



COVERS:

- Program Overview and Objectives
- Program Setup Suggestions
- Lesson Cycle *At a Glance*
- Step-By-Step Implementation Instructions for Each Component
- Additional Teaching Suggestions

INCLUDES:

- Progress Monitoring Charts and Checklists
- Word Lists
- Reproducible Parent Letter
- Reproducible Certificates

Teacher's Guide

Janie Haugen-McLane
Janie Hohlt
Jill L. Haney

Level Two



Teacher's Guide

Level Two

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Janie Haugen-McLane

Janie Haugen-McLane is one of the founders of PCI Education and currently serves as the senior vice president of special projects. Haugen-McLane has authored more than 120 educational programs and games, including *PCI's Life Skills Programs*. She also co-authored *PCI Sight Words*, a multisensory reading program for students with special needs. Her experience in teaching students with developmental disabilities, including mental retardation, Down syndrome, and autism, has led her to create age-appropriate, real-world, visual, hands-on activities. Haugen-McLane has been honored with the Mind Science Foundation's Imagineer Award for creativity in the field of education. She received a bachelor of science degree in secondary education from Southern Arkansas University.

Janie Hohlt

Janie Hohlt is a senior content director and product development specialist for PCI Education. Hohlt has authored ten other educational print and software programs for PCI, including the *Basic Writing* series. During her 20 years as a classroom educator, Hohlt taught at every grade level from kindergarten through sixth grade. She received the Superintendent's Award four times while serving in a large urban school district in San Antonio, Texas. As a specialist in reading, language arts, and technology, Hohlt has conducted numerous workshops for teachers, administrators, and parents. Hohlt received a bachelor of arts degree in elementary education with a specialization in reading and language arts from Texas State University in San Marcos. In addition, Hohlt earned a master of arts degree in computer resources and information management from Webster University in St. Louis, Missouri.

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Jill L. Haney is the director of reading and government relations for PCI Education. A former middle school teacher and national reading consultant, Haney has co-authored several other educational programs, including *PCI Sight Words*. She has also served as executive editor for a wide array of educational products for students with special needs, including the *Essential Sight Words Reading Program*. Haney taught seventh grade reading and language arts in the San Antonio Independent School District for seven years. In 1999, she was named Teacher of the Year for her district and received the Trinity Prize for Excellence in Teaching. She has presented at numerous local, state, and national conferences. Haney earned a bachelor of arts degree in English with honors and a master of arts degree in teaching from Trinity University in San Antonio, Texas.

ACKNOWLEDGEMENTS

Hundreds of hours of research, brainstorming, and planning went into the creation of the *PCI Reading Program*, and the authors would like to express their thanks to the educators who contributed to the development of the program through their participation in focus groups and advisory boards.

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The authors also want to thank **Jeff McLane**, cofounder of PCI, for envisioning a contemporary reading program for students with developmental disabilities, autism, and significant learning disabilities and challenging us to create it.

The *PCI Reading Program* is a scientifically research-based curriculum that helps turn nonreaders into successful readers. Created specifically for students with developmental disabilities, autism, and significant learning disabilities, the three-level program incorporates high-frequency words and real-world words within a comprehensive program of instruction, practice, and assessment. Nonreaders of all ages become readers through a system of repetition, hands-on practice, errorless discrimination, controlled reading, and high-interest activities.

THREE LEVELS

The *PCI Reading Program* has three levels.

Level One

Nonreaders learn to automatically recognize 140 words, including sight words and common nouns and verbs, through visual discrimination. All Level One materials are carefully controlled to include only words that students have learned, promoting early reading success. Students read a book after every five words taught.

Level Two

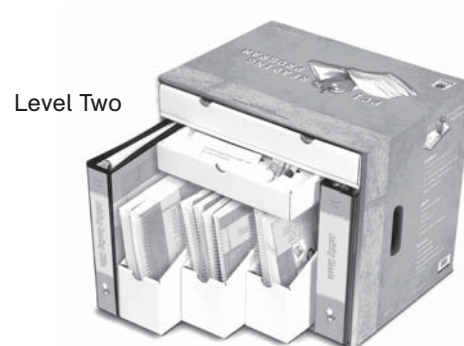
Students learn 140 additional words along with important early reading skills including reading wrapped text, recognizing end punctuation marks, recognizing common inflectional endings (*-s*, *-ing*, and *-ed*), and reading compound words. Students read a book after every ten words taught.

Level Three

Students identify 23 onsets and 20 rimes within the 280 words they have learned in Levels One and Two. By combining the onsets and rimes in a variety of ways, students are able to build and decode an additional 125 words. This transition from visual discrimination to basic phonics and the use of decoding strategies prepares students to read books and other reading materials outside this program.

STUDENT PREREQUISITES

To begin Level Two, students must have successfully completed Level One. This ensures that students can read all 140 words from Level One and that they have been reading books with up to four sentences per page.



PROGRAM RATIONALE

WHY START WITH VISUAL DISCRIMINATION?

In creating the *PCI Reading Program*, the authors reviewed an array of research on teaching students how to read. Much of the research in this area focuses on young regular education students and suggests the importance of starting with phonemic awareness and systematic, explicit phonics instruction. “[T]he findings of three decades of research confirm the importance and effectiveness of systematic phonics instruction, particularly in kindergarten and first- and second-grade classrooms” (Armbruster et al., 2001).

For students who struggle with the regular reading curriculum, intervention programs that individualize instruction often work. However, some students still struggle to read after significant intervention. The *PCI Reading Program* is intended for these students as well as students with developmental disabilities. When high-quality phonetic approaches do not work, research suggests that a whole-word, visual discrimination approach using repetition and review may be the most effective way to teach reading.

“Pre-reading visual skills that are important for learning to read are visual discrimination of letters and words based on shape, length, order, and detail; directionality (i.e., attention to left-right aspects of letters, words, and text); and visual memory (i.e., recall of sequences of letters). Struggling learners must be taught to focus on these critical visual aspects involved in learning to read” (Minskoff, 2005).

To develop the program’s unique lesson cycle sequence, the authors used research on the effectiveness of visual discrimination in combination with current research on how the brain learns to read. The result is a systematic, whole-word-based teaching method in Levels One and Two through which students learn to automatically recognize high-frequency words as well as common nouns and verbs. Once students have the foundation of a working vocabulary, Level Three of the program helps them see the phonetic parts that can be used to decode unknown words.

SCIENTIFICALLY RESEARCH-BASED

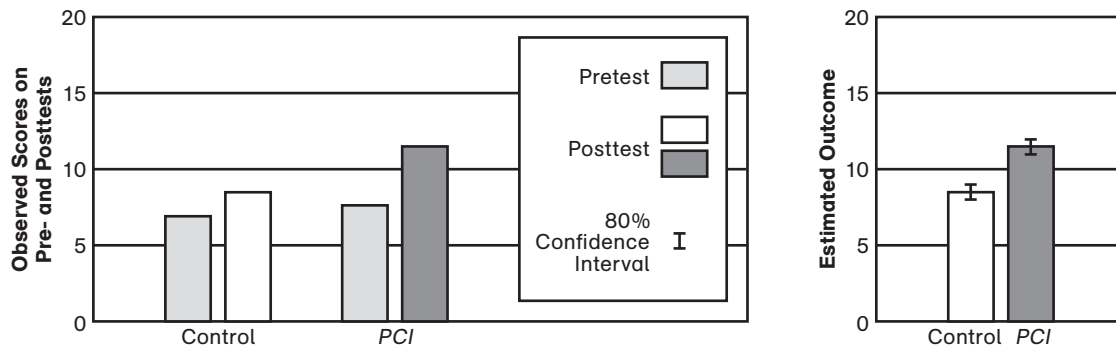
Beginning with the 2007–2008 school year, a three-year independent randomized control trial was conducted in two large Florida school districts to determine the effectiveness of the *PCI Reading Program* when compared to other reading programs used with students with intellectual disabilities. The research was conducted by an independent research firm, Empirical Education, Inc. This study was the largest of its kind conducted to date with students with moderate intellectual disabilities. The specific question addressed in the study was whether students whose teachers use the *PCI Reading Program* achieve higher sight-word assessment scores in reading than students whose teachers do not use the program.

.....
Armbruster, B.B. et al. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read: Kindergarten Through Grade 3*. Washington, D.C.: The National Institute for Literacy.

Minskoff, E. (2005). *Teaching Reading to Struggling Learners*. Baltimore, MD: Paul H. Brookes Publishing Co.

For the first year of this experimental study, Empirical Education divided 47 teachers into two groups: an experimental group of teachers who were trained on and used Level One of the *PCI Reading Program* (PCI group) and a control group of teachers who continued with their existing programs. To form the groups, Empirical Education first paired teachers with the most similar characteristics and tossed a coin to determine which teacher would join the PCI group and which teacher would be in the control group. A randomized experiment eliminates the variety of biases that could otherwise compromise the validity of the research.

In November 2008, the final research report for the 2007–2008 study was released.* The experiment was able to detect a very large impact. After one year, students in the PCI program had substantial success in learning sight words in comparison to students in the control group—equivalent to a 21 percentile point difference. Both unadjusted and adjusted analyses show high effect sizes (.55, .59) with small *p* values (Toby et al., 2008).



For Sight Word Assessment: Unadjusted Pre- and Posttest Means for Control and PCI (Left); Adjusted Means for Control and PCI (Right)

Qualitative data obtained from surveys, observations, and informal interviews also showed very high levels of teacher satisfaction, as well as student engagement and enjoyment, with the *PCI Reading Program*. Teachers assigned to the experimental group for the purpose of the study planned to continue implementing the program in the future. Teachers were excited to see their students retaining words they learned throughout the program and reading books.

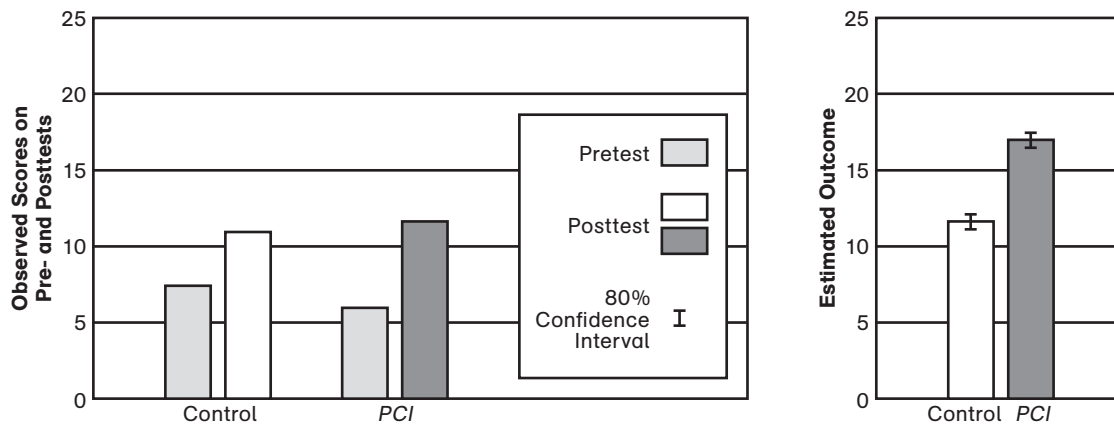
YEARS TWO AND THREE

Empirical Education, Inc. continued to track the efficacy of the *PCI Reading Program* in the two Florida districts in the 2008–2009 and 2009–2010 school years. For the second year of the study, teachers who participated in first year were asked to use the program a second year. In addition, control teachers from the first year were invited to join the study and begin using the *PCI Reading Program*. New control teachers were recruited, and the control group used their existing reading programs to form the comparison to *PCI*. Empirical Education was thus able to extend the first year’s experimental design and analysis to use a matched quasi-experimental design as well as use an extra-experimental approach to estimate the impact of the *PCI Reading Program* after two years.

Toby, M. et al. (2008). *The Efficacy of PCI’s Level One Reading Program: A Report of a Randomized Experiment in Brevard Public Schools and Miami-Dade County Public Schools*. Palo Alto, CA: Empirical Education, Inc.

PROGRAM RATIONALE

In 2010, the report summarizing the 2008–2009 study was released.* The experiment found that students in the PCI classrooms achieved significantly higher scores on the sight word assessment than students who were not exposed to the program. The difference found was equivalent to 31 percentile points, showing that the effect of the *PCI Reading Program* was larger after two years than it was after one year. For students new to the *PCI Reading Program*, the adjusted effect size was 0.89 with a .06 *p* value. For students in year two of PCI instruction, the adjusted effect size was 0.98 with a .02 *p* value.



For Sight Word Assessment: Unadjusted Pre- and Posttest Means for Control and PCI (Left); Adjusted Means for Control and PCI (Right)

As in the first year, qualitative data obtained from surveys, classroom observations, and informal interviews showed that teachers were very satisfied and students were highly engaged with the program. Both teachers and administrators expressed that PCI fulfilled the need for a reading program specifically designed for students with intellectual disabilities.

In 2009–2010, the study continued. Students in year one or two of PCI instruction showed similar gains in sight word acquisition seen in years one and two of the study. Due to high levels of teacher and student mobility, there were not enough students to statistically track progress for students in the third year of PCI instruction.

SKILLS TAUGHT

Like Level One, Level Two teaches 140 words through a systematic, whole-word approach. But the second level of the *PCI Reading Program* also integrates new reading skills into the basic lesson cycle for the words through the Skill Discovery Lessons. Seven skills are covered in the Skill Discovery Lessons, in the following order: Text Wrapping, End Punctuation Marks, Inflectional Ending Noun-s, Inflectional Ending Verb-s, Inflectional Ending Verb-ing, Inflectional Ending Verb-ed, and Compound Words.

TEXT WRAPPING AND END PUNCTUATION MARKS

Level Two has been carefully designed to move students from reading four sentences per page to reading up to three paragraphs per page. To facilitate this progression, the first skills taught in the Skill Discovery Lessons are text wrapping and end punctuation marks.

In Level One, all sentences were carefully controlled so that they were never longer than one line. At the beginning of Level Two, students learn that sentences can be longer than one line and learn how to follow a sentence from the end of one line to the beginning of the next line. Through a hands-on experience in the Skill Discovery Lessons, students begin to practice reading sentences that wrap down to a second line. This reading practice then extends to other components of the program.

Immediately after teaching text wrapping, Level Two introduces students to the three major end punctuation marks (periods, question marks, and exclamation points). Students learn that each end punctuation mark signals readers to pause momentarily while reading. This skill is critical to fluency, expression, and comprehension as students are able to recognize when sentences end within a paragraph. After the lessons on end punctuation marks, students begin to practice reading paragraphs in the Read-Alouds and in the books.

INFLECTIONAL ENDINGS

Level Two introduces three inflectional endings (*-s*, *-ing*, and *-ed*). To learn to recognize and read program words with inflectional endings, students first learn about a particular inflectional ending through a series of Skill Discovery Lessons. Then students practice reading program words with that inflectional ending using the Word Strips. Next they visually discriminate program words with that inflectional ending in the Word Building Lessons.

After this intensive practice, students begin to read program words with that inflectional ending in context. For the first five lessons, the root word is underlined (e.g., "cows") to assist students in recognizing the program word and seeing that it has an inflectional ending on it. In addition, students practice tracing the inflectional ending and reading program words with that inflectional ending in the Activity Sheets. Only after all of this practice do Level Two components begin using that inflectional ending without any visual cues.

NEW SKILLS INTRODUCED IN LEVEL TWO

Note: Students will not be asked to read a program word with an inflectional ending until they have practiced reading that word for at least twenty lessons (i.e., word 143 “book” will be read as a singular noun through lesson 163 before being seen as a plural noun with the –s ending).

THE INFLECTIONAL ENDING *-ED*

The inflectional ending *-ed* is pronounced three distinctly different ways when added to verbs. Words with this inflectional ending that make the /t/ sound (e.g., “jumped”) or the /d/ sound (e.g., “played”) are introduced first. Since these sounds are similar, students are not specifically taught to distinguish between the words that end in /t/ and the words that end in /d/. Instead, through repeated reading practice and visual discrimination, students are taught to recognize the words and pronounce them correctly.

Particular attention is paid to program words that end in *-ed* where the inflectional ending makes the /ěd/ sound because this sound adds an additional syllable to the word. There are three program words in this category (“wanted,” “ended,” and “needed”). To help students recognize these words and pronounce them correctly, the words are taught individually in the Skill Discovery Lessons, practiced in isolation in the Word Strips, and receive two pages of visual discrimination practice each in the Word Building Lessons. Only after this practice are the two-syllable *-ed* words integrated with the one-syllable *-ed* words that make the /t/ or /d/ final sound.

COMPOUND WORDS

Near the end of Level Two, students are introduced to compound words. These compound words are made from previously taught program words (e.g., “some” and “one” are put together to make “someone”). Reproducible compound word cards are provided in the Skill Discovery Lessons so that students can discover that they can put two program words together and make a new word. Students then practice reading compound words using the Word Strips. Visual discrimination lessons featuring compound words in the Word Building Lessons provide further reading practice.

