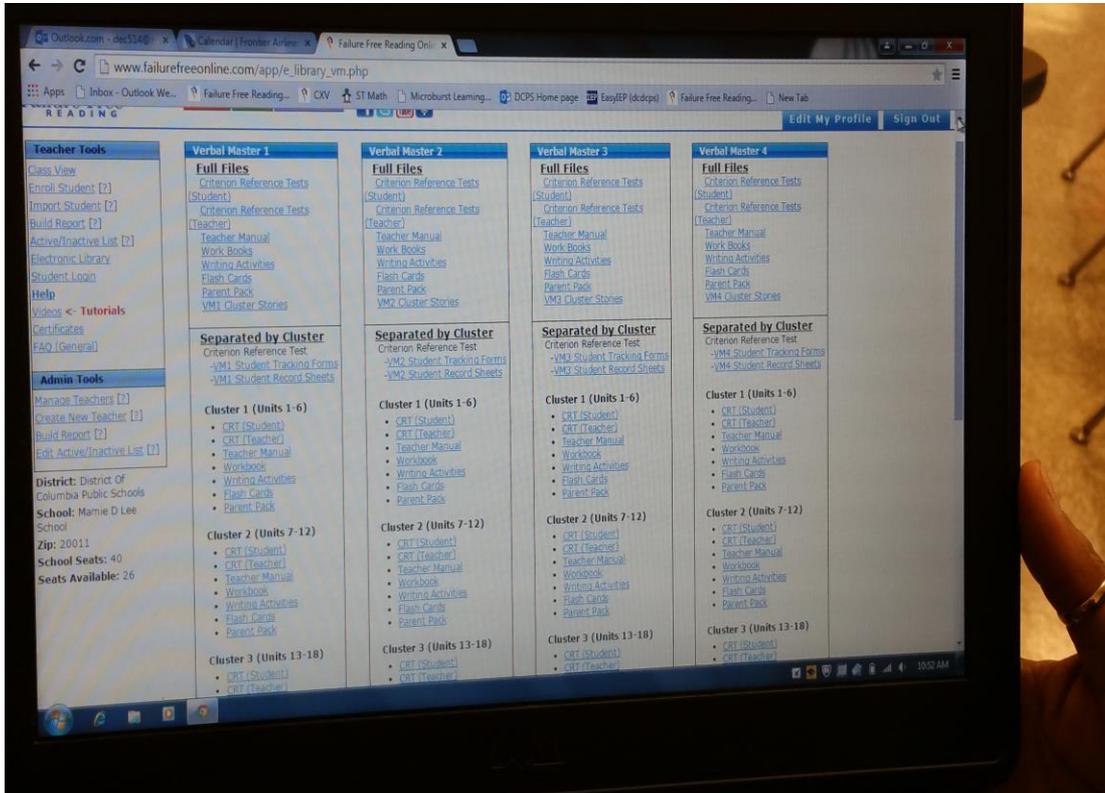
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# Conclusion

- The Edmark Reading program uses a site word approach to teach emergent reading skills, using 350 frequently seen sight words and three words endings.
- In addition, the program uses a carefully sequenced, highly repetitive word recognition method combined with errorless learning. This approach eliminates incorrect responses and helps students view themselves as readers.

