

Overview Learning to read is a complex task involving the acquisition of a number of skills and the proficient application of those skills.

As a supplement to the visual discrimination and hands-on activities in the *PCI Reading Program*, the *Building Reading Skills* binder contains lesson plans covering a variety of reading skills. Each lesson is based on a recommended approach or technique from current educators or researchers in the fields of reading and brain research.

The order in which the lessons are presented provides a natural progression of learning. A teacher may individualize instruction by selecting lessons at the appropriate level for each student. The lessons provide extra practice and/or a different approach to promote reading success for every learner.

The lessons in the Level Two *Building Reading Skills* binder are designed for beginning readers who have completed Level One of the *PCI Reading Program*. Each lesson fosters a skill that is considered essential to reading.

Units The five units in Level Two include the following:

Unit 1—Building Print Recognition

Unit 2—Building Letter-Sound Knowledge

Unit 3—Building Fluency

Unit 4—Building the Writing Connection

Unit 5—Building the Home Connection

Unit 1—Building Print Recognition

The lessons in this unit are designed to help the beginning reader recognize that letters may be printed in a variety of ways. Some of the lessons address the visual differences between upper- and lowercase letters, while other lessons focus on stylistic changes in print, such as font, text size, and text treatments like bolding and italics. In this unit, the student can also practice applying newly acquired reading skills in real-world situations. Fifteen environmental print examples are provided. Each example uses only the words the student has learned in the *PCI Reading Program*. These activities help the student become aware that the words he or she is learning at school can also be found at home and in the community.

Unit 2–Building Letter-Sound Knowledge

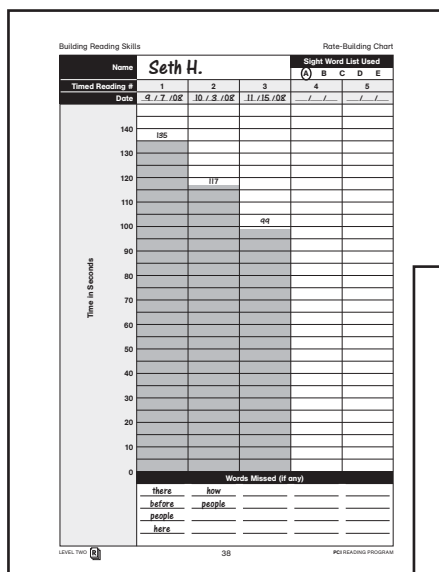
The lessons in this unit introduce the student to many of the initial consonant sounds of the English language. Knowledge of how sounds correspond to written letters is a crucial skill to the developing reader. The activities in this unit are ordered from concrete to abstract. First the student practices isolating and verbalizing initial consonant sounds and recognizing the similarities and differences between the sounds. Then the student learns to associate initial consonant sounds with their corresponding alphabet letters. Finally, the student is able to recall the alphabet letter that corresponds to a specific consonant sound.

The consonants selected for use in this unit can be divided into two groups: continuous and clipped. Continuous consonants, such as *f*, *l*, and *r*, can be voiced for the duration of one breath. Clipped consonants, such as *b*, *g*, and *t*, are sounds produced by abruptly stopping the airflow. When modeling a continuous initial consonant sound, the teacher should stress the sound by drawing out the first phoneme (e.g., /llll/last). This is not possible to do with clipped consonants. Instead, the teacher should repeatedly voice the consonant to stress the initial sound (e.g., /g-g-g-goat).

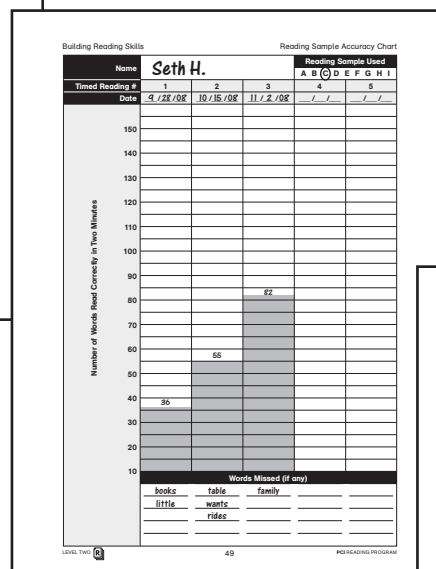
Some of the lesson variations suggest repeating the method with different consonants. Select consonants that make distinctly different sounds so that the student can easily discriminate between the two. Avoid pairing similar sounds such as /m/ and /n/ or /d/ and /g/. For letters that make more than one sound, such as the letter *Cc* (/k/ as in “cat” and /s/ as in “cent”), teach only the hard sound (i.e., /k/) to avoid student confusion during this early stage of development. Also select word examples carefully. The word “brush” should not be used to teach the sound made by the letter *Bb* because the word’s initial sound, /br/, is a blend. Instead, select words such as “bath” and “belt.”