For the first five lessons where compound words are included in sentences, both root words are underlined with a small space between the underline (e.g., “can not”). This helps students recognize the individual program words while seeing them combined into one compound word. In the Activity Sheets, students practice writing two program words as one new compound word.

Note: Prior to teaching compound words in Level Two, program materials will show compound words as two separate words (e.g., “can not”). This gives students additional practice in reading the sight words while exposing them to how those sight words will be used in context as compound words. If a student is not reading these words fluently, model the pronunciation and then have the student reread them.

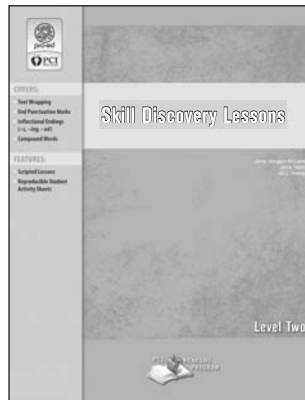
This teacher’s guide explains how to implement Level Two of the *PCI Reading Program* in its entirety. For those already familiar with Level One of the program, there are three new components to learn how to use and a few key differences to note.

THREE NEW COMPONENTS IN LEVEL TWO

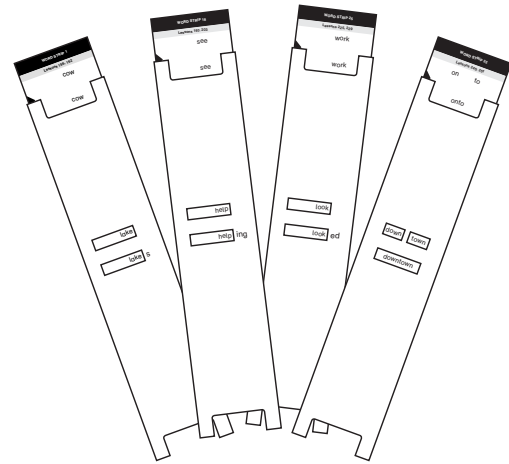
Three new components are integrated into Level Two: Review Stories booklet, Skill Discovery Lessons book, and Word Windows and Word Strips. Turn to the following pages in this teacher’s guide to learn about each of these components:



Review Stories
See pages 17 and 18



Skill Discovery Lessons
See page 38



Word Windows and Word Strips
See page 36

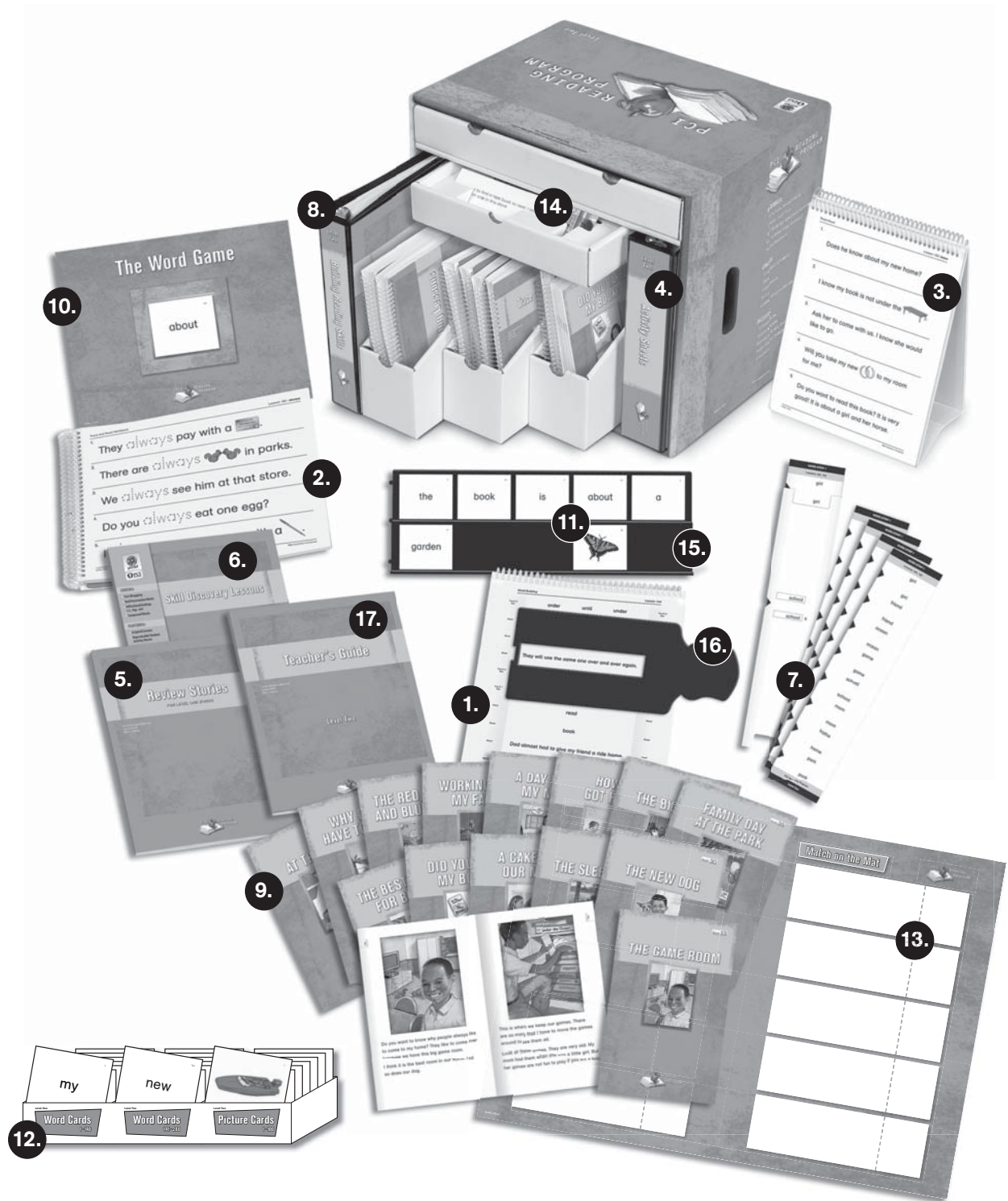
KEY DIFFERENCES IN LEVEL TWO

- Program begins with a review of Level One words through the Review Stories booklet
- A posttest is taken and a book is read after every 10 words learned
- Sentences increase in length, and text wraps down from one line to another
- Books increase in length and feature 1–3 paragraphs per page
- Inflectional endings *-s*, *-ing*, and *-ed* are introduced
- Compound words are introduced
- Skill Discovery Lessons provide instruction in wrapped text, end punctuation marks, inflectional endings, and compound words
- Word Windows and Word Strips provide practice in reading words with inflectional endings and compound words
- The *Building Reading Skills* binder should be used to support beginning readers in the areas of environmental print, letter-sound knowledge, fluency, and writing

Components

The following components are included:

1. **3 Word Building Lessons Books** (140 lessons, a comprehensive test, and 14 posttests)
2. **5 copies of the Trace and Read Workbook** (140 full-color student pages)
3. **2 Guided Word Practice Books** (154 full-color word and book lesson plans and 140 full-color student read-aloud pages)
4. **1 Activity Sheets Binder** (289 reproducible activities)
5. **1 Review Stories for Level One Words Booklet** (14 stories and a Level One Assessment)
6. **1 Skill Discovery Lessons Book** (29 lesson plans and 26 student pages)
7. **4 Word Windows and 40 Word Strips**
8. **1 Building Reading Skills Binder** (38 lesson plans, 62 reproducible student pages, and 5 reproducible mini-books)
9. **14 full-color Books**
10. **1 Game Board for “The Word Game”**
11. **280 Word Cards** (140 from Level One and 140 from Level Two) **and 100 full-color Picture Cards**
12. **1 Card Storage Box**
13. **1 “Match on the Mat” Board**
14. **140 Text Cards and 140 full-color Scene Cards**
15. **1 Plastic Card Tray**
16. **1 Plastic Viewer**
17. **1 Teacher’s Guide**



Overview and Objectives

Level Two of the *PCI Reading Program* teaches 140 sight words (e.g., “about” and “each”) and real-world nouns and verbs (e.g., “dog” and “run”). Words are taught one at a time through a series of activities based on established best practices in education. After every ten words learned, students review the words and then take a posttest. Upon 100% mastery of the posttest, students read a high-interest book featuring only the words learned thus far in the program.

At any time during the Level Two lessons, teachers should support beginning readers by selecting appropriate lessons from the *Building Reading Skills* binder. Each unit of this binder focuses on an essential skill for reading success.

OBJECTIVES

After completing Level Two, students will be able to:

- automatically identify and read 280 words (140 from Level One and 140 from Level Two)
- read phrases and sentences containing these 280 words without error and with fluency
- verbalize the general meaning and usage of the 140 Level Two words
- trace the 140 Level Two words with a high degree of accuracy
- read 1–3 paragraphs on a page
- read sentences that wrap down to a second or third line
- recognize end punctuation marks and pause momentarily when encountering them in text
- recognize and read program words with the inflectional endings *-s*, *-ing*, and *-ed*
- recognize and read compound words made from previously learned program words
- match pictures to sentences and sentences to pictures
- demonstrate reading comprehension
- express a positive attitude about reading

Program Preparation

The following materials should be prepared before beginning Level Two:

READING CORNER

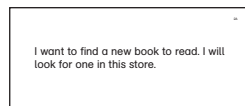
Prepare an area of the classroom for reading instruction, and display the program’s 14 books.

WORD AND PICTURE CARDS



Locate the Word and Picture Cards and the Card Storage Box in the top drawer of the box. Place the cards into the Card Storage Box.

TEXT AND SCENE CARDS



Locate the Text and Scene Cards in the top drawer of the box. Divide them into the lettered sets, and file the sets in the built-in storage compartment in the second drawer of the program box.

PCI READING PROGRAM SOFTWARE

If you have purchased and plan to use the software version of the *PCI Reading Program*, create user logins and profiles by entering the names of and selecting the appropriate accessibility features and adaptations for each student who will be using the software. A suggested implementation plan for blended instruction is included on page 25.



This icon is used throughout the guide when the PCI Reading Program Software is referenced.

STUDENT FOLDERS

Prepare a manila or accordion folder (not included) for each student’s assessment results as well as samples of completed work.

COMPREHENSIVE TEST CHECKLIST AND PROGRESS CHARTS

Photocopy the Comprehensive Test Checklist, Program Progress Chart, Posttest Progress Chart, Skill Discovery Lessons Checklist, and Word Strips Checklist on pages 66–81 for each student. Place these forms in the students’ folders.

PROGRAM SETUP



The software tracks all scores pertaining to each student. You can also enter scores and anecdotal notes for activities completed away from the computer. Scores can be exported into a spreadsheet and printed.

PARENT LETTER

Make a copy of the Parent Letter (English p.57; Spanish p.58) for each student who will be using the program, and distribute the letter prior to instruction.

CERTIFICATES

Make several copies of the certificates on pages 82 and 83. Keep the certificates on hand, and use them when appropriate to praise students for their progress and to recognize the milestones they achieve.



Color PDFs of the certificates are also included on the Teacher Resources CD that accompanies the software.

Certificates

LEVEL TWO

Word of the Day Award

For _____

Today I learned the word _____

Teacher Signature _____ Date _____

LEVEL TWO

Posttest Award

For _____

I read all _____ words correctly today!

Teacher Signature _____ Date _____

LEVEL TWO 82 PCI READING PROGRAM

Reviewing Level One

New to Level Two

Purpose: To review all 140 Level One words and assess the students' retention of these words.

OVERVIEW

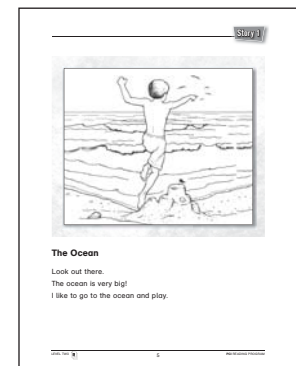
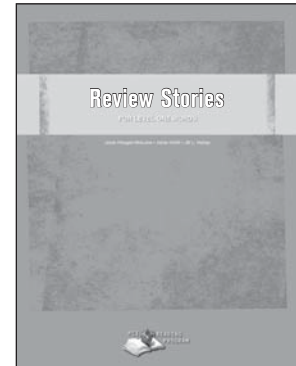
In recognition that there may be a time gap (e.g., summer vacation) between the completion of Level One and the beginning of Level Two, a Review Stories booklet has been included in the Level Two box. This booklet contains 14 one-page stories that use only the 140 words taught in Level One. Each of the 140 Level One words is used at least once, and many words appear multiple times. Students may read these stories for additional reading practice or as a review before beginning Level Two.

A Word Assessment chart in the back of the booklet makes it easy for a teacher to track a student's retention of the Level One words. Any words not retained should be reviewed before the student begins Level Two.

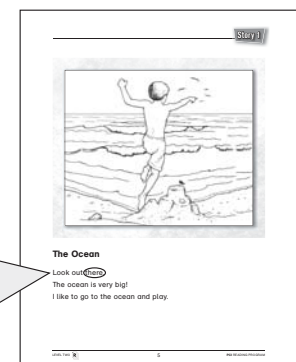
USING THE REVIEW STORIES BOOKLET

Materials Needed: Review Stories booklet, photocopy of each story from the booklet for the facilitator to write on, a pencil or highlighter, and the student's Level One Word Assessment chart (photocopied from pages 19 and 20 of the Review Stories booklet)

1. Call the student to the designated Reading Program corner (see page 15).
 2. Sit across from the student with the copy of Story 1 and the pencil or highlighter.
 3. Open the Review Stories booklet to Story 1, and place it in front of the student.
 4. Say, "Read the title and story aloud."
 5. Follow along on the copy of the story as the student reads. Circle or highlight any words read incorrectly.
 6. Repeat the procedure for each story.
- Note:** This may take several days.



Review Stories Page



Facilitator Copy

The Ocean

Look out there.
The ocean is very big!
I like to go to the ocean and play.

PROGRAM SETUP

7. Record the date at the top of the first column of the Level One Word Assessment.
8. Review the information noted on the photocopied story pages. Place an **X** next to any word that the student reads incorrectly.
9. Repeat the lessons in Level One for each word missed before allowing the student to begin Level Two.

Level One Word Assessment			
Word	Initial Assessment 8/29/11	2nd Assessment _/_/_	3rd Assessment _/_/_
a (3)			
after (89)			
again (116)			
all (33)			
almost (128)			
also (50)			
and (46)			
any (113)			
are (122)			
around (57)	X		
as (20)			
at (54)			
back (110)			
be (103)			
before (74)			
best (106)			

Administering the Comprehensive Test

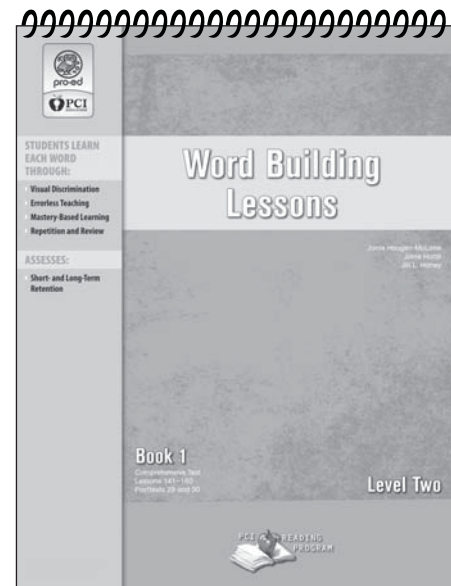
Purpose: To establish a baseline measurement of how many, if any, of the 140 Level Two words a student already knows.

GENERAL GUIDELINES

The Comprehensive Test consists of all 140 words in Level Two. When tested, some students will know only a few words, while many may not know any of the words.

Testing all 140 words on the same day would be time-consuming and could be discouraging for the student. Therefore, it is suggested that the teacher begin by testing only the first 20 words, noting how many words the student recognizes on the Comprehensive Test Checklist (pages 65 and 66). If the student knows 5 or more of the first 20 words, you may want to proceed with testing the next 20 words.

Note: If your school district requires a complete baseline measure at the beginning of the year, it is suggested that you administer the Comprehensive Test over time in groups of 20 words rather than all 140 words at once. Doing so will still provide a complete baseline of the number of words recognized before instruction versus the number of words recognized after instruction.