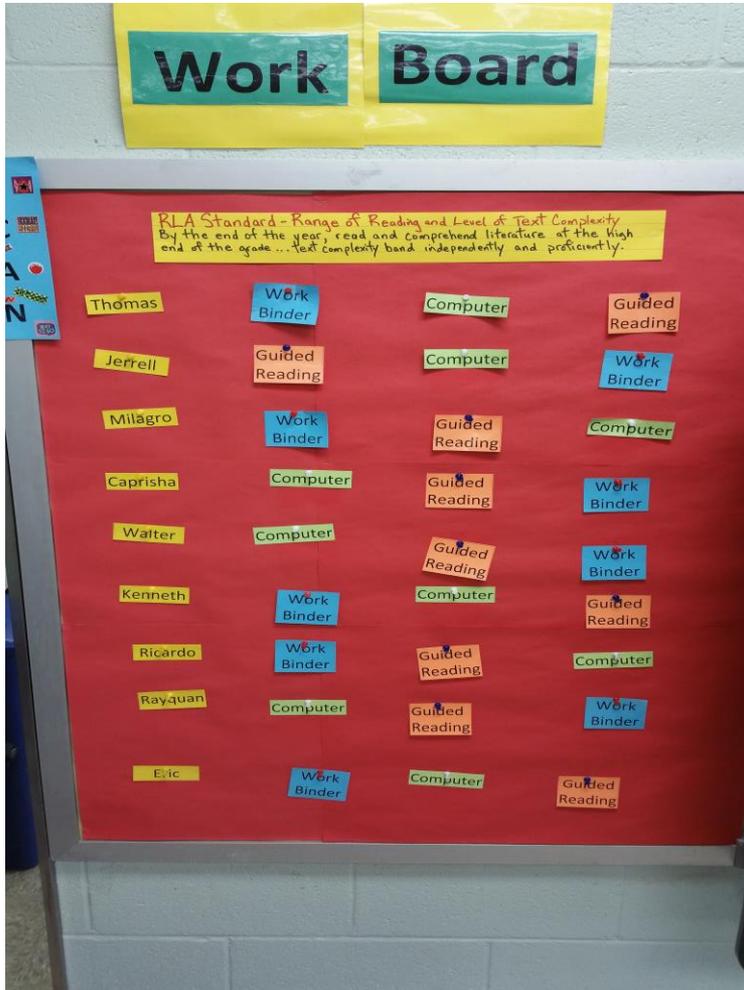


# How Failure Free Works (Verbal Master)



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# How Failure Free Works (Verbal Master)



## Rotation Schedule

- Guided Reading
- Computer Instruction
- Independent Work



# Success with Joseph's Readers

Date	Activity Description	Completion Percentage
Apr 23, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 2 of 12, Talking Book(10 minutes, 3 seconds)	
Apr 23, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 2 of 12, Pre-Teaching Lesson(10 minutes, 1 second)	
Apr 23, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 1 of 12, Reinforcement Activities(4 minutes, 40 seconds)	
Apr 23, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 1 of 12, Word Recognition Exercises(13 minutes, 42 seconds)	
Apr 23, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 1 of 12, Talking Book(13 minutes, 6 seconds)	
Apr 23, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 1 of 12, Pre-Teaching Lesson(13 minutes, 0 seconds)	
Apr 09, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 1 of 12, Pre-Test(7 minutes, 23 seconds)	50%
Apr 09, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 1 of 12, Post-Test(26 minutes, 20 seconds)	100%
Apr 08, 2015	Joseph's Readers Teal Level, Story 6([3]Downtown Complex), Lesson 1 of 12, Pre-Test(2 minutes, 30 seconds)	30%
Apr 08, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Post-Test(1 minute, 30 seconds)	70%
Apr 08, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Post-Test(2 minutes, 30 seconds)	
Apr 08, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Post-Test(2 minutes, 30 seconds)	
Apr 08, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Reading Comprehension(2 minutes, 30 seconds)	100%
Apr 08, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Post-Test(2 minutes, 30 seconds)	
Apr 08, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Post-Test(2 minutes, 30 seconds)	
Apr 08, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Post-Test(2 minutes, 30 seconds)	
Apr 03, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Reinforcement Activities(1 minute, 47 seconds)	
Apr 03, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Word Recognition Exercises(7 seconds)	
Apr 03, 2015	Joseph's Readers Teal Level, Story 5([2]Underneath the Mall), Lesson 12 of 12, Talking Book(6 seconds)	