Unit 3–Building Fluency

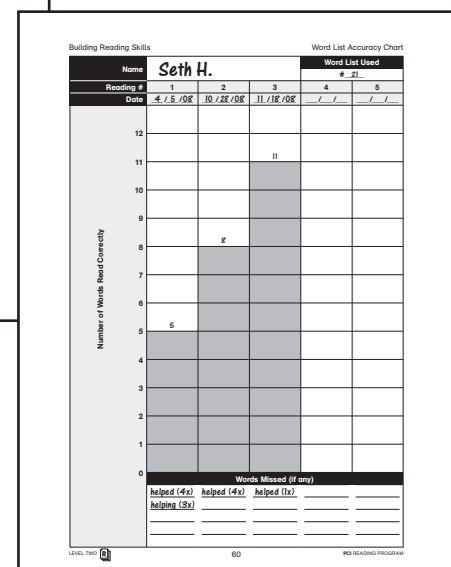
The lessons in this unit focus on three of the main areas of reading fluency: rate, accuracy, and prosody. Utilizing the activities in this unit will help a student read faster, make fewer reading errors, and improve his or her voice and inflection. Although the unit is recommended for every student in the *PCI Reading Program*, it is especially important for the student who is calling out sight words at such a slow and methodical pace that the meaning of the text and the pleasure of reading cannot be fully realized. This unit includes lists of sight words as well as reading samples featuring phrases, sentences, and paragraphs to be used with the fluency lesson plans. Charts for rate and accuracy record keeping are provided on pages 38, 49, and 60. Use the charts to monitor and track student progress over time.



Rate-Building Chart



Reading Sample Accuracy Chart



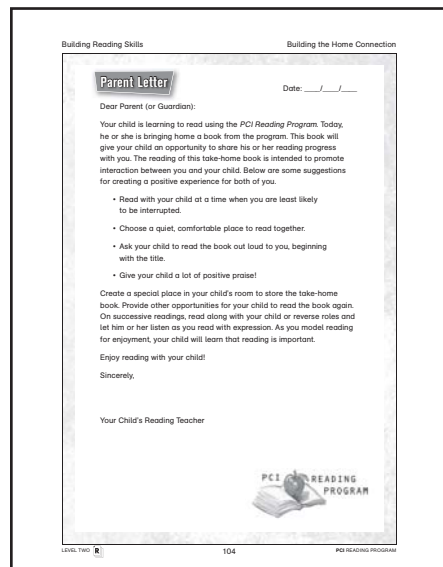
Word List Accuracy Chart

Unit 4–Building the Writing Connection

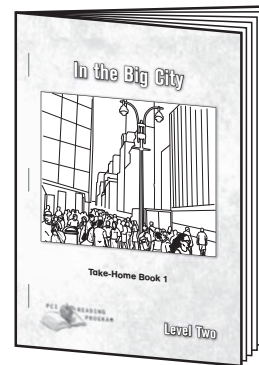
The lessons in this unit are included to promote the reading/writing connection. The first several lessons provide tactile activities that the teacher can use to model appropriate letter formation. On subsequent lessons, the student will begin to trace and copy letters. The writing of lowercase letters is covered first to match the way the words are introduced in the program. Initially, the activities that require the student to write letters include a dot at the position on each letter where the student should first place his or her pencil point. This helps to reinforce the correct formation of each letter, which was previously modeled for the student. The last portion of the unit transitions the student into copying words that he or she has already learned to read in the program.