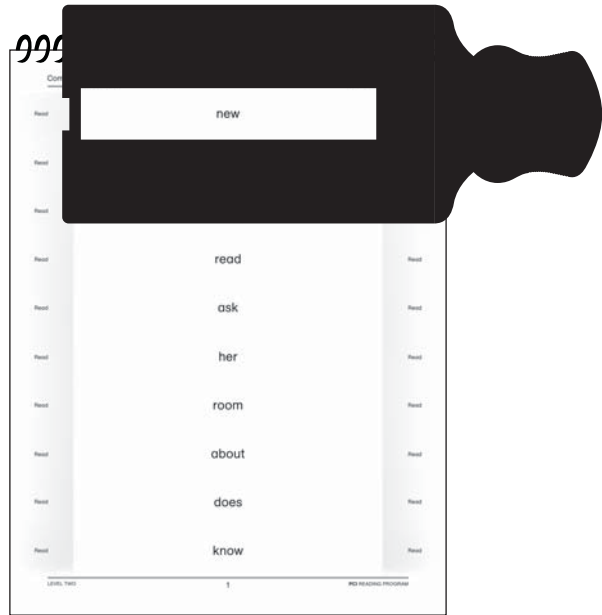


The Comprehensive Test can be found on pages 1–14 of the Word Building Lessons–Book 1. Words are listed in the order taught in the program, with ten words on a page.

ADMINISTERING THE COMPREHENSIVE TEST

Materials Needed: Word Building Lessons–Book 1, plastic viewer, and the student’s Comprehensive Test Checklist

1. Call the student to the designated Reading Program corner (see page 15).
2. Turn to page 1 of the Word Building Lessons–Book 1 where the Comprehensive Test begins.
3. Say, **“Today, I am going to show you a list of words. You may or may not know the words. If you know a word when you see it, say it out loud. If you do not know the word, say ‘Pass.’ Do not worry if you do not know a word.”**
4. Place the page so that the student can clearly see it, and position the plastic viewer to reveal the first word on the test.
5. Say, **“Read the word.”**
6. Record a correct response with ✓ or an incorrect response or pass with ✗ in the appropriate column of the Comprehensive Test Checklist.
7. Move the plastic viewer down to reveal the next word, and repeat Steps 5 and 6 until the appropriate number of words has been tested.



Note: Avoid giving the student any hints or guidance during the Comprehensive Test. The purpose of the test is to assess how many words a student automatically knows without assistance.



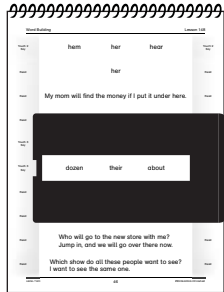
The software offers a multiple-choice format of the Comprehensive Test for students who are nonverbal.

Comprehensive Test Checklist				
No.	Word	Initial Assessment 9/1/11	2nd Assessment 12/15/11	3rd Assessment 5/9/12
141	new	X	✓	✓
142	under	X	✓	✓
143	book	✓	✓	✓
144	read	X	✓	✓
145	ask	X	✓	✓
146	her	✓	✓	✓
147	room	X	✓	✓
148	about	X	✓	✓
149	does	X	✓	✓
150	know	X	X	✓
151	let	X	✓	✓
152	think	X	✓	✓
153	bed	X	✓	✓
154	dog	✓	✓	✓
155	just	X	✓	✓
156	took	X	X	✓
157	each	X	✓	✓
158	need	X	✓	✓
159	day	X	✓	✓
160	thing	X	✓	✓
161	fun	X	✓	✓
162	red	X	✓	✓
163	got	X	✓	✓
164	long	X	✓	✓
165	boy	X	✓	✓

Level Two Lesson Cycle – At a Glance

STEP 1: LEARN A WORD THROUGH A FOUR-PART CYCLE

1A: Word Building Lesson



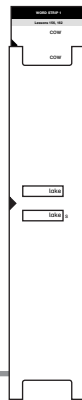
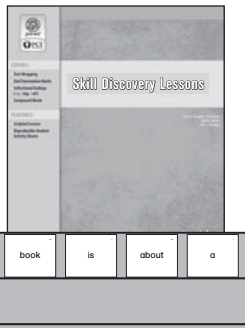
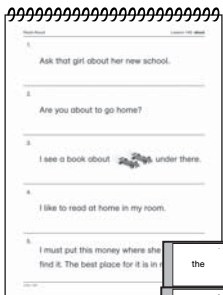
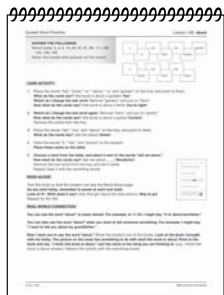
- The student identifies, repeats, and reads the new word and previously learned words.
- See pages 28–31 of this Teacher’s Guide for a more detailed explanation.

1B: Trace and Read Workbook



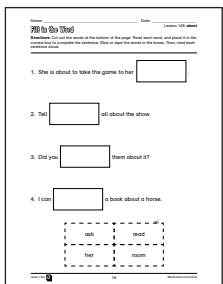
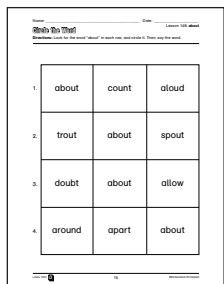
- The student traces the new word and reads it within the context of a phrase or sentence. The phrase or sentence may include one or more pictures.
- See pages 32 and 33 of this Teacher’s Guide for a more detailed explanation.

1C: Guided Word Practice



- A scripted lesson is provided.
- Some Level Two lessons include a Skill Discovery Lesson or a Word Strip activity.
- See pages 34–38 of this Teacher’s Guide for a more detailed explanation.

1D: Activity Sheets



- The student completes visual discrimination and comprehension activities.
- Additional activity sheets that provide practice with inflectional endings and compound words are included.
- See pages 39–44 of this Teacher’s Guide for a more detailed explanation.

STEP 2: REPEAT STEPS 1A–1D TO LEARN NINE MORE NEW WORDS

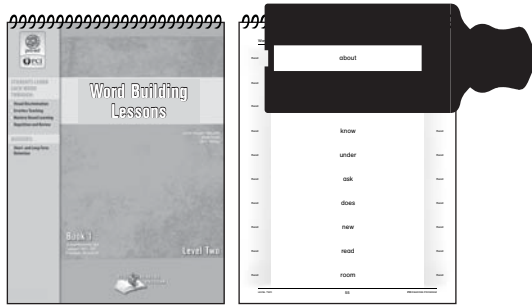
Level Two Lesson Cycle – *At a Glance*

STEP 3: REVIEW THE WORDS WITH “THE WORD GAME”



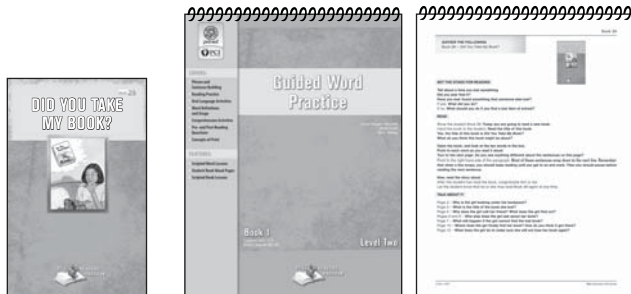
- After every ten words taught, the student reviews these words and up to 10 other previously learned words through an easy-to-play card game.
- See page 46 of this Teacher’s Guide for a more detailed explanation.

STEP 4: ASSESS WORD RETENTION THROUGH A POSTTEST



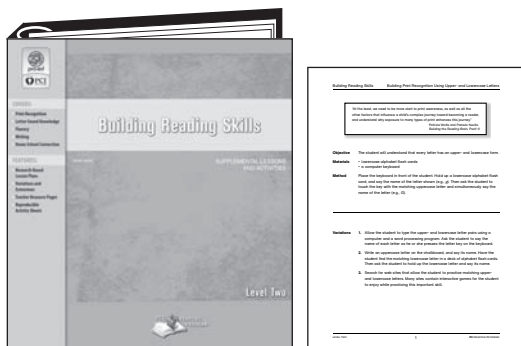
- The student takes a posttest covering the most recently learned words and up to 20 previously learned words.
- Level Two posttests include words with inflectional endings and compound words, once those words have been introduced and practiced in the program.
- See pages 47 and 48 of this Teacher’s Guide for a more detailed explanation.

STEP 5: READ A BOOK



- After demonstrating mastery on the posttest, the student reads a controlled-vocabulary book independently.
- A scripted book lesson is provided.
- See pages 49–51 of this Teacher’s Guide for a more detailed explanation.

BUILDING READING SKILLS BINDER



- This binder provides supplemental lesson plans that lay the building blocks for reading success. Units include:
 - Building Print Recognition
 - Building Letter-Sound Knowledge
 - Building Fluency
 - Building the Writing Connection
 - Building the Home Connection
- See page 52 of this Teacher’s Guide for a more detailed explanation.

Estimated Time to Complete Each Step

In Level Two, the addition of lessons on inflectional endings and compound words will increase the time required to complete some of the steps. For example, some Word Building Lessons will include an extra page of visual discrimination practice for words with inflectional endings or compound words. These five-page lessons will take more time to complete than the standard four-page lessons. Similarly, some Guided Word Practice lessons will incorporate a Skill Discovery Lesson, a Word Strip activity, or a “Match on the Mat” activity. These lessons will take more time to complete than the standard Guided Word Practice Lessons.

Students will complete each step of the *PCI Reading Program* at their own pace. However, based on field studies of the program, the following time estimates may be assumed:

Step 1A	Standard Word Building Lesson: 10 minutes
Step 1A	Word Building Lesson with Extra Page: 15 minutes
Step 1B	Trace and Read Workbook: 5 minutes
Step 1C	Standard Guided Word Practice Lesson: 15 minutes
Step 1C	Guided Word Practice Lesson with an extra activity: 20 minutes
Step 1D	Activity Sheets (standard two pages): 5 minutes
Step 1D	Activity Sheets (three pages): 10 minutes
Step 3	“The Word Game” Review: 5 minutes
Step 4	Posttest: 5 minutes
Step 5	Book and Book Lesson: 15 minutes

Note: Step 1D–Activity Sheets can be used for homework assignments.

Note: Optimally, the Word Building Lessons, Guided Word Practice lessons, and assessments should be conducted one-on-one with students. Other components, such as Trace and Read Workbook and Activity Sheets, can be completed independently or in small groups. “The Word Game” and the Book lessons can be completed in small group settings.

If students are learning the same word, they may be able to work on a Word Building Lesson or Guided Word Practice lesson as a small group. However, if students are taught in a small group format, some of the repetition and review built into the program will be lost.

Implementation Suggestions

The *PCI Reading Program* was designed to provide maximum flexibility in implementation with students. Two implementation plans are suggested. Please note that instructional time may be broken up into smaller increments to accommodate students' attention span.

ONE WORD PER DAY

With this plan, the student will learn one word per day for ten days and then review the words, take a posttest, and read a book on Day Eleven. Students who proceed at this pace will generally complete Level Two in one school year.

Day 1 (first word of ten)	Day 2 (second word of ten)	Day 3 (third word of ten)	Day 4 (fourth word of ten)	Day 5 (fifth word of ten)	Day 6 (sixth word of ten)
Step 1A Word Building Lesson	Step 1A Word Building Lesson	Step 1A Word Building Lesson	Step 1A Word Building Lesson	Step 1A Word Building Lesson	Step 1A Word Building Lesson
Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook
Step 1C Guided Word Practice	Step 1C Guided Word Practice	Step 1C Guided Word Practice	Step 1C Guided Word Practice	Step 1C Guided Word Practice	Step 1C Guided Word Practice
Step 1D Activity Sheets	Step 1D Activity Sheets	Step 1D Activity Sheets	Step 1D Activity Sheets	Step 1D Activity Sheets	Step 1D Activity Sheets

Day 7 (seventh word of ten)	Day 8 (eighth word of ten)	Day 9 (ninth word of ten)	Day 10 (tenth word of ten)	Day 11 (Review, Posttest, and Book)
Step 1A Word Building Lesson	Step 1A Word Building Lesson	Step 1A Word Building Lesson	Step 1A Word Building Lesson	Step 3 "The Word Game" Review
Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook	Step 1B Trace and Read Workbook	Step 4 Posttest
Step 1C Guided Word Practice	Step 1C Guided Word Practice	Step 1C Guided Word Practice	Step 1C Guided Word Practice	Step 5 Book (if the posttest was mastered)
Step 1D Activity Sheets	Step 1D Activity Sheets	Step 1D Activity Sheets	Step 1D Activity Sheets	

This eleven-day cycle assumes that a student is showing mastery at every step. Whenever a student does not show mastery, the teacher or facilitator should review the words in question by repeating the appropriate lessons and activities.

IMPLEMENTING THE PROGRAM

ONE WORD EVERY OTHER DAY

If you have only 20 to 30 minutes per day to work one-on-one with each student or if the student can only focus for short periods of time, implement the 21-day cycle illustrated below. Students who proceed at this pace will take more than a year to complete Level Two.

Day 1 (first word of ten)	Day 2 (first word of ten)	Day 3 (second word of ten)	Day 4 (second word of ten)	Day 5 (third word of ten)	Day 6 (third word of ten)
Step 1A Word Building Lesson	Step 1C Guided Word Practice	Step 1A Word Building Lesson	Step 1C Guided Word Practice	Step 1A Word Building Lesson	Step 1C Guided Word Practice
Step 1B Trace and Read Workbook	Step 1D Activity Sheets	Step 1B Trace and Read Workbook	Step 1D Activity Sheets	Step 1B Trace and Read Workbook	Step 1D Activity Sheets

Day 7 (fourth word of ten)	Day 8 (fourth word of ten)	Day 9 (fifth word of ten)	Day 10 (fifth word of ten)	Day 11 (sixth word of ten)	Day 12 (sixth word of ten)
Step 1A Word Building Lesson	Step 1C Guided Word Practice	Step 1A Word Building Lesson	Step 1C Guided Word Practice	Step 1A Word Building Lesson	Step 1C Guided Word Practice
Step 1B Trace and Read Workbook	Step 1D Activity Sheets	Step 1B Trace and Read Workbook	Step 1D Activity Sheets	Step 1B Trace and Read Workbook	Step 1D Activity Sheets

Day 13 (seventh word of ten)	Day 14 (seventh word of ten)	Day 15 (eighth word of ten)	Day 16 (eighth word of ten)	Day 17 (ninth word of ten)	Day 18 (ninth word of ten)
Step 1A Word Building Lesson	Step 1C Guided Word Practice	Step 1A Word Building Lesson	Step 1C Guided Word Practice	Step 1A Word Building Lesson	Step 1C Guided Word Practice
Step 1B Trace and Read Workbook	Step 1D Activity Sheets	Step 1B Trace and Read Workbook	Step 1D Activity Sheets	Step 1B Trace and Read Workbook	Step 1D Activity Sheets

Day 19 (tenth word of ten)	Day 20 (tenth word of ten)	Day 21 (Review, Posttest, and Book)
Step 1A Word Building Lesson	Step 1C Guided Word Practice	Step 3 "The Word Game" Review
Step 1B Trace and Read Workbook	Step 1D Activity Sheets	Step 4 Posttest
		Step 5 Book (if the posttest was mastered)

No matter which plan is used, the teacher can easily individualize instruction for each student by slowing down or speeding up the implementation process. The key is to make sure the student masters each step before moving on to the next one.

A Blended Instructional Approach

USING THE SOFTWARE TO COMPLEMENT THE PRINT PROGRAM

If you are using the *PCI Reading Program Software* in conjunction with the print program, you will find that the two complement each other. You may introduce each activity using the print materials, and then have the student review the lesson using the corresponding activities in the software application, or vice versa. You may also alternate the use of the print and software for specific activities such as Trace and Read, Card Activity, Practice Activities (named Activity Sheets in the print product), and The Word Game. An 11-day (one word per day) suggested implementation plan for blended print and software instruction follows on pages 26–27.

Component and Activity Names

While the *PCI Reading Program Software* includes all of the components of the print program, and you may use the two interchangeably to provide variety, there are a few differences in component and activity names between the print and the software. It is important to note that while the names may differ, the content covered is the same. The tables below show the names used in the print version and the corresponding component or activity name used in the software.