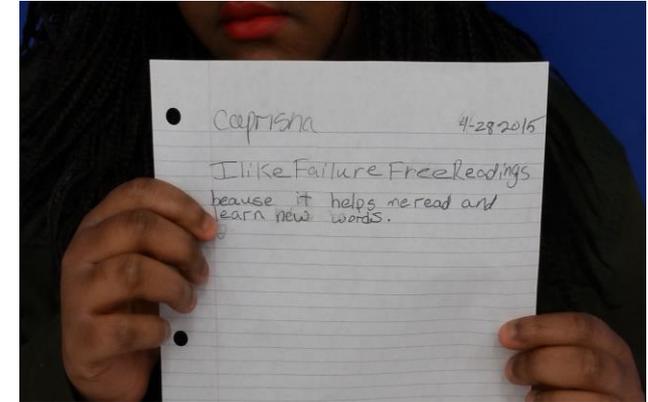
# Success with Verbal Master

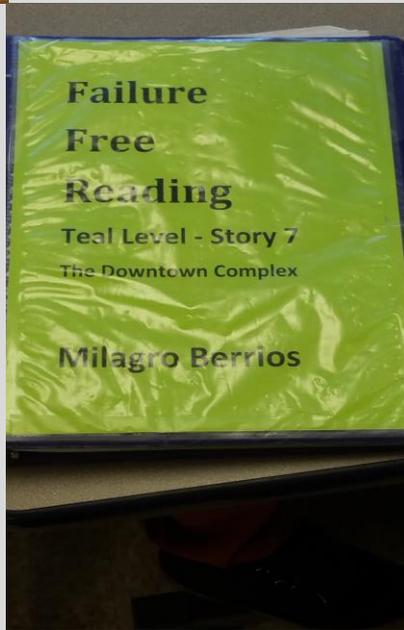
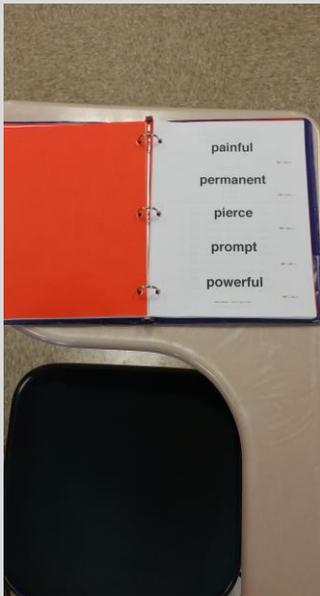
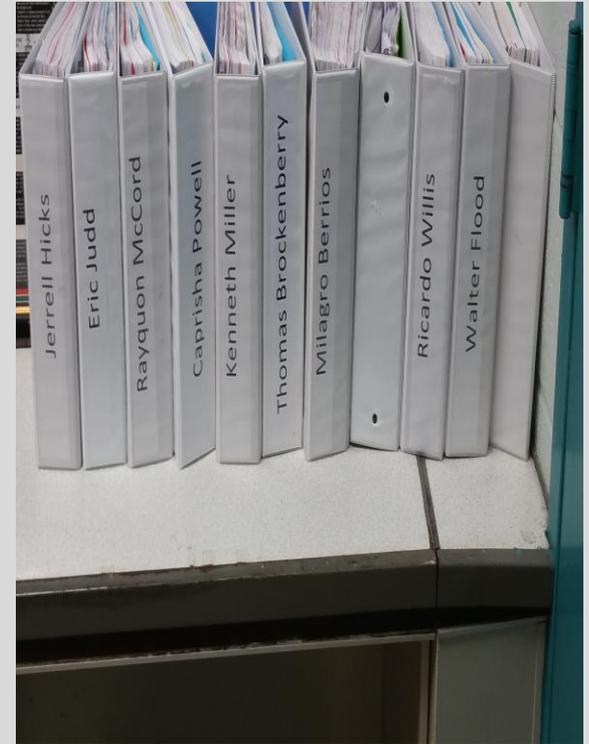
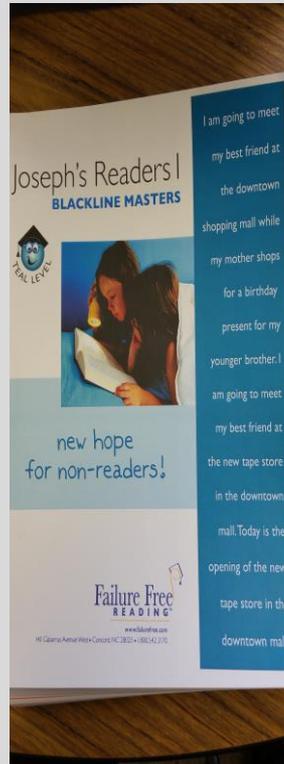
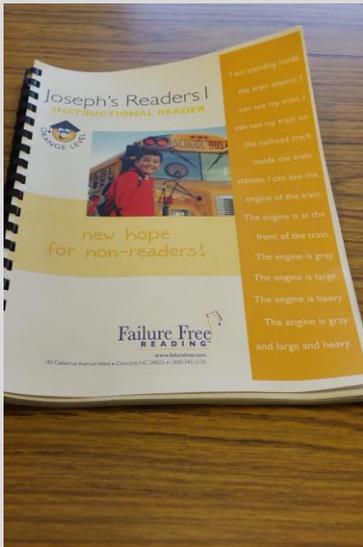
Date Completed	Level [?]	Test Score [?]
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Unit Review-Comprehension(2 minutes, 16 seconds)	20%
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Unit Review-Fill in the Blank(1 minute, 10 seconds)	60%
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Unit Review-Definition(1 minute, 27 seconds)	100%
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Unit Review-Synonym(1 minute, 17 seconds)	80%
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Word 5(44 seconds)	
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Word 4(33 seconds)	
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Word 3(1 minute, 42 seconds)	
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Word 2(52 seconds)	
Apr 27, 2015	Verbal Master Level 2, Cluster 5, Unit 30, Word 1(1 minute, 24 seconds)	
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Unit Review-Comprehension(1 minute, 0 seconds)	100%
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Unit Review-Fill in the Blank(1 minute, 23 seconds)	40%
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Unit Review-Definition(4 minutes, 30 seconds)	100%
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Unit Review-Synonym(1 minute, 5 seconds)	100%
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Word 5(2 minutes, 49 seconds)	