Unit 5–Building the Home Connection

This unit is unique because it does not include lesson plans. The purpose of this unit is to provide the student with additional reading opportunities at home. The unit contains five reproducible stories in a take-home book format. Copies of the take-home books can be assembled by the teacher or student and sent home for reading practice. Reading at home promotes a strong school-to-home connection. Parents are encouraged to celebrate their child's reading success at home. This unit includes a letter to the parents that may be photocopied and sent home with each take-home book.



Parent Letter



Take-Home Book 1

Using the Lessons

The supplemental lessons in this binder offer a way to individualize instruction to meet the needs of each student. Some of the lessons begin with a quote from a current educator or researcher that relates to the concept or skill being taught. Reading the quote will help the teacher determine if the skill presented is appropriate for any of his or her students.

“At the least, we need to be more alert to print awareness, as well as all the other factors that influence a child’s complex journey toward becoming a reader, and understand why exposure to many types of print enhances this journey.”





Patricia Wolfe and Pamela Nevills
Building the Reading Brain, PreK–3



At the top of any lesson that requires the student to read independently, a note is included that says “Use after Level One” or “Use after Lesson ____.” Please watch for these notes, and select an activity in alignment with the student’s progress in the program to ensure that he or she has been introduced to every word that needs to be read in that lesson.

Name: _____ Date: _____

Use after Level One

Directions: Look at the picture in each row. Find the words that match the picture’s name in that row, and circle them.

1. 	horse Horse House HORSE hornet Horse
2. 	BUS bat bus bun Bus BUS
3. 	Girl girl grill Grid GIRL Girl
4. 	GAME game Came Game GUM game

LEVEL TWO  4  PCI READING PROGRAM


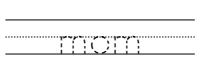

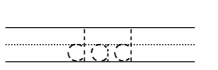

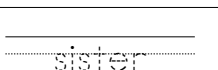

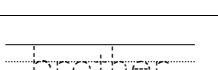
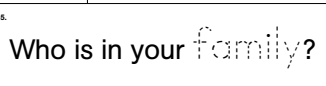

Use after Level One.

Lesson pages include the following components: an objective, a materials list, and a method for lesson delivery. All lessons also contain one or more variations to the activity. These variations are intended for use with students who need additional practice with the same reading skill. Some of the lessons include preparation instructions for the creation of materials used within that lesson.

Building Reading Skills		Building Print Recognition Using Upper- and Lowercase Letters	
<p>"At the least, we need to be more alert to print awareness, as well as all the other factors that influence a child's complex journey toward becoming a reader, and understand why exposure to many types of print enhances this journey." Patricia Wolfe and Pamela Neville <i>Building the Reading Brain, Preface</i></p>			
Objective	The student will understand that every letter has an upper- and lowercase form.		
Materials	<ul style="list-style-type: none"> • lowercase alphabet flash cards • a computer keyboard 		
Method	Place the keyboard in front of the student. Hold up a lowercase alphabet flash card, and say the name of the letter shown (e.g., g). Then ask the student to touch the key with the matching uppercase letter and simultaneously say the name of the letter (e.g., G).		
Variations	<ol style="list-style-type: none"> 1. Allow the student to type the upper- and lowercase letter pairs using a computer and a word processing program. Ask the student to say the name of each letter as he or she presses the letter key on the keyboard. 2. Write an uppercase letter on the chalkboard, and say its name. Have the student find the matching lowercase letter in a deck of alphabet flash cards. Then ask the student to hold up the lowercase letter and say its name. 3. Search for web sites that allow the student to practice matching upper- and lowercase letters. Many sites contain interactive games for the student to enjoy while practicing this important skill. 		
LEVEL TWO	1	PCI READING PROGRAM	

Lesson Page

In addition to the lesson pages, student activity pages have been included in the binder. These pages have been marked with the reproducible symbol and should be photocopied in advance of the lesson.

Name: _____ Date: _____	
Use after Lesson 240.	
Directions: Trace the letters to write the word. Then read the word. For #5, trace the letters to write the dashed word. Then read the sentence.	
1. 	
2. 	
3. 	
4. 	
5. 	
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Student Activity Page

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