Component Name in Print
Trace and Read Workbook
Activity Sheets
Match on the Mat
Word Window and Word Strips

Activity Sheet Names
Circle the Word
Connect the Words


































































Component Name in Software
Trace and Read
Practice Activities
Matching Review
Build and Read Words

Practice Activity Names
Click on the Word
Match the Words

IMPLEMENTING THE PROGRAM

11-Day (One Word Per Day) Implementation Plan for Blended Print and Software Instruction

Day 1 (first word of ten)	Day 2 (second word of ten)	Day 3 (third word of ten)	Day 4 (fourth word of ten)	Day 5 (fifth word of ten)	Day 6 (sixth word of ten)
Word Building Lesson 	Word Building Lesson 	Word Building Lesson 	Word Building Lesson 	Word Building Lesson 	Word Building Lesson 
Trace and Read 	Trace and Read Workbook 	Trace and Read 	Trace and Read Workbook 	Trace and Read 	Trace and Read Workbook 
Guided Word Practice 	Guided Word Practice  	Guided Word Practice 	Guided Word Practice  	Guided Word Practice 	Guided Word Practice 
Practice Activities #1 and #2 	Practice Activities #1 and #2 	Practice Activities #1 and #2 	Practice Activities #1 and #2 	Practice Activities #1 and #2 	Practice Activities #1 and #2 
Homework: Trace and Read Workbook 	Homework: Practice Activity #3 or Review #2 	Building Reading Skill Activity 	Homework: Practice Activity #3 or Review #2 	Homework: Trace and Read Workbook 	Homework: Practice Activity #3 or Review #2 
		Homework: Trace and Read Workbook 	 = Software  = Print		

Day 7 (seventh word of ten)	Day 8 (eighth word of ten)	Day 9 (ninth word of ten)	Day 10 (tenth word of ten)	Day 11 (review, Posttest, and book)
Word Building Lesson 	Word Building Lesson 	Word Building Lesson 	Word Building Lesson 	The Word Game Review 
Trace and Read 	Trace and Read Workbook 	Trace and Read 	Trace and Read Workbook 	Posttest 
Guided Word Practice 	Guided Word Practice  	Guided Word Practice 	Guided Word Practice  	Book & Book Lesson (if the posttest was mastered) 
Practice Activities #1 and #2 	Practice Activities #1 and #2 	Practice Activities #1 and #2 	Practice Activities #1 and #2 	
Homework: Trace and Read Workbook 	Building Reading Skill Activity 	Homework: Trace and Read Workbook 	Homework: Practice Activity #3 or Review #2 	
	Homework: Practice Activity #3 or Review #2 	 = Software  = Print		

Note: This plan can be modified into a 21-day (one word every other day) model by spreading the instruction on days 1–10 across two days.

IMPLEMENTING THE PROGRAM

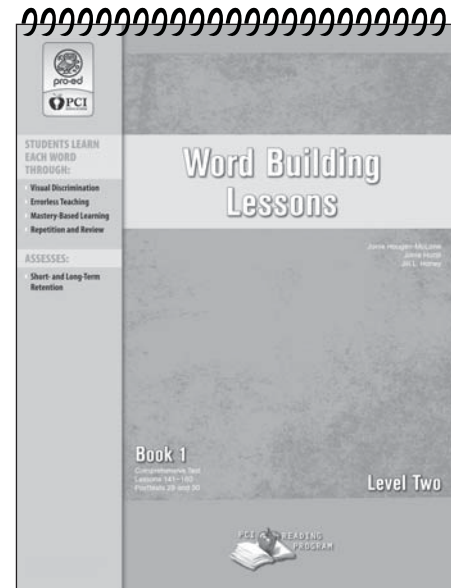
Step 1: Learn a Word

1A: WORD BUILDING LESSON

Purpose: To introduce and teach a new word through visual discrimination and assess short- and long-term retention of new and previously learned words.

OVERVIEW

Each word is first introduced in isolation. The student then visually discriminates the target word from one and then two other words. Throughout the lesson, the student is asked to identify, say, and read the word. Previous words are reviewed in every lesson. Some of the lessons include an extra page where students practice visually discriminating and reading words with inflectional endings and compound words.



TEACHER CUES IN THE PRINT VERSION

The Word Building Lessons feature teacher cues in the left and right shaded margins of each page to accommodate both left- and right-handed facilitators. These cues remind a facilitator of what to say to the student on each line. For lines with two or three word choices, cues also indicate which word a student should identify and read. The following cues are used:

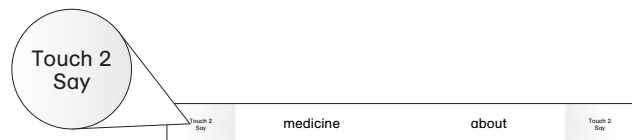
Look • Touch • Say

This cue stands for “**Look in the Reading Box. Touch the word ‘___.’ Say the word ‘___.’**” The “Reading Box” refers to the rectangular window in the middle of the plastic viewer.



Touch • Say

This cue stands for “**Touch the word ‘___.’ Say the Word ‘___.’**” For this type of cue, there will always be a number after the word “Touch.” The number indicates the location of the target word on that line. For example, “Touch 2” means the target word is the second word in that line.



Read

This cue stands for “**Read the word,**” “**Read the words,**” “**Read the sentence,**” or “**Read the sentences.**” For this type of cue, the teacher should look at the line and adjust the directions accordingly.

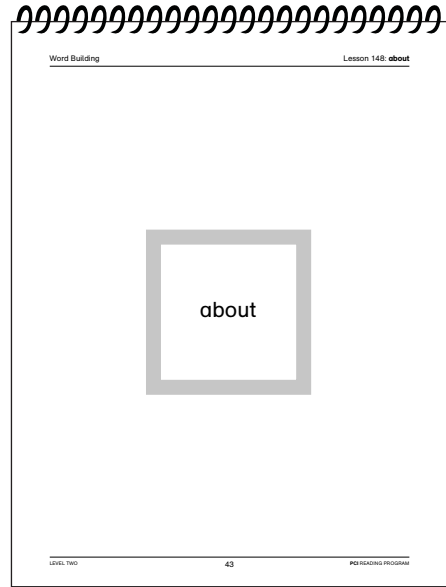


ADMINISTERING THE WORD BUILDING LESSONS

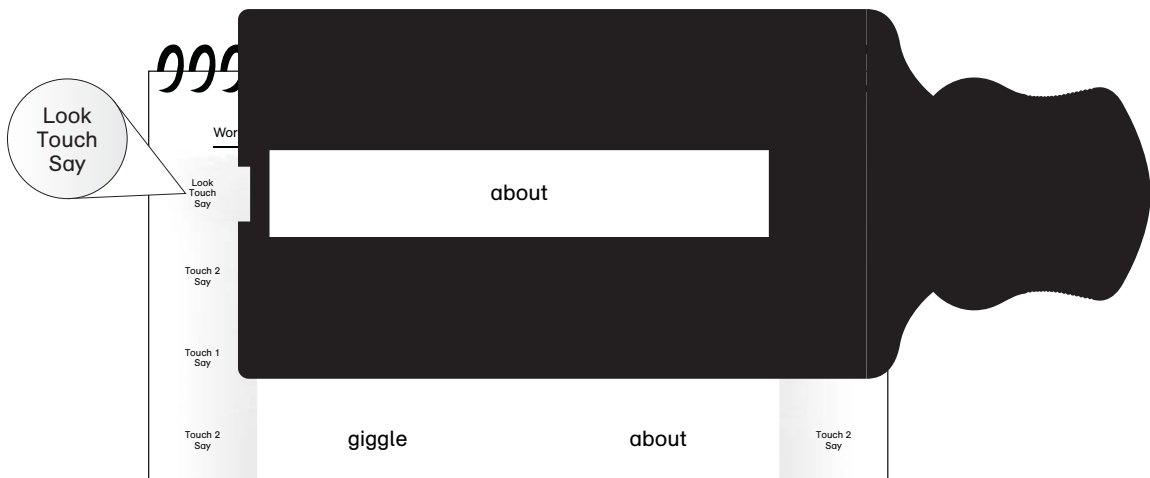
Materials Needed: Word Building Lessons book, plastic viewer, two unlined index cards, and the student’s Program Progress Chart

Note: The following instructions are based on pages 43 and 44 of Word Building Lessons–Book 1, the lesson for the word “about.”

1. Call the student to the designated Reading Program corner (see page 15).
2.
 - Turn to the appropriate Word Building Lesson (in this case, page 43 of Word Building Lessons–Book 1).
 - Say, **“Today you are going to learn the word ‘about.’ Watch as I touch the word ‘about.’”**
 - Say, **“Now you touch the word ‘about.’”** Pause to allow the student to touch the word. Guide the student to do so if necessary.
 - Praise the student for touching the word (e.g., **Good**).
 - Say, **“Now say the word ‘about.’”** Pause for the student to respond.
 - Praise the student for saying the word.



3.
 - Turn the page, and position the plastic viewer over the first line.
 - Say, **“Look in the Reading Box. Touch the word ‘about.’”** Pause to allow the student to touch the word. Guide the student to do so if necessary.
 - Praise the student for touching the word.
 - Say, **“Say the word ‘about.’”** Pause for the student to respond.
 - Praise the student for saying the word.

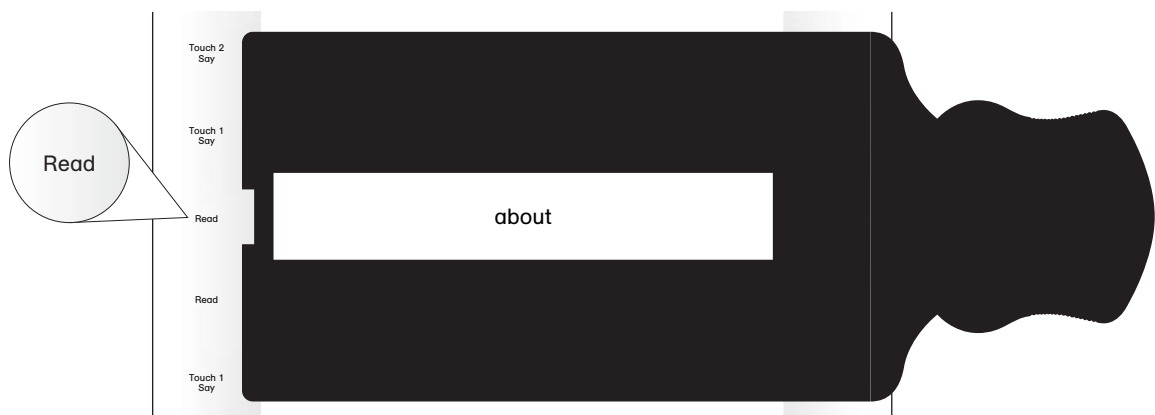


IMPLEMENTING THE PROGRAM

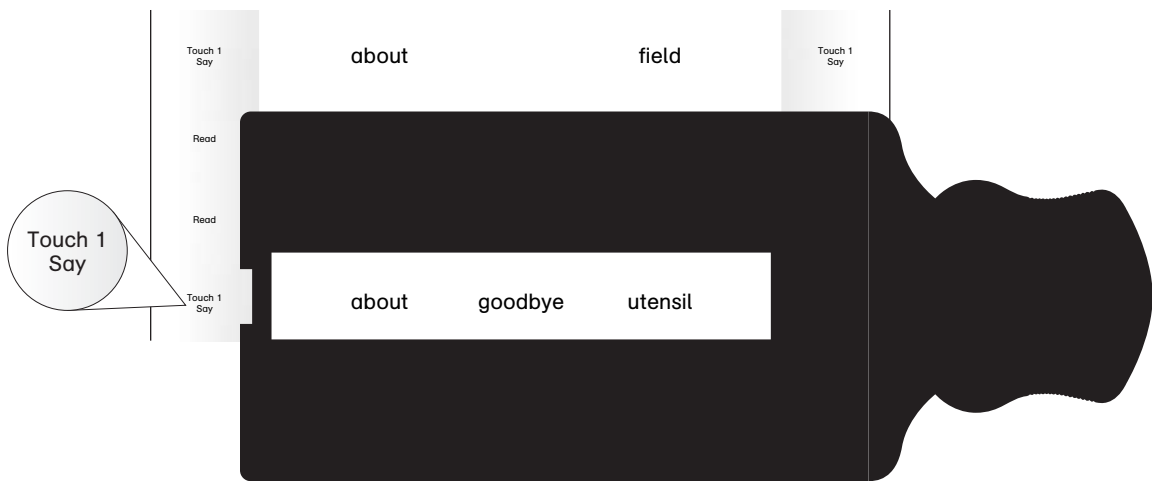
4. • Move the plastic viewer to the second line on the page.
 - Say, “**Touch the word ‘about.’**” Pause to allow the student to touch the word. If the student touches an incorrect word, cover the incorrect word with an index card and repeat the direction, “**Touch the word ‘about.’**”
 - Praise the student for touching the word.
 - Say, “**Say the word ‘about.’**” Pause for the student to respond.
 - Praise the student for saying the word.



5. Repeat Step 4 for Lines 3–5 on the page.
6. • Move the plastic viewer to the sixth line on the page.
 - Say, “**Read the word.**”
 - Do not say the target word this time, as you are assessing whether the student can read it without a model.
 - Praise the student if he or she reads the word correctly. If the student does not read the word correctly, repeat the direction, “**Read the word.**”
 - If the student does not read the word correctly after the second attempt, say, “**This is the word ‘about.’ Read the word.**”
 - Continue until the student successfully reads the word. Then, praise the student.



7. • Move the plastic viewer to the seventh line on the page.
 - Say, “**Touch the word ‘ about .’**” Pause to allow the student to touch the word. If the student touches an incorrect word, cover the incorrect word with an index card and repeat the direction, “**Touch the word ‘ about .’**” If the student touches the second incorrect word, cover both incorrect choices with index cards and repeat the direction, “**Touch the word ‘ about .’**”
 - Praise the student for touching the word.
 - Say, “**Say the word ‘ about .’**” Pause for the student to respond.
 - Praise the student for saying the word.



8. Continue the Word Building Lesson, following the teacher cues on the sides of the page.
9. Record the date of the lesson, the number of word identification errors, and the number of reading errors on the student’s Program Progress Chart (pages 68–74).

		Step 1A					
		Word Building Lessons					
		STUDENT: Alexis R.		YEAR: 2011			
		Attempt 1		Attempt 2		Attempt 3	
For each activity, write the date of mastery.		Date	Ident. Errors	Read. Errors	Date	Ident. Errors	Read. Errors
141	new	4/6	1	0			
142	under	4/7	2	2	4/8	0	1
143	book	4/8	1	1			
144	read	4/4	1	0			
145	ask	4/12	0	0			
146	her	4/13	0	0			
147	room	4/14	0	1			
148	about	4/15	1	0			

CRITERIA FOR MASTERY

Students must have three or fewer incorrect answers from the identification and reading exercises combined in order to master the lesson and move on to Step 1B in the lesson cycle. If a student has more than three errors, he or she should repeat the lesson.



The software is programmed for errorless discrimination. Incorrect answers are removed from the screen one by one until the student’s only choice is the correct answer. If a student has more than three errors, the activity will automatically repeat.

Step 1: Learn a Word

1B: TRACE AND READ WORKBOOK

Purpose: To tactually reinforce the look and shape of the new word in the student's mind.

OVERVIEW

Following each Word Building Lesson, the target word is tactually reinforced using the trace and read technique in the workbook. Each workbook page includes five lines in one of two formats: a combination of words and pictures or all words. On each line, the new word appears in dotted lines. The student traces over these lines

with a pen or pencil. A student who does not have the fine motor skills to grasp a pen or pencil may trace the words with his or her finger.

Note: There is a space on the front of each workbook to write the student's name.

GUIDING A STUDENT THROUGH A WORKBOOK PAGE

Materials Needed: The student's Trace and Read Workbook, a pen or pencil, and the student's Program Progress Chart

1. Instruct the student to open the workbook to the appropriate page for the lesson.

2. • Point to the dotted word on Line 1.
• Say, **"I want you to use a pencil to trace this word. Say the word as you trace it."**

- Pause to allow the student to trace and say the word.
- Praise the student for completing the task.

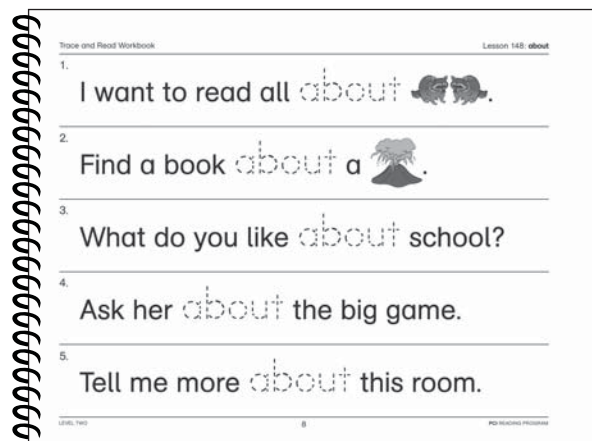
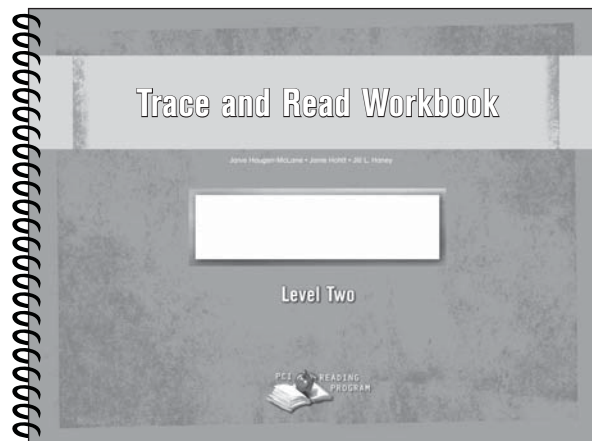
3. • Say, **"Look at Line 1. Read Line 1."**

- Pause to allow the student to read the line.