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Word 4(1 minute, 45 seconds)	
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Word 3(42 seconds)	
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Word 2(2 minutes, 31 seconds)	
Apr 24, 2015	Verbal Master Level 2, Cluster 5, Unit 29, Word 1(3 minutes, 48 seconds)	
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Unit Review-Comprehension(55 seconds)	80%
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Unit Review-Fill in the Blank(39 seconds)	100%
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Unit Review-Definition(3 minutes, 41 seconds)	100%
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Unit Review-Synonym(1 minute, 12 seconds)	100%
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Word 5(39 seconds)	
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Word 4(3 minutes, 29 seconds)	
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Word 3(1 minute, 10 seconds)	
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Word 2(1 minute, 7 seconds)	
Apr 23, 2015	Verbal Master Level 2, Cluster 5, Unit 28, Word 1(55 seconds)	
Apr 22, 2015	Verbal Master Level 2, Cluster 5, Unit 27, Unit Review-Comprehension(40 seconds)	100%
Apr 22, 2015	Verbal Master Level 2, Cluster 5, Unit 27, Unit Review-Fill in the Blank(38 seconds)	100%
Apr 22, 2015	Verbal Master Level 2, Cluster 5, Unit 27, Unit Review-Definition(2 minutes, 26 seconds)	100%
Apr 22, 2015	Verbal Master Level 2, Cluster 5, Unit 27, Unit Review-Synonym(3 minutes, 42 seconds)	100%



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# Student Responses to Failure Free





# Response to Intervention - Edmark

Baseline Date	BOY							Word Groups Mastered	MOY						
	Subtest 1	Subtest 2	Subtest 3	Subtest 4	Words Correct	Percentage	MOY Date		Subtest 1	Subtest 2	Subtest 3	Subtest 4	Words Correct	Percentage	Word Groups Mastered
8/29/2014	9	9	10	14	42	47%	0	1/12/2015	11	10	9	23	53	59%	4 (1, 3-5)
12/8/2014	12	6	8	23	49	54%	4 (1-3, 8)	1/7/2015	13	11	8	31	63	70%	8 (1-3, 5, 8, 9, 11, 14)
8/25/2014	10	11	5	16	42	47%	1, 2	1/8/2015	15	15	11	30	71	79%	11 (1-10, 14)
9/5/2014	7	7	5	16	35	39%	1	1/8/2015	15	15	11	31	72	80%	11 (1-11)
8/26/2014	8	8	2	8	26	29%	0	1/9/2015	13	10	5	15	43	48%	5 (1-5)
8/26/2014	7	6	3	5	21	23%	0	1/8/2015	10	5	9	12	36	40%	3
8/25/2014	4	5	1	5	15	17%	0	1/20/2015	11	12	3	11	37	41%	0
8/25/2014	3	14	3	8	28	31%	0	1/9/2015	11	15	8	20	54	60%	2
8/25/2014	12	9	8	28	57	63%	0	1/15/2015	10	14	8	26	58	64%	5 (1-3, 5, 10)
8/25/2014	4	5	5	10	24	27%	0	1/8/2015	7	11	8	35	61	68%	6 (1-4, 10, 11)
								1/8/2015	11	14	9	28	62	69%	8 (1-3, 5, 7-8, 11-12)
								1/21/2015	10	15	7	19	51	57%	4 (1-3, 9)
8/26/2014	5	6	3	10	24	27%	0	1/14/2015	8	7	6	15	36	40%	5 (1-4, 6)
8/25/2014	9	7	9	13	38	42%	1	1/14/2015	13	8	8	24	53	59%	5 (1-3, 5, 8)
8/26/2014	3	3	0	0	6	7%	0	1/7/2015	4	1	0	1	6	7%	0
8/26/2014	4	7	1	3	15	17%	0	1/7/2015	7	8	3	6	24	27%	2
8/26/2014	7	8	3	3	21	23%	0	1/7/2015	8	8	3	8	27	30%	3
8/26/2014	6	13	5	16	40	44%	0	1/7/2015	12	7	5	16	40	44%	4
8/26/2014	15	4	14	41	74	82%	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14,	1/7/2015	12	5	12	36	65	72%	8 (1-6, 8, 11)
8/26/2014	5	5	3	9	22	24%		1/7/2015	8	7	5	17	37	41%	5)
11/4/2014	10	5	3	7	25	28%	1	1/20/2015	7	8	7	9	31	34%	1(1)
11/4/2014	9	5	5	26	45	50%	4	1/20/2015	10	7	4	22	43	48%	4(1-4)
11/4/2014	5	5	3	5	18	20%	1	1/22/2015	5	8	7	8	28	31%	1(1)
11/4/2014	2	4	1	4	11	12%	0	1/20/2015	8	8	4	9	29	32%	2(1,2)
11/4/2014	2	4	1	3	10	11%		1/20/2015	8	7	4	18	37	41%	2 (1, 2)