4. If the student reads the line correctly, praise him or her.

5. If the student does not read the line correctly, model the words, and ask the student to read the line again.

Note: If the student cannot identify a picture, assist him or her by naming the object. Misidentification of a picture is not considered a reading error.



6. Repeat Steps 2–5 for the remaining lines.
7. • Once the student has completed all five lines, say, **“You’ve done a great job tracing the words and reading each line. Now I want you to read the entire page again, line by line.”**
 - Pause to allow the student to read the page.
 - Praise the student for reading the page.
8. Record the date of the student’s successful completion of the workbook page on the Program Progress Chart (pages 68–74).

		Step 1A									
		Word Building Lessons									
STUDENT: Alexis R. YEAR: 2011		Attempt 1			Attempt 2			Attempt 3			
For each activity, write the date of mastery.		Date	Mist.	Rep.	Date	Mist.	Rep.	Date	Mist.	Rep.	
		Errors	Errors	Errors	Errors	Errors	Errors	Errors	Errors	Errors	
141	new	9/6	1	0							9/6
142	under	9/7	2	2	9/8	0	1				9/7
143	book	9/8	1	1							9/8
144	read	9/9	1	0							9/9
145	ask	9/12	0	0							9/12
146	her	9/13	0	0							9/13
147	room	9/14	0	1							9/14
148	about	9/15	1	0							9/15

Note: Each student should have his or her own Trace and Read Workbook. This allows a student to work on the new word and look back in the book to review previously learned words. The Level Two kit includes five Trace and Read Workbooks. Additional workbooks can be ordered in sets of five from PCI Education.

CRITERIA FOR MASTERY

Students must have 100% mastery on the workbook lesson in order to move on to Step 1C in the lesson cycle. If a student needs help tracing a word, provide assistance. Have the student continue reading the five lines until 100% mastery is achieved.



The software provides three different options for presentation of the tracing activity. A student can trace independently, watch a tracing demonstration before tracing, or watch as the reading buddy completes the tracing activity. The third option is for students who are unable to use a mouse or touchscreen for tracing.

Step 1: Learn a Word

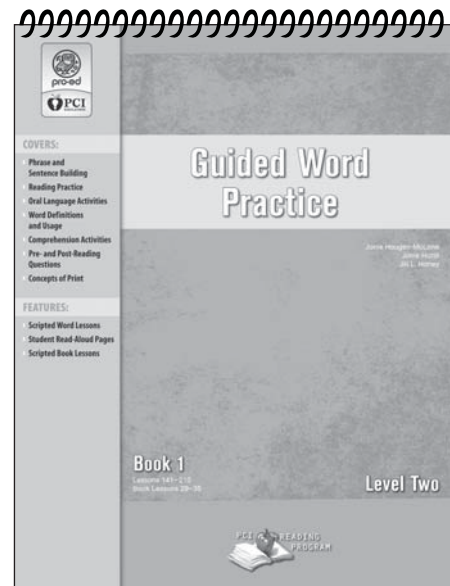
1C: GUIDED WORD PRACTICE

Purpose: To provide practice in building and reading controlled phrases and sentences, to explore the meaning and everyday usage of new words, to build oral language skills, to provide comprehension practice, and to introduce and practice new skills, such as recognizing and reading words with inflectional endings and compound words.

OVERVIEW

After the student has completed the workbook lesson, the next step is Guided Word Practice. These scripted activities focus on three key elements:

- Card Activity
- Read-Aloud
- Real-World Connection



Some Guided Word Practice lessons include one of the following additional activities:

- Match on the Mat – Every tenth lesson includes this comprehension activity in which the student uses the Text and Scene Cards to match sentences to pictures or pictures to sentences.
- Skill Discovery – These lessons teach skills such as reading wrapped text and recognizing words with inflectional endings.
- Word Windows and Word Strips – These activities provide practice in reading words with inflectional endings and compound words and are integrated into the Read-Aloud.

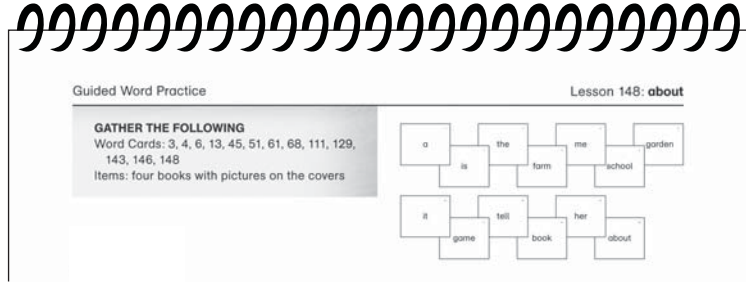
BOOK DESIGN AND FORMATTING

The Guided Word Practice books have been designed for ease of use. Each book has a built-in stand. Lesson pages for each lesson are on one side and the corresponding student Read-Aloud pages are on the opposite side. Scripts are provided and are formatted as follows:

- Bolded words and sentences should be read aloud to the student.
- Unbolded sentences indicate actions the facilitator should perform.
- Expected student responses are shown in parentheses.

PREPARING FOR A GUIDED WORD PRACTICE LESSON

At the top of every Guided Word Practice lesson is a list of the cards and items the teacher needs to gather prior to the lesson. Word Cards and Picture Cards are listed

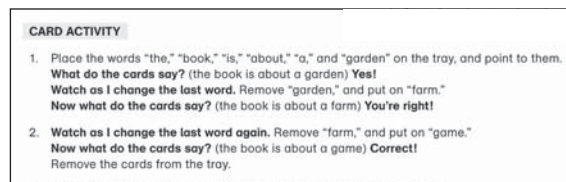


by number to facilitate easy retrieval from the card storage box. The cards are also pictured beside the materials list. Scene Cards and Text Cards are listed by set. Word Windows are listed by type (i.e., -s, -ing, -ed, and compound words), and Word Strips are listed by number.

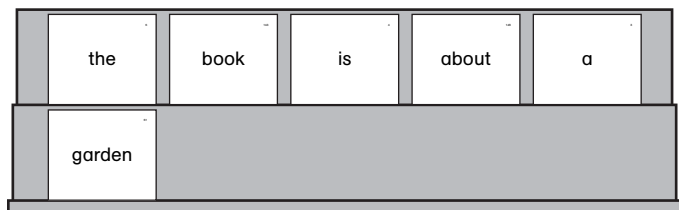
COMPLETING THE CARD ACTIVITY

Materials Needed: Guided Word Practice book, Word Cards and Picture Cards listed on the lesson page, the plastic card tray, and the student's Program Progress Chart

1. Position the Guided Word Practice book so that you can read the teacher lesson page but the student cannot yet see the student page on the opposite side of the book.



2. Follow the script, and place the designated card(s) on the tray.



3. Say the bolded text.

Note: In the script, the words "next to" mean to the right of the designated card. The words "in front of" mean to the left of the designated card.

4. Continue to follow the script until the card activity is completed.

5. Record the date of the student's successful completion of the Card Activity on the Program Progress Chart (pages 68–74).

Program Progress Chart		Step 1A						Step 1B		
		Word Building Lessons						Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice
STUDENT: Alexis R. YEAR: 2011		Attempt 1		Attempt 2		Attempt 3				
For each activity, write the date of mastery.		Date	Ident.	Rds.	Date	Ident.	Rds.	Date	Ident.	Rds.
141	new	4/6	1	0				4/6	4/6	
142	under	4/7	2	2	4/8	0	1	4/7	4/7	
143	book	4/8	1	1				4/8	4/8	
144	read	4/9	1	0				4/9	4/9	
145	ask	4/12	0	0				4/12	4/12	
146	her	4/13	0	0				4/13	4/13	
147	room	4/14	0	1				4/14	4/14	
148	about	4/15	1	0				4/15	4/15	

IMPLEMENTING THE PROGRAM

COMPLETING A READ-ALOUD

1. Turn the Guided Word Practice book so that you can read the teacher lesson page and the student can see the Read-Aloud page on the opposite side.

READ-ALOUD

Turn the book so that the student can see the Read-Aloud page. As you read today, remember to pause at each end mark. Look at #1. What does it say? (Ask that girl about her new school.) Way to go! Repeat for #2-#5.

2. • Say, “**Look at #1. What does it say?**”
• Pause to allow the student to respond.

3. Praise the student for a correct response.

Read-Aloud Lesson 148: about

1.
Ask that girl about her new school.

2.
Are you about to go home?

4. If the student does not respond correctly, model the words and then ask the student to read the line again.

Note: If a student cannot identify a picture, assist him or her by naming the object. Misidentification of a picture is not considered a reading error.

5. Repeat Steps 2–4 for the remaining lines on the Read-Aloud page.

6. Record the date of the student’s successful completion of the Read-Aloud on the Program Progress Chart (pages 68–74).



If a Read-Aloud includes a Word Strip activity, use the following implementation directions:

Materials Needed: Word Window and Word Strip listed on the lesson page and the student’s Word Strips Checklist

READ-ALOUD

1. Place Word Strip 1 into the Word Window for -s. Ask the student to read each pair of words.

2. Turn this book so that the student can see the Read-Aloud page. Look at #1. What does it say? (I think I know who took the stapler.) Correct! Repeat for #2-#5.

1. Place the Word Strip into the Word Window.

2. Ask the student to read each pair of words.
Note: For Word Strips featuring compound words, ask the student to read each sight word and then the compound word.

3. Praise the student for each correct response.

4. If the student does not read a word correctly, model the correct pronunciation and ask the student to read the word again.

5. Record the student’s score for the activity on the Word Strips Checklist (pages 78–81).

Word Strips Checklist						
STUDENT: Alexis R.						
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
1	Date: 10/6/11 16/16	COWS lakes	Date: 10/7/11 16/16		Date: ___/___/16	

6. Follow Steps 1–6 of the “Completing a Read-Aloud” directions at the top of this page.

COMPLETING THE REAL-WORLD CONNECTION

Materials Needed: Guided Word Practice book, any items listed on the lesson page, and the student’s Program Progress Chart

1. Position the Guided Word Practice book so that you can read the teacher lesson page but the student can no longer see the Read-Aloud page.

REAL-WORLD CONNECTION

You can use the word “about” to mean almost. For example, at 11:30, I might say, “It is about lunchtime.”

You can also use the word “about” when you want to tell someone something. For example, I might say, “I want to tell you about my grandfather.”

Now I want you to use the word “about.” Show the student one of the books. Look at the book I brought with me today. The picture on the cover has something to do with what this book is about. Point to the book and say, “I think this book is about,” and the name of the thing you are thinking of. (e.g., I think this book is about whales.) Repeat the activity with the remaining books.

2. Say the bolded text.
3. Perform the unbolded text.
4. Pause to allow the student to respond.

Note: Questions are structured to ensure that the student will say the target word as part of the response. If the student does not say the target word, prompt him or her to restate the answer, using the target word.
5. Continue to follow the script until the Real-World Connection activity is completed.
6. Record the date and the student’s successful completion of the Real-World Connection on the Program Progress Chart (pages 68–74).

COMPLETING A “MATCH ON THE MAT” ACTIVITY

Materials Needed: Guided Word Practice book, appropriate set of Text and Scene Cards, “Match on the Mat” board, and the student’s Program Progress Chart

1. Say, “Let’s review some of the words you have learned.”
2. Set the “Match on the Mat” board on the table.

MAT ACTIVITY

Set the “Match on the Mat” board on the table, and place one Text Card in each of the long boxes. Spread out the Scene Cards in front of the student.

Point to the first Text Card. Read the words.

Now look at the pictures. Touch the picture that matches the words.

Good. Now place that picture next to the matching words.

Repeat with the remaining Text Cards.

The board is titled "Match on the Mat" and has a "PCI READING PROGRAM" logo. It features two long text boxes on the left and two scene cards on the right. The top text box says: "I want to find a new book to read. I will look for one in this store." The bottom text box says: "I want to read a book about the ocean. I can pick any of these." The top scene card shows a person in a bookstore, and the bottom scene card shows a person looking at books on a shelf.

This board shows three text cards and three scene cards. The text cards are: "I know which horse would be a good one for me to ride.", "My friend and I like to play under here.", and "She is happy that her room is yellow." The scene cards show a person with horses, a person under a tent, and a person in a room.

IMPLEMENTING THE PROGRAM

3. Follow the script until the “Match on the Mat” activity is completed.
4. • After the student has placed all of the cards, say, **“Now I want you to look at all of the matches and make sure they make sense.”**
 - Pause to allow the student to review the matches.
 - If the student wishes to change any matches, allow him or her to do so.
5. • Review the matches.
 - If they are all correct, praise the student.
 - If they are not all correct, remove the incorrect matches and direct the student to think about those matches again. Work with the student until all the cards are correctly matched. Then, praise the student.
6. Record the date of the student’s successful completion of the “Match on the Mat” activity on the Program Progress Chart (pages 68–74).

Program Progress Chart		Word Build	
STUDENT: Alexis R. YEAR: 2011		Attempt 1	Attempt 2
For each activity, write the date of mastery.		Date	Date
141	new	9/6: 1 0	
142	under	9/7: 2 2	9/8: 0 1
143	book	9/8: 1 1	
144	read	9/9: 1 0	
145	ask	9/12: 0 0	
146	her	9/13: 0 0	
147	room	9/14: 0 1	
148	about	9/15: 1 0	
149	does	9/16: 2 2	9/19: 0 1
150	know	9/17: 1 0	
Match on the Mat – Set 2A		9/20	

COMPLETING A SKILL DISCOVERY LESSON



New to Level Two

Materials Needed: Skill Discovery Lessons book, any materials listed at the top of the selected lesson, and the student’s Skill Discovery Lessons Checklist

1. Turn to the Skill Discovery Lessons book page indicated at the bottom of the Guided Word Practice lesson.
2. Have the student sit to your right so that he or she can read the student page, if applicable.

Note: A few lessons do not have a student page.
3. Follow the script to complete the lesson.
4. Record the student’s successful completion on the Skill Discovery Lessons Checklist (page 77).

For Use With Guided Word Practice Lesson 144

LESSON NOTE: This lesson requires Book 29 – *Did You Take My Book?*

OBJECTIVE: The student will discover that all sentences end with a punctuation mark.

Show the student page 9, and point to the punctuation marks in the box.
Have you seen these marks before? Pause for the student to respond.

Open Book 29 to page 10. **Do you see any of the marks on this page?** (yes)
Point to them one at a time. Pause for the student to respond. **Terrific!**

Skill Discovery Lessons Checklist

STUDENT: Alexis R.		Codes: ✓ = Completed A = Attempted	
Skill Discovery Lesson	Page #	Date	Status
Text Wrapping Lesson 1	5	9/9	✓
Text Wrapping Lesson 2	6	9/12	A/✓
Text Wrapping Lesson 3	7	9/16	✓
End Punctuation Marks Lesson 1	8	9/19	✓

CRITERIA FOR MASTERY

Students must have 100% mastery on all parts of the Guided Word Practice lesson in order to move on to Step 1D in the lesson cycle.

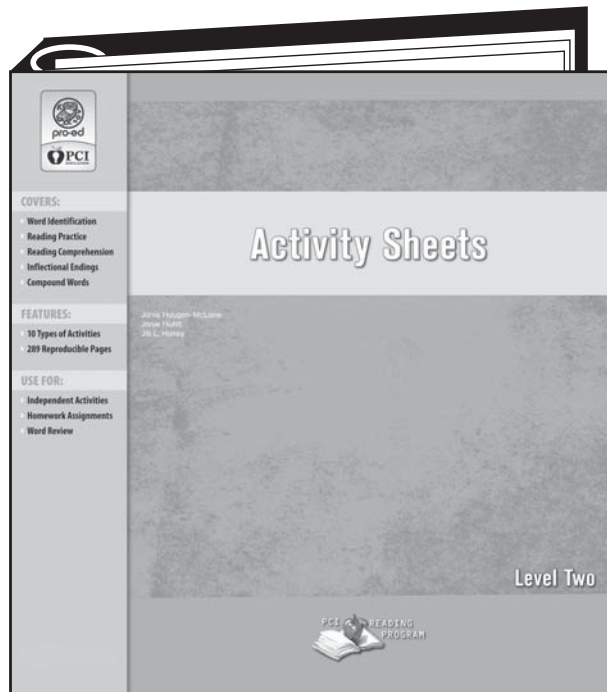
Step 1: Learn a Word

1D: ACTIVITY SHEETS

Purpose: To provide independent visual discrimination and comprehension practice with the target word and previously learned words.