# Response to Intervention - FFR

## Achievement Goal 2015

Baseline					Achievement Goal 2015				
Date	Level	Story	Lexile	GE	Level	Lesson	Lexile	GE	
8/25/2014	Teal	6 - Downtown Complex	940	4.00	VM L1C3	Units 13-18	830-1010	5.0	
8/25/2014	Teal	5 - Underneath the Mall	1140	6.30	VM L1C5	Units 25-30	970-1120	7.0	
8/28/2014	Green	1 - The Farm Visit	530	2.90	Orange	Making the Journey	740-940	4.0	
8/28/2014	Green	1 - The Farm Visit	530	2.90	Orange	Making the Journey	740-940	3.9	
8/25/2014	Orange	3 - A Shopping Area	640	3.70	Teal	Downtown Complex	830-1010	5.0	
8/26/2014	VM	L1 Cluster 1 Units 1-6	820	4.00	VM L1C3	Units 13-18	830-1010	5.0	
8/25/2014	VM	L1 Cluster 3 Units 13-18	910	5.00	VM L1C5	Units 25-30	925-1070	6.0	
8/26/2014	VM	L1 Cluster 1 Units 1-6	820	4.00	VM L1C3	Units 13-18	830-1010	5.0	
8/26/2014	VM	L1 Cluster 1 Units 1-6	820	4.00	VM L1C3	Units 13-18	830-1010	5.0	
8/25/2014	Teal	6 - Downtown Complex	940	4.00	VM L1C3	Units 13-18	830-1010	5.0	
8/25/2014	Orange	6 - Making the Journey	890	3.90	Teal	The Gas Station	830-1010	5.0	
8/25/2014	Teal	6 - Downtown Complex	940	4.00	VM L1C3	Units 13-18	830-1010	5.0	
8/25/2014	Green	3-In the Barn	450	2.40	Orange	Going on a Train Ride	520-820	3.5	
8/25/2014	Orange	3 - A Shopping Area	640	3.70	Teal	The Gas Station	830-1010	5.4	



# Failure Free Reading

## Progress Monitoring

## Progress Monitoring

Date	Level	Lesson	GE	Date	Level	Lesson	GE
11/24/2014	Teal	7-The Explorers	4.2	1/30/2015	VM L1C1	Unit 5	4.0
11/24/2014	Teal	6-Downtown Complex	4.0	1/30/2015	VM L1C1	Unit 3	4.0
11/24/2014	Orange	5-The Train Station	3.3	1/30/2015	Teal	1-The Gas Station	3.3
11/24/2014	Orange	3-A shopping Area	3.7	1/30/2015	Orange	6-Making the Journey	3.9
11/24/2014	Orange	5-The Train Station	3.3	1/30/2015	Teal	1-The Gas Station	5.4
11/24/2014	VML1C1	Unit 5	4.0	1/30/2015	VM L1C2	Unit 12	4.0
11/24/2014	VML1C4	Unit 24	5.0	1/30/2015	VM L2C3	Unit 14	7.0
11/24/2014	VML1C1	Unit 6	4.0	1/30/2015	VM L1C4	Unit 19	5.0
11/24/2014	VML1C1	Unit 5	4.0	1/30/2015	VM L1C2	Unit 12	4.0
11/24/2014	Teal	7-The Explorers	4.2	1/30/2015	VM L1C1	Unit 6	4.0
11/24/2014	Orange	7-My grandparent's farm	3.8	1/30/2015	Teal	2 - Meeting my Friend	6.5
11/24/2014	Teal	7-The Explorers	4.2	1/30/15	Teal	7-The Explorers	4.2
11/24/2014	Orange	5-The Train Station	3.3	1/30/2015	Teal	1-The Gas Station	5.4
11/24/2014	Orange	5-The Train Station	3.3	1/30/2015	Teal	1-The Gas Station	5.4