OVERVIEW

There are two or three reproducible activity sheets for each word in the program. Some of these pages reinforce the visual discrimination of the target word, using distractors that look similar to the target word and/or share a number of the same letters with the target word. Others build comprehension through the connection of words to pictures or the completion of phrases and sentences. New to Level Two are activity sheets that provide practice in reading words with inflectional endings and compound words.



Note: The activity sheets may be completed in the classroom or sent home for reinforcement.

There are ten kinds of activity pages. Descriptions of each can be found on pages 39–44. Directions at the top of each activity sheet should be read aloud to the student, and positive feedback should be provided after the student completes the activity.

CIRCLE THE WORD

Purpose: To provide practice in visually discriminating the target word from two other distractor words.

Student Directions:

1. Find the target word in each row, and circle it.
2. Say the target word.

Name: _____ Date: _____ Lesson 142: under

Circle the Word
 Directions: Look for the word "under" in each row, and circle it. Then, say the word.

1.	unit	runner	under
2.	under	ponder	uncle
3.	upper	under	number
4.	round	until	under

LEVEL TWO 3 PCI READING PROGRAM

IMPLEMENTING THE PROGRAM

FIND THE MATCHING WORD

Purpose: To provide practice in visually discriminating the target word from two other distractor words.

Student Directions:

1. Look at the target word at the beginning of each row.
2. Find the matching target word in that row.
3. Circle the matching target word.
4. Say the target word.

Name: _____ Date: _____ Lesson 141: **new**

Find the Matching Word

Directions: Look at the first word in each row. Find the matching word in that row, and circle it. Then, say the word.

1.	new	nod	new	well
2.	new	win	not	new
3.	new	new	now	knew
4.	new	net	new	sew

LEVEL TWO 1 PCI READING PROGRAM

ADD A PICTURE

Purpose: To feature the target word in context and to foster personal connections to the target word.

To complete the activity, have the student draw a picture or provide magazines the student can use to find and cut out appropriate pictures. To create a personal connection with this activity, encourage the student to bring in photographs of objects from home.

Student Directions:

1. Look at the words on each line.
2. Think about a picture that would go in each box.
3. Find or draw a picture to go in each box.
4. Read each sentence aloud.

Note: Because of the personal connections afforded by these activities, they provide excellent sharing opportunities. Consider pairing students and having them discuss the pictures they chose and why they chose each one. As part of the discussion, have the partners read the phrases or sentences to each other.

Name: _____ Date: _____ Lesson 141: **new**

Add a Picture

Directions: Look at each line, and think about a picture that would go with the words. Find or draw a picture to go in each box. Then, read each sentence aloud.

1. I have a new	
2. This	is new.
3. I want to get Dad a new	
4. I would like to have a new	

LEVEL TWO 2 PCI READING PROGRAM

CONNECT THE WORDS

Purpose: To provide visual discrimination practice with the target word and four previously learned words.

Student Directions:

1. Touch each word on the page and say it.
2. Draw a line from the first word in the left column to its matching word in the right column.
3. Repeat Step 2 for the four remaining words.

Name: _____ Date: _____ Lesson 145: ask

Connect the Words
Directions: Touch each word as you read it aloud. Then, draw a line from each word on the left to its matching word.

1. ask	read
2. read	book
3. book	new
4. under	ask
5. new	under

LEVEL TWO 10 PCI READING PROGRAM

FILL IN THE WORD

Purpose: To provide both comprehension and oral reading practice through the cloze reading format.

Student Directions:

1. Cut out the words at the bottom of the page.
2. Read each word.
3. Read each sentence and identify the missing word.
4. Place each word in the correct box to complete the sentence.
Note: At this point, review the student's word placement and guide the student to correct any errors.
5. Glue or tape the words in the boxes.
6. Read each line aloud.

Name: _____ Date: _____ Lesson 143: book

Fill in the Word
Directions: Cut out the words at the bottom of the page. Read each word, and place it in the correct box to complete the sentence. Glue or tape the words in the boxes. Then, read each sentence aloud.

1. I find my book.
2. Did you look the book?
3. Where is my book?
4. Can take that book to school?

she	new
under	must

LEVEL TWO 6 PCI READING PROGRAM

IMPLEMENTING THE PROGRAM

FILL IN THE PICTURE

Purpose: To provide both comprehension and oral reading practice by having students choose an appropriate picture to complete a sentence.

Student Directions:

1. Cut out the pictures at the bottom of the page.
2. Read each line, and identify an appropriate picture to complete the sentence.
3. Place the picture that best completes each sentence in the correct box.
Note: At this point, review the student's picture placement and guide the student to correct any errors.
4. Glue or tape the pictures in the boxes.
5. Read each sentence aloud.


Name: _____ Date: _____ Lesson 151: let

Fill in the Picture
Directions: Cut out the pictures at the bottom of the page. Read each line, and choose the picture that best completes the sentence. Glue or tape the pictures in the boxes. Then, read each sentence aloud.

1. Let me tell you about the new we live in.

2. Does Dad let you use the ?

3. Mom will not let her ride in a .



LEVEL TWO 23 PCI READING PROGRAM

MATCH THE WORDS AND PICTURES



Purpose: To provide comprehension practice by having students match sentences to illustrations.



Student Directions:

1. Cut out the sentences.
2. Read each sentence or pair of sentences one at a time and find its matching illustration.
3. Place each sentence or pair of sentences in the box below its matching illustration.
Note: At this point, review the student's work and guide the student to correct any errors.
4. Glue or tape the sentences in the correct boxes.

Name: _____ Date: _____ Lesson 142: under

Match the Words and Pictures
Directions: Cut out the sentences at the bottom of the page. Read each sentence, and place it below its matching picture. Then, glue or tape the sentences in the boxes.

1.  2. 

3.  4. 

They live under the ocean. The game is under here.
I must work under here. She is warm under this.

LEVEL TWO 4 PCI READING PROGRAM

CONNECT THE WORDS AND PICTURES

Purpose: To provide comprehension practice by having students match sentences to illustrations.





Student Directions:

1. Read the first sentence or pair of sentences aloud, touching each word as it is read.
2. Draw a line from the sentence or pair of sentences to its matching picture.
3. Repeat Steps 1 and 2 for the remaining sentences.

Name: _____ Date: _____ Lesson 146: her

Connect the Words and Pictures

Directions: Read each sentence aloud. Then, draw a line from the sentence to its matching picture.

1. I will read to her first, and then she can read to me. 
2. Is this her book? 
3. Did you see her jump? 
4. Go over there, and ask her for a new one. 

LEVEL TWO 12 PCI READING PROGRAM

TRACE, READ, AND CONNECT

Purpose: To provide practice tracing inflectional endings and reading words with those inflectional endings; to provide comprehension practice by having students match phrases and sentences that include words with inflectional endings to illustrations.





Student Directions:

1. Look at #1, and trace the dashed letter or letters.
2. Read the phrase, sentence, or sentences aloud, paying particular attention to the word with the inflectional ending.
3. Draw a line from the phrase, sentence, or pair of sentences to its matching picture.
4. Repeat Steps 1–3 for the remaining phrases, sentences, or pairs of sentences.

Name: _____ Date: _____ Lesson 166: two

Trace, Read, and Connect

Directions: Trace the letter "s," and read the phrase aloud. Then, draw a line from the phrase to its matching picture.

1. two schools 
2. two girls 
3. two games 
4. two dads 

LEVEL TWO 53 PCI READING PROGRAM

IMPLEMENTING THE PROGRAM

PUT THE WORDS TOGETHER

Purpose: To provide practice in putting two program words together to make a new compound word; to provide practice reading sentences with the new compound words.

Student Directions:

1. Read the words in the first two boxes.
2. Write the two words as one new word on the dashed line.
3. Read the new word you just wrote.
4. Read the sentence aloud.
5. Repeat Steps 1-4 for the remaining words and sentences.

Name: _____ Date: _____ Lesson 260: saw

Put the Words Together

Directions: Read the two words in the boxes. Write the two words as one new word on the dashed line, and read the new word. Then, read the sentence aloud.

1. every + one = _____
Everyone saw us win the game.

2. some + thing = _____
He saw something that looked like a cat.

3. cow + boy = _____
I saw a cowboy at the horse show.

4. every + thing = _____
I saw my brother put everything into the car.

LEVEL TWO 245 PCI READING PROGRAM

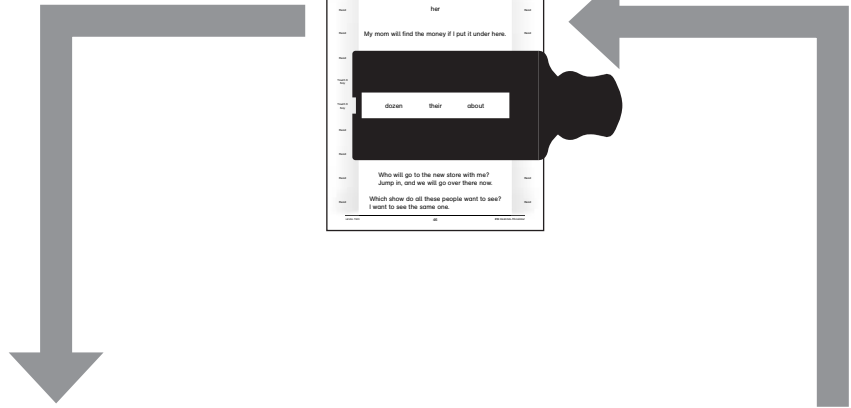
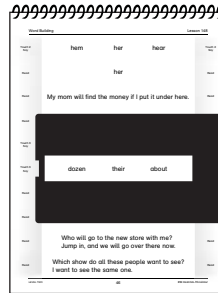
CRITERIA FOR MASTERY

The student must have 100% mastery on the activity sheets in order to move forward in the program. If a student needs help completing an activity, provide assistance as needed. Upon successful completion of each activity sheet, record the date in the appropriate column of the student's Program Progress Chart (pages 68–74).

Program Progress Chart		Word Building Lessons												Activity Sheets	Comments	
		Step 1A			Step 1B			Step 1C			Step 1D					
STUDENT: Alexis R. YEAR: 2011		Attempt 1		Attempt 2		Attempt 3		Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Read-Aloud	Guided Word Practice Read/Word Connection				
For each activity, write the date of mastery.		Date	Mist. Errors	Rep. Errors	Date	Mist. Errors	Rep. Errors	Date	Mist. Errors	Rep. Errors	Date	Mist. Errors	Rep. Errors			
141	new	9/6	1	0				9/6	9/6	9/6	9/6	9/6	9/6			
142	under	9/7	2	2	9/8	0	1	9/7	9/7	9/7	9/7	9/7	9/7	9/8 - repeated 2nd activity sheet		
143	book	9/8	1	1				9/8	9/8	9/8	9/8	9/8	9/8			
144	read	9/9	1	0				9/9	9/9	9/9	9/9	9/9	9/9	9/12 - had student repeat Read-Aloud		
145	ask	9/12	0	0				9/12	9/12	9/12	9/12	9/12	9/12			
146	her	9/13	0	0				9/13	9/13	9/13	9/13	9/13	9/13			
147	room	9/14	0	1				9/14	9/14	9/14	9/14	9/14	9/14			
148	about	9/15	1	0				9/15	9/15	9/15	9/15	9/15	9/15	9/19 - repeated last activity sheet		
149	does	9/16	2	2	9/19	0	1	9/16	9/16	9/16	9/16	9/16	9/16			
150	know	9/19	1	0				9/19	9/19	9/19	9/19	9/19	9/19			
Match on the Mat – Set 2A		9/20														
Book 29 – Did You Take My Book?		9/20														
151	let															
152	think															
153	bed															
154	dog															
155	just															
156	took															
157	each															
158	need															
159	day															
160	thing															
Match on the Mat – Set 2B																
Book 30 – The New Dog																

Step 2: Repeat Step 1 for Nine More Words

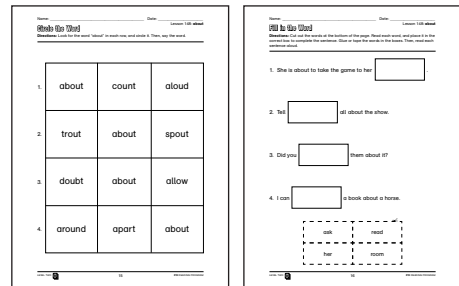
1A: WORD BUILDING LESSON



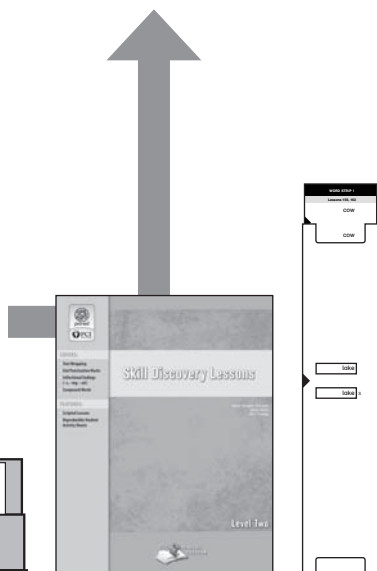
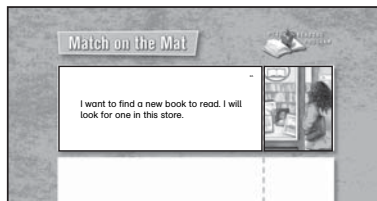
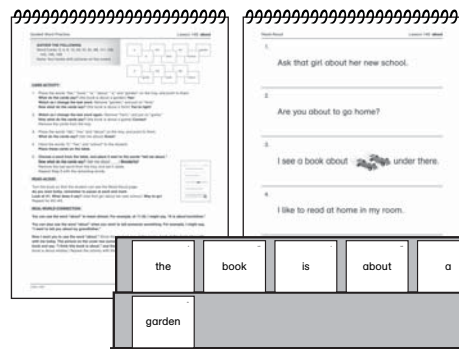
1B: TRACE AND READ WORKBOOK



1D: ACTIVITY SHEETS



1C: GUIDED WORD PRACTICE



Step 3: “The Word Game”

Purpose: To review new and previously learned words in a group setting.

OVERVIEW

After every ten words learned, the student plays “The Word Game.” The game is designed for two to four players. The only criteria to play is that every player must have learned the words that are being reviewed. If there are no other students available, the teacher may play.

Materials Needed: “The Word Game” board and Word Cards for the 20 most recently learned words.

Directions for Play:

1. Place the game board on a table or another flat surface.
2. Shuffle the Word Cards, and place them in a pile facedown in the center of the board.
3. Have the first player draw the top card from the pile.
4. Instruct the student to turn the card over and read the word aloud.
5. If the word is read correctly, allow the student to keep the card.
6. If the word is not read correctly, model the correct pronunciation and ask the student to repeat the word. Then, have all the players say the word together. Return the card to the bottom of the draw pile.
7. Play moves to the student to the left of the previous player.
8. Continue playing the game until all the cards have been successfully read.
9. Instruct the players to count the number of cards they have collected.

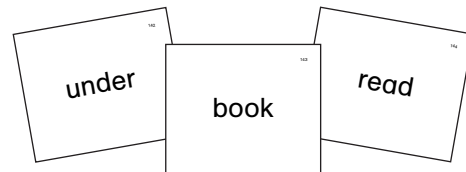
Optional: You may designate the player with the most cards as the winner.

CRITERIA FOR MASTERY

“The Word Game” has a built-in mastery feature in that the game does not end until every word has been successfully read. Therefore, the only criteria for mastery is completion of the game.



In the software version, the student plays the Word Game with the reading buddy.



Step 4: **Posttest**

Purpose: To measure the student’s level of mastery for words taught.

OVERVIEW

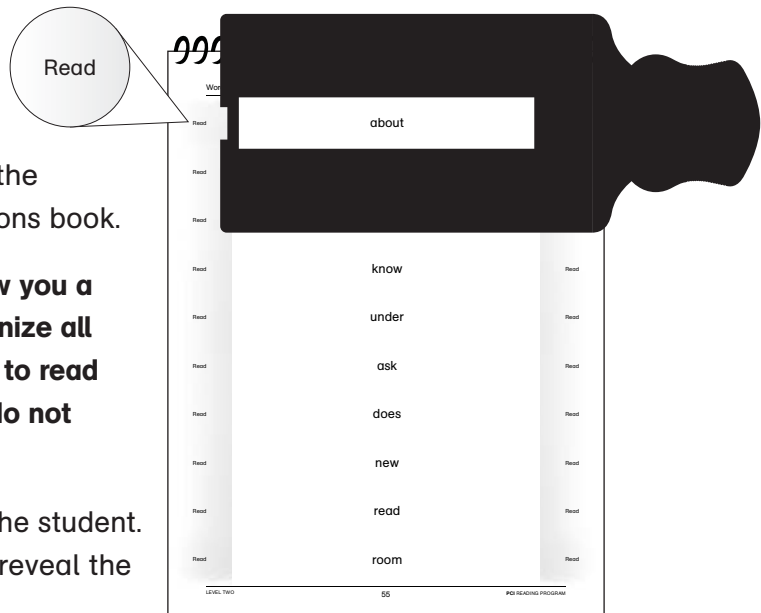
A posttest is administered after every ten words taught. Each posttest covers 25–30 words—the 20 most recently learned words and 5–10 previously learned words chosen at random. Beginning with Posttest 32, words with inflectional endings are included on the test. Beginning with Posttest 41, compound words are included on the test.

Before a student moves forward in the program, any word not mastered on a posttest should be reviewed by repeating the appropriate Word Building Lesson, Trace and Read Workbook page, and Activity Sheets.

ADMINISTERING THE POSTTEST

Materials Needed: Word Building Lessons book, plastic viewer, and the student’s Posttest Progress Chart

1. Call the student to the designated Reading Program corner (see page 15).
2. Turn to the correct posttest in the appropriate Word Building Lessons book.
3. Say, **“Today, I am going to show you a list of words. You should recognize all of these words. When I ask you to read a word, read it out loud. If you do not know the word, say ‘Pass.’”**
4. • Place the posttest in front of the student.
• Position the plastic viewer to reveal the first word on the list.
5. • Say, **“Read the word.”**
• Pause for the student to respond.
6. Move the viewer down to reveal the next word, and repeat Step 5 until the posttest is completed.



IMPLEMENTING THE PROGRAM

- Record the student's score in the appropriate column of the Posttest Progress Chart (pages 75 and 76).
- List any words the student did not read correctly. These words should be reviewed before moving forward in the program.

Note: Do not give the student any hints or guidance during the posttest.

CRITERIA FOR MASTERY

Students must have 100% accuracy on the posttest in order to move on to Step 5 in the lesson cycle. Any word not mastered on the posttest should be reviewed and tested again before the student reads the book. This will help to ensure a successful reading experience.



The software suggests a Recommended Review for each word missed on the Posttest. You can modify the list of suggested review activities, or delete the review entirely. Like the Comprehensive Test, the Posttests can be presented in a multiple-choice format.

Posttest Progress Chart				
STUDENT: Alexis R.				
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed
29	Date: 12/8/11	<u>under</u> must	Date: 12/9/11	
	23/25		25/25	

Step 5: Read a Book

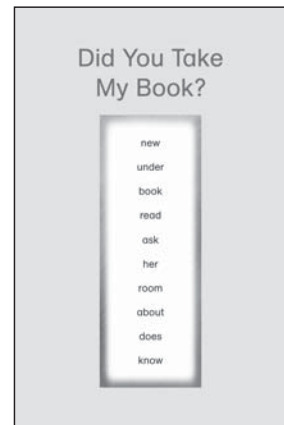
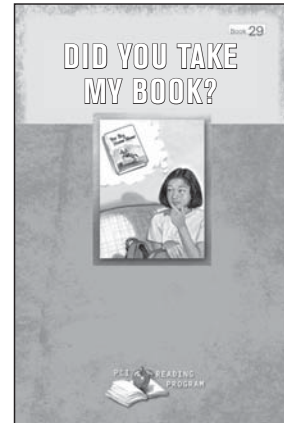
Purpose: To promote fluency and comprehension and to build self-esteem through the successful reading of controlled-vocabulary books.

OVERVIEW

Level Two includes 14 books, one for every ten words learned in the program. Books 29–35 are twelve pages long while Books 36–42 are sixteen pages long.

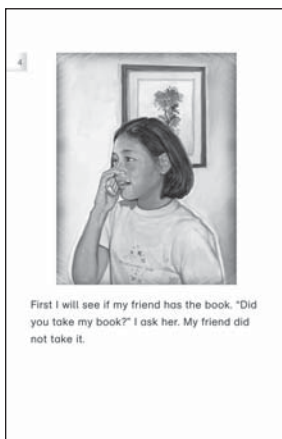
A student is invited to read a book after mastering each posttest. All the words in the book are carefully controlled to include only words the student has already learned. Book features include:

- a list of the ten most recently learned words on page 1
- built-in repetition and review of new and previously learned words
- sentences with wrapped text
- 1–3 paragraphs per page
- full-color illustrations that support the text



ADOLESCENT CHARACTERS

Each book features a different adolescent character. These characters live in a variety of settings and were chosen to appeal to both elementary and secondary students. Each book centers around a common topic in everyday life, for example, misplacing an item, wanting a pet, or going to a school football game.



Book 29



Book 30



Book 36

IMPLEMENTING THE PROGRAM

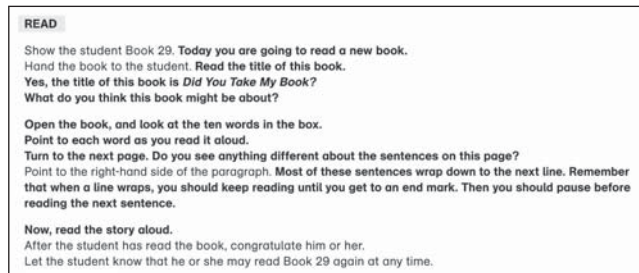
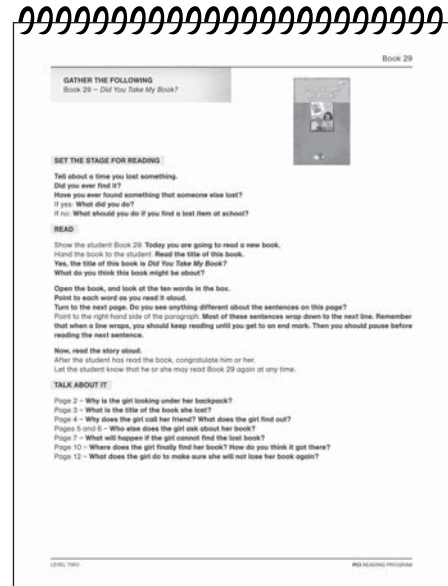
BOOK LESSONS

To promote comprehension, scripted lessons involving pre- and postreading questions are provided in the Guided Word Practice books. As with the word lessons, facilitators say the bolded words and perform the unbolded actions.

CONDUCTING A BOOK LESSON

Materials Needed: Book, Guided Word Practice book, and the student's Program Progress Chart

1. Call the student to the designated Reading Program corner (see page 15).
2. Turn to the appropriate Book Lesson page in the Guided Word Practice book.
3. Position the Guided Word Practice book so that you can see the teacher lesson page but the student cannot yet see the picture of the book cover on the opposite side.
4. Read the first pre-reading question, and pause to allow the student to respond.
5. Repeat Step 4 for the remaining pre-reading question(s).
6. Turn the Guided Word Practice book so that you can read the teacher lesson page and the student can see the book cover on the opposite side.
7. Follow the script, reading the bolded words and performing the unbolded actions.
Note: When going over the word list at the beginning of the book with a student, it is important that the student correctly pronounce all the words on the list. If the student does not pronounce a word correctly, model the word for the student and consider reviewing the word before moving forward with reading the book.
8. Have the student read the book aloud.
Note: If a student stumbles over a word while reading a book, model the word and have the student repeat the word. Then, have the student go back to the beginning of the sentence in which the word appears and read the sentence again.



- 9. • Turn to the page in the book listed next to the first discussion question.
- Read the first discussion question.
- Pause to allow the student to respond.

TALK ABOUT IT

Page 2 – Why is the girl looking under her backpack?
 Page 3 – What is the title of the book she lost?
 Page 4 – Why does the girl call her friend? What does the girl find out?
 Pages 5 and 6 – Who else does the girl ask about her book?
 Page 7 – What will happen if the girl cannot find the lost book?
 Page 10 – Where does the girl finally find her book? How do you think it got there?
 Page 12 – What does the girl do to make sure she will not lose her book again?

10. Repeat Step 9 for the remaining discussion questions.

11. Record the date of the student’s successful reading of the book on the Program Progress Chart (pages 68–74).

Program Progress Chart		Word Build			
STUDENT: Alexis R.		YEAR: 2011			
For each activity, write the date of mastery.		Attempt 1		Attempt 2	
		Date	Ident. / Error	Date	Ident. / Error
141	new	4/6	1 0		
142	under	4/7	2 2	4/8	0 1
143	book	4/8	1 1		
144	read	4/9	1 0		
145	ask	4/12	0 0		
146	her	4/13	0 0		
147	room	4/14	0 1		
148	about	4/15	1 0		
149	does	4/16	2 2	4/19	0 1
150	know	4/19	1 0		
Match on the Mat – Set 2A		4/20			
Book 29 – Did You Take My Book?		4/20			

CRITERIA FOR MASTERY

The books in this program are considered rewards for mastering the words taught. The student should read every word correctly and fluently. If the student does not, the teacher should note problem words and plan to review them.



In the software version, the books are presented within the Library. The software provides options to have the book text read aloud and/or have the text highlighted. Students can also make independent choices in the Library. Students may view certificates they have earned, view the Word Wall, or play the Match It! Game.

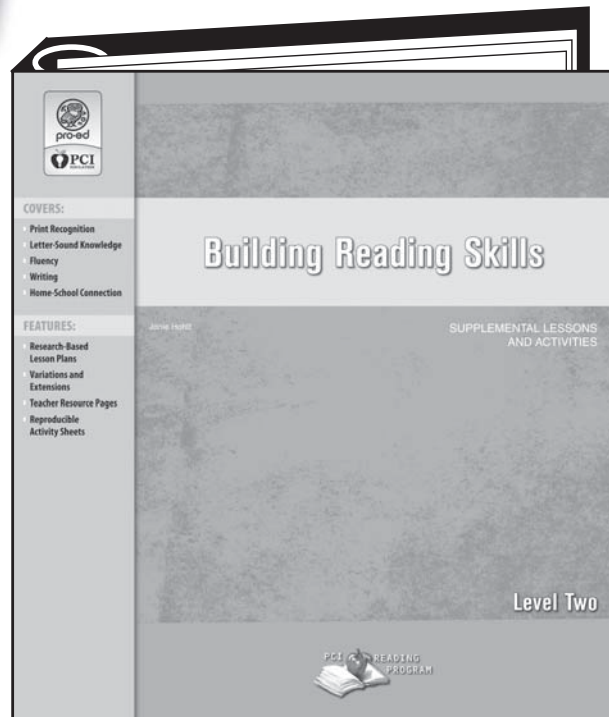
Building Reading Skills Binder

Purpose: To build beginning reading skills.

OVERVIEW

This binder provides a variety of lesson plans and activities for beginning readers. Each lesson is based on a recommended approach or technique from current educators or researchers in the fields of reading and brain research. The lesson plans within each of the five units provide a natural progression of learning for that particular skill.

The units in the *Building Reading Skills* binder focus on different beginning reader skills. Teachers can individualize instruction by selecting lesson plans that teach the specific skills a student needs to work on, at the appropriate level of instruction.



The Level Two *Building Reading Skills* binder includes the following five units:

- **Building Print Recognition** (strategies for reading different font styles and environmental print)
- **Building Letter-Sound Knowledge** (introduction to continuous and clipped initial consonant sounds)
- **Building Fluency** (rate, accuracy, and prosody)
- **Building the Writing Connection** (letter formation, tracing and copying letters, writing program words)
- **Building the Home Connection** (five reproducible take-home books)

For information on how to conduct a lesson, see the introduction in the front of the binder.

CRITERIA FOR MASTERY

There are no specific criteria for mastery in the *Building Reading Skills* binder. It is suggested that teachers use the variations to provide additional practice at each skill level when appropriate.



In the software, the Building Reading Skills are automatically integrated into the lesson cycle for each word. The facilitator may deselect any or all of the skills.

For Additional Visual-Discrimination Practice

MATCHING GAME

Provide the student with four to eight of the Word Cards from the program. Write the same words in random order on a magnetic dry erase board. Have the student place each Word Card next to its matching word using a magnet. Or, if you have small handheld dry erase boards or chalkboards, write the words on these boards and have the student place each Word Card next to its matching word.

For Additional Practice in Learning the Words

TACTILE WORD CARDS

Print the target word on an index card. Then, use a sharp pencil or pen tip to punch holes through the backside of the letters in order to make each letter raised. Hand the tactile word card to the student. Have the student trace the word on the card, while saying the word aloud. This will help cement the word in the student's short- and long-term memory.

For Additional Practice in Reviewing the Words

WORD WALL

As the students in the class learn the words, print each word on a large index card or sheet of construction paper. Tape these cards or sheets to a designated wall in the classroom to create a word wall that will grow along with the students' reading skills. Begin each class period by pointing to the words you know every student has learned and having the class chorally read each word.

FLASHLIGHT REVIEW

Dim the lights in the teaching area and use a flashlight to show the student how to "write" a selected review word on the wall using the flashlight. Have the student "write" the word on the wall with the flashlight several times. The gross motor skills used in this activity will help imprint the word in the student's short- and long-term memory.

POCKET CHART REVIEW

Print or write each word on an index card. Place the cards in groups of ten inside the pockets of a pocket chart or in library pockets affixed to a bulletin board. Label each pocket with the numbers of the words inside, for example "Words 141–150" or "Words 151–160." Periodically, go to the pocket chart at the beginning of class and pull out a set of words you know the entire class has learned. Pass out the ten cards to various students in the classroom. Then, have each student hold up his or her card and read the word aloud. Model the word for any student who needs help.

For Additional Word-Comprehension Practice

PICTURE THE PHRASE

Provide the student with the Word Cards for the target word and two or three previously learned words that can be used to build a familiar phrase. Have the student make the phrase using the Word Cards and then read it. Then, hand the student a sentence strip or sheet of construction paper. Allow him or her to look at the Word Cards and copy the phrase onto the strip or sheet. Provide assistance in this task if the student does not have the fine motor skills to write the phrase or if the student has difficulty copying. Once the phrase is written, instruct the student to use markers to draw a picture that completes the phrase or to illustrate the meaning of the phrase.

For Additional Oral-Reading and Fluency Practice

RECORD THE STORIES

To improve fluency, record yourself reading the program's 14 books, modeling a slow, steady pace with good expression. Explain that you want students to listen to the recording and follow along in the books by touching each word as they hear it. When appropriate, have the students periodically record themselves reading the books using the fluency and inflection modeled on the teacher recordings. Provide frequent opportunities for students to use the recorded stories.

For Additional Practice Reading Words With Inflectional Endings

ADD AN INFLECTIONAL ENDING

Select four words with inflectional endings from the list on page 63. Gather the Word Cards for the root words, and place them faceup on the table in front of the student. Give the student alphabet word tiles or foam blocks. Ask the student to use the tiles or blocks to "spell" each root word beside the corresponding Word Card. Then tell the student to use the tiles or blocks to add the inflectional ending letter or letters to each root word. Point to each pair of words and have the student read them, first the root word on the Word Card and then the same word with the inflectional ending made from the tiles or blocks.

-ED VERB CHORAL READING PRACTICE

Use a marker to write the *-ed* verbs taught in Level Two (see the list on page 63) on a sheet of chart paper. Lead a small group of students in a choral reading of the *-ed* verbs. Point to each word as the group reads it. Repeat the choral reading once or twice a day for several days until the students can quickly recognize and correctly pronounce each *-ed* verb.

For Additional Practice Reading Compound Words

PICTURE THAT COMPOUND WORD

Use pictures to reinforce the meaning of compound words taught in Level Two. Choose a compound word from the list on page 63, and gather the two Word Cards from the program that are used to make that compound word. Find or draw pictures that represent both root words in the compound word as well as the compound word itself. (e.g., For the word “bedroom,” find a picture of a “bed,” a “room,” and a “bedroom.”) Place the three pictures in front of the student, and hand the Word Cards to the student. Ask the student to point to the first picture and place the corresponding Word Card beneath it. (e.g., Place the Word Card for “bed” beneath the picture of the bed.) Repeat for the second root word. Then point to the picture of the compound word, and ask the student to name the picture (e.g., “bedroom”). Write the compound word below the picture. Point to the compound word, and ask the student to read the word.

READ THAT COMPOUND WORD

Use a marker to write the compound words taught in Level Two (see list on page 63) on unlined index cards. Show the student the first compound word. With a blank index card, cover the second root word of the compound word. Ask the student to read the remaining word. Repeat the process, covering the first root word of the compound word. Reveal the entire word, and model the pronunciation of the compound word. Ask the student to echo the pronunciation. Have the student continue to practice reading each compound word until he or she can do so fluently.

COMPREHEND THAT COMPOUND WORD

Write a sentence starter at the top of a sheet of chart paper that includes a compound word from Level Two. (e.g., “This weekend I want to ____.”) Gather a group of students in front of the chart, and read the sentence starter together. Ask each student to complete the sentence orally. Draw a picture of or write the word(s) that each student suggests on the chart. When every student has responded, ask the group to chorally read the sentence starter several times, filling in a different student answer each time.