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# Failure Free Reading

Progress Monitoring

Progress Monitoring

Date	Level	Lesson	GE	Date	Level	Lesson	GE
2/13/2015	VML1C1	Unit 6	4.0	4/3/2015	VML1C2	Unit 9	4.0
2/13/2015	VML1C1	Unit 3	4.0	4/3/2015	Orange	6-Making the Journey	3.0
2/13/2015	Teal	3-Shopping Around	4.1	4/3/2015	Teal	5-Underneath the Mall 7-My Grandparent's Farm	6.3
2/13/2015	Orange	6- Making the Journey	3.9	4/3/2015	Orange	Farm	3.8
2/13/2015	Teal	3-Shopping Around	4.1	4/3/2015	Teal	5-Underneath the Mall	6.3
2/13/2015	VML1C2	Unit 12	4.0	4/3/2015	VML1C3	Unit 17	5.0
2/13/2015	VML2C3	Unit 18	7.0	4/3/2015	VML2C4	Unit 24	8.0
2/13/2015	VML1C4	Unit 23	5.0	4/3/2015	VML1C6	Unit 31	6.0
2/13/2015	VML1C2	Unit 12	4.0	4/3/2015	VML1C3	Unit 18	5.0
2/13/2015	VML1C2	Unit 10	4.0	4/3/2015	VML1C3	Unit 18	5.0
2/13/2015	Teal	2-Meeting my Friend	6.5	4/3/2015	Teal	4-Eating at the Mall	5.6
2/13/2015	Teal	7-The Explorers	4.2	4/3/2015	Teal	7-The Explorers	4.2
4204800%	Teal	2-Meeting my Friend	6.5	4/3/2015	Teal	5-Underneath the Mall	6.3
2/13/2015	Teal	2-Meeting my Friend	6.5	4/3/2015	Teal	5-Underneath the Mall	6.3



# FFR

## Achievement Goal 2015

## Progress Monitoring

Baseline					Achievement Goal 2015				Progress Monitoring			
Date	Level	Story	Lexile	GE	Level	Lesson	Lexile	GE	Date	Level	Lesson	GE
8/25/2014	Teal	6 - Downtown Complex	940	4.00	VM L1C3	Units 13-18	830-1010	5.0	4/3/2015	VML1C2	Unit 9	4.0
8/25/2014	Teal	5 - Underneath the Mall	1140	6.30	VM L1C5	Units 25-30	970-1120	7.0	4/3/2015	Orange	6-Making the Journey	3.0
8/28/2014	Green	1 - The Farm Visit	530	2.90	Orange	Making the Journey	740-940	4.0	4/3/2015	Teal	5-Underneath the Mall	6.3
8/28/2014	Green	1 - The Farm Visit	530	2.90	Orange	Making the Journey	740-940	3.9	4/3/2015	Orange	7-My Grandparent's Farm	3.8
8/25/2014	Orange	3 - A Shopping Area	640	3.70	Teal	Downtown Complex	830-1010	5.0	4/3/2015	Teal	5-Underneath the Mall	6.3
8/26/2014	VM	L1 Cluster 1 Units 1-6	820	4.00	VM L1C3	Units 13-18	830-1010	5.0	4/3/2015	VML1C3	Unit 17	5.0
8/25/2014	VM	L1 Cluster 3 Units 13-18	910	5.00	VM L1C5	Units 25-30	925-1070	6.0	4/3/2015	VML2C4	Unit 24	8.0
8/26/2014	VM	L1 Cluster 1 Units 1-6	820	4.00	VM L1C3	Units 13-18	830-1010	5.0	4/3/2015	VML1C6	Unit 31	6.0
8/26/2014	VM	L1 Cluster 1 Units 1-6	820	4.00	VM L1C3	Units 13-18	830-1010	5.0	4/3/2015	VML1C3	Unit 18	5.0
8/25/2014	Teal	6 - Downtown Complex	940	4.00	VM L1C3	Units 13-18	830-1010	5.0	4/3/2015	VML1C3	Unit 18	5.0
8/25/2014	Orange	6 - Making the Journey	890	3.90	Teal	The Gas Station	830-1010	5.0	4/3/2015	Teal	4-Eating at the Mall	5.6
8/25/2014	Teal	6 - Downtown Complex	940	4.00	VM L1C3	Units 13-18	830-1010	5.0	4/3/2015	Teal	7-The Explorers	4.2
8/25/2014	Green	3-In the Barn	450	2.40	Orange	Going on a Train Ride	520-820	3.5	4/3/2015	Teal	5-Underneath the Mall	6.3
8/25/2014	Orange	3 - A Shopping Area	640	3.70	Teal	The Gas Station	830-1010	5.4	4/3/2015	Teal	5-Underneath the Mall	6.3