For Additional Book-Comprehension Practice

PARTNER RETELL

After the student finishes reading one of the program's 14 books, pair him or her with another student who has recently read the same book. Have the partners take turns retelling the story in their own words.

STORY ROLE-PLAY

Once the student finishes reading one of the program's 14 books, have the student role-play his or her favorite part of the story. If appropriate, encourage the student to wear story-related clothing and use props. This role-play could be performed for just the teacher, for a small group, or for the entire class, depending on the student's comfort level.

ILLUSTRATE THE STORY

Once several students finish reading one of the program's 14 books, hand each student a sheet of construction paper with the words from one of the pages in the story printed near the bottom. Have each student read the words and then use markers to illustrate the words on the page. When all of the students have finished, staple the pages together in the order of the story to make a book. Place the book in the classroom library, and encourage the students to read it as often as they like.

CHARACTER CONNECTION

After the student finishes reading one of the program's 14 books, discuss the main idea of the book and ask the student to think about a time he or she experienced a similar situation. Encourage the student to tell his or her story.

Parent Letter

Date: ___/___/___

Dear Parent (or Guardian):

This school year, your child will be building upon his or her reading skills with Level Two of the *PCI Reading Program*. As in Level One of this program, your child will continue to learn to read words through a systematic, whole word approach. In addition, your child will learn some basic decoding skills in order to recognize and read words with inflectional endings and compound words.

In Level Two, your child will:

- learn to read an additional 140 high-frequency words
- recognize and read program words with the inflectional endings *-s*, *-ing*, and *-ed* (for example, “farms,” “jumping,” and “walked”)
- recognize and read compound words (for example, “cannot”)
- read 14 books with 1–3 paragraphs per page
- build phrases and sentences using word and picture cards
- complete independent reading activity sheets
- improve fluency of oral reading

Along with this letter, I am sending a list of the words your child will be learning to read. As your child learns to read these words, look for the words together in books, newspapers, magazines, recipes, and directions/instructions.

Ask your child about the books he or she is reading throughout the year. Encourage your child to retell the stories to you.

When your child brings home activity sheets, read and go over the directions on each page. Then listen as your child reads the words and phrases. Praise him or her for completing the activities correctly and for being a good reader.

Some activity sheets will ask your child to find or draw a picture to complete a phrase or sentence. You can help your child make a personal connection to these activities by searching together to find appropriate photographs of family members or objects around your home.

I look forward to working with your child this year.

Sincerely,



Carta a los padres

Fecha: ___/___/___

Estimado padre de familia (o tutor):

Este año escolar, su hijo(a) va a continuar desarrollando sus habilidades de lectura utilizando el Segundo Nivel del *PCI Reading Program*. Al igual que en el Primer Nivel, su hijo(a) aprenderá a leer con este enfoque sistemático. Además, su hijo(a):

- aprenderá a leer 140 palabras más de alta frecuencia,
- leerá 14 libros con 1 a 3 párrafos por página,
- construirá frases y oraciones empleando tarjetas con palabras e ilustraciones,
- completará de manera independiente hojas de actividades de lectura y
- mejorará la fluidez de la lectura.

Con esta carta se incluye una lista de palabras que su hijo(a) aprenderá a leer. Mientras su hijo(a) aprende a leer estas palabras, búsquenlas juntos en libros, periódicos, revistas, recetas e instrucciones.

Pregunte a su hijo(a) acerca de los libros que lea durante el año. Anímelo(a) a que le vuelva a contar los cuentos.

Cuando su hijo(a) lleve a casa las hojas de actividades, léale las instrucciones en cada hoja. Entonces escuche mientras su hijo(a) lee las palabras y frases. Felicítelo(a) cuando termine las actividades correctamente y por ser buen lector.

Algunas actividades le pedirán a su hijo(a) que busque o dibuje una ilustración para completar una frase u oración. Ayúdele a hacer una conexión personal con las actividades mediante la búsqueda de fotos de miembros de la familia u objetos en su hogar.

Espero con interés poder trabajar con su hijo(a) este año.

Atentamente,



Level One Words (in the order taught)

- | | | | |
|-----------|------------|------------|-------------|
| 1. my | 36. we | 71. very | 106. best |
| 2. this | 37. play | 72. these | 107. make |
| 3. a | 38. there | 73. up | 108. place |
| 4. is | 39. park | 74. before | 109. did |
| 5. home | 40. much | 75. them | 110. back |
| 6. the | 41. that | 76. give | 111. game |
| 7. in | 42. ride | 77. cow | 112. end |
| 8. city | 43. bus | 78. want | 113. any |
| 9. by | 44. look | 79. use | 114. other |
| 10. ocean | 45. me | 80. good | 115. than |
| 11. on | 46. and | 81. money | 116. again |
| 12. not | 47. friend | 82. how | 117. into |
| 13. farm | 48. for | 83. put | 118. he |
| 14. like | 49. horse | 84. one | 119. yellow |
| 15. I | 50. also | 85. more | 120. would |
| 16. town | 51. school | 86. show | 121. they |
| 17. big | 52. get | 87. find | 122. are |
| 18. lake | 53. when | 88. us | 123. happy |
| 19. small | 54. at | 89. after | 124. many |
| 20. as | 55. of | 90. sit | 125. who |
| 21. see | 56. walk | 91. time | 126. if |
| 22. live | 57. around | 92. today | 127. dad |
| 23. do | 58. then | 93. here | 128. almost |
| 24. where | 59. eat | 94. will | 129. tell |
| 25. you | 60. food | 95. cold | 130. now |
| 26. go | 61. garden | 96. so | 131. people |
| 27. shop | 62. our | 97. down | 132. which |
| 28. to | 63. from | 98. off | 133. jump |
| 29. store | 64. pick | 99. has | 134. first |
| 30. what | 65. can | 100. warm | 135. over |
| 31. have | 66. mom | 101. but | 136. same |
| 32. work | 67. come | 102. out | 137. had |
| 33. all | 68. it | 103. be | 138. girl |
| 34. help | 69. some | 104. or | 139. she |
| 35. with | 70. take | 105. only | 140. must |

Level Two Words (in the order taught)

141. new	176. him	211. brother	246. until
142. under	177. write	212. hour	247. morning
143. book	178. name	213. ball	248. cat
144. read	179. egg	214. made	249. year
145. ask	180. pay	215. run	250. street
146. her	181. always	216. fast	251. through
147. room	182. because	217. am	252. white
148. about	183. keep	218. sure	253. said
149. does	184. move	219. his	254. paper
150. know	185. was	220. yell	255. could
151. let	186. little	221. better	256. ready
152. think	187. win	222. went	257. bike
153. bed	188. night	223. doctor	258. even
154. dog	189. both	224. told	259. those
155. just	190. blue	225. woman	260. saw
156. took	191. last	226. leg	261. job
157. each	192. week	227. hurt	262. water
158. need	193. man	228. were	263. far
159. day	194. sister	229. began	264. soon
160. thing	195. kind	230. fall	265. different
161. fun	196. turn	231. should	266. three
162. red	197. watch	232. your	267. found
163. got	198. next	233. came	268. sad
164. long	199. begin	234. flower	269. been
165. boy	200. an	235. green	270. own
166. two	201. every	236. say	271. animal
167. sleep	202. way	237. nice	272. most
168. old	203. party	238. feel	273. stay
169. why	204. family	239. call	274. near
170. bring	205. together	240. side	275. zoo
171. their	206. table	241. done	276. drink
172. cake	207. goes	242. yard	277. open
173. while	208. car	243. tree	278. may
174. talk	209. stop	244. clean	279. such
175. another	210. too	245. away	280. no

Combined Word List (in alphabetical order)

The following list of words includes all 280 words taught in Level One and Level Two in alphabetical order. Following each word in parentheses is its lesson number, which reflects the order in which the word is introduced in the program.

<p>A</p> <p>a (3) about (148) after (89) again (116) all (33) almost (128) also (50) always (181) am (217) an (200) and (46) animal (271) another (175) any (113) are (122) around (57) as (20) ask (145) at (54) away (245)</p>	<p>B</p> <p>both (189) boy (165) bring (170) brother (211) bus (43) but (101) by (9)</p> <p>C</p> <p>cake (172) call (239) came (233) can (65) car (208) cat (248) city (8) clean (244) cold (95) come (67) could (255) cow (77)</p>	<p>E</p> <p>end (112) even (258) every (201)</p> <p>F</p> <p>fall (230) family (204) far (263) farm (13) fast (216) feel (238) find (87) first (134) flower (234) food (60) for (48) found (267) friend (47) from (63) fun (161)</p>	<p>H</p> <p>help (34) her (146) here (93) him (176) his (219) home (5) horse (49) hour (212) how (82) hurt (227)</p> <p>I</p> <p>I (15) if (126) in (7) into (117) is (4) it (68)</p>	<p>M</p> <p>made (214) make (107) man (193) many (124) may (278) me (45) mom (66) money (81) more (85) morning (247) most (272) move (184) much (40) must (140) my (1)</p>
<p>B</p> <p>back (110) ball (213) be (103) because (182) bed (153) been (269) before (74) began (229) begin (199) best (106) better (221) big (17) bike (257) blue (190) book (143)</p>	<p>D</p> <p>dad (127) day (159) did (109) different (265) do (23) doctor (223) does (149) dog (154) done (241) down (97) drink (276)</p> <p>E</p> <p>each (157) eat (59) egg (179)</p>	<p>G</p> <p>game (111) garden (61) get (52) girl (138) give (76) go (26) goes (207) good (80) got (163) green (235)</p> <p>H</p> <p>had (137) happy (123) has (99) have (31) he (118)</p>	<p>J</p> <p>job (261) jump (133) just (155)</p> <p>K</p> <p>keep (183) kind (195) know (150)</p> <p>L</p> <p>lake (18) last (191) leg (226) let (151) like (14) little (186) live (22) long (164) look (44)</p>	<p>N</p> <p>name (178) near (274) need (158) new (141) next (198) nice (237) night (188) no (280) not (12) now (130)</p> <p>O</p> <p>ocean (10) of (55) off (98) old (168) on (11) one (84) only (105) open (277) or (104)</p>



















<p>O</p> <p>other (114) our (62) out (102) over (135) own (270)</p>	<p>S</p> <p>sad (268) said (253) same (136) saw (260) say (236) school (51) see (21) she (139) shop (27) should (231) show (86) side (240) sister (194) sit (90) sleep (167) small (19) so (96) some (69) soon (264) stay (273) stop (209) store (29) street (250) such (279) sure (218)</p>	<p>T</p> <p>table (206) take (70) talk (174) tell (129) than (115) that (41) the (6) their (171) them (75) then (58) there (38) these (72) they (121) thing (160) think (152) this (2) those (259) three (266) through (251) time (91) to (28) today (92) together (205) told (224) too (210) took (156)</p>	<p>T</p> <p>town (16) tree (243) turn (196) two (166)</p>	<p>W</p> <p>when (53) where (24) which (132) while (173) white (252) who (125) why (169) will (94) win (187) with (35) woman (225) work (32) would (120) write (177)</p>
<p>P</p> <p>paper (254) park (39) party (203) pay (180) people (131) pick (64) place (108) play (37) put (83)</p>			<p>U</p> <p>under (142) until (246) up (73) us (88) use (79)</p>	<p>Y</p> <p>yard (242) year (249) yell (220) yellow (119) you (25) your (232)</p>
<p>R</p> <p>read (144) ready (256) red (162) ride (42) room (147) run (215)</p>			<p>V</p> <p>very (71)</p>	<p>Z</p> <p>zoo (275)</p>
			<p>W</p> <p>walk (56) want (78) warm (100) was (185) watch (197) water (262) way (202) we (36) week (192) went (222) were (228) what (30)</p>	

Words With Inflectional Endings and Compound Words














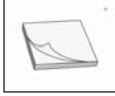


















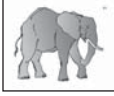




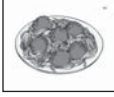

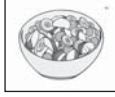




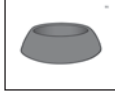





USED IN LEVEL TWO

-s Nouns	-s Verbs	-ing Verbs	-ed Verbs	Compound Words
balls	asks	asking	asked	anyhow
beds	begins	being	backed	anymore
books	brings	bringing	called	anyone
boys	calls	calling	cleaned	anything
cakes	comes	cleaning	ended	anytime
cars	eats	doing	helped	anyway
cats	ends	eating	jumped	anywhere
cows	falls	ending	looked	backyard
dads	feels	falling	needed	become
days	finds	finding	parked	bedroom
doctors	gets	going	picked	bedtime
dogs	gives	helping	played	belong
eggs	helps	hurting	showed	cannot
farms	hurts	jumping	talked	cowboy
flowers	jumps	keeping	turned	cowgirl
foods	keeps	looking	walked	daytime
friends	knows	needing	wanted	downtown
games	lets	parking	warmed	everyone
gardens	likes	paying	watched	everything
girls	lives	picking	worked	everywhere
homes	looks	playing	yelled	inside
hours	makes	reading		nighttime
kinds	moves	saying		onto
lakes	needs	seeing		outside
legs	pays	showing		overnight
moms	picks	sleeping		someday
names	plays	talking		somehow
nights	puts	telling		someone
oceans	reads	thinking		someplace
parks	rides	turning		something
rooms	runs	walking		sometime
schools	sees	warming		somewhat
shows	shops	watching		somewhere
stores	shows	working		weekend
tables	sits	yelling		
things	sleeps			
times	stops			
towns	takes			
trees	talks			
ways	tells			
weeks	thinks			
years	turns			
	walks			
	wants			
	warms			
	works			
	writes			

Level Two Picture Cards

 1. boat	 2. MP3 player	 3. recliner	 4. coffeemaker	 5. watch
 6. fishing pole	 7. basketball	 8. umbrella	 9. blanket	 10. key
 11. dishwashing liquid	 12. kitten	 13. pan	 14. stool	 15. magazine
 16. street sign	 17. menu	 18. birthday card	 19. restroom	 20. water fountain
 21. ramp	 22. elevator	 23. rope	 24. leash	 25. balloon
 26. butterfly	 27. heating pad	 28. robe	 29. teddy bear	 30. bone
 31. collar	 32. spiral notebook	 33. bracelet	 34. flash card	 35. price tag
 36. picnic table	 37. toaster	 38. doughnut	 39. guitar	 40. wallet
 41. pancakes	 42. mittens	 43. oranges	 44. tennis shoes	 45. fortune cookies
 46. tent	 47. tire	 48. rocking chair	 49. bowling alley	 50. windmill

Level Two Picture Cards

 51. rabbits	 52. crayons	 53. seashells	 54. remote control	 55. mail
 56. ketchup	 57. tape	 58. thermometer	 59. icing	 60. birthday candles
 61. plastic forks	 62. paper plates	 63. postcard	 64. notepad	 65. chalkboard
 66. nametag	 67. nest	 68. basket	 69. egg carton	 70. paper towels
 71. cereal	 72. nachos	 73. mop	 74. scissors	 75. trophy
 76. ribbon	 77. flour	 78. bus driver	 79. nurse	 80. glue
 81. olive	 82. airplane	 83. elephant	 84. boots	 85. birdhouse
 86. necklace	 87. tacos	 88. spaghetti & meatballs	 89. popcorn	 90. fruit salad
 91. bee	 92. step ladder	 93. tractor	 94. skateboard	 95. dog bowl
 96. chalk	 97. paper cup	 98. alligator	 99. eagle	 100. water bottle

Comprehensive Test Checklist

STUDENT:

CODES: ✓ = Correct
X = Incorrect

No.	Word	Initial Assessment _/_/_/_	2nd Assessment _/_/_/_	3rd Assessment _/_/_/_	No.	Word	Initial Assessment _/_/_/_	2nd Assessment _/_/_/_	3rd Assessment _/_/_/_	No.	Word	Initial Assessment _/_/_/_	2nd Assessment _/_/_/_	3rd Assessment _/_/_/_
141	new				166	two				191	last			
142	under				167	sleep				192	week			
143	book				168	old				193	man			
144	read				169	why				194	sister			
145	ask				170	bring				195	kind			
146	her				171	their				196	turn			
147	room				172	cake				197	watch			
148	about				173	while				198	next			
149	does				174	talk				199	begin			
150	know				175	another				200	an			
151	let				176	him				201	every			
152	think				177	write				202	way			
153	bed				178	name				203	party			
154	dog				179	egg				204	family			
155	just				180	pay				205	together			
156	took				181	always				206	table			
157	each				182	because				207	goes			
158	need				183	keep				208	car			
159	day				184	move				209	stop			
160	thing				185	was				210	too			
161	fun				186	little				211	brother			
162	red				187	win				212	hour			
163	got				188	night				213	ball			
164	long				189	both				214	made			
165	boy				190	blue				215	run			

Comprehensive Test Checklist

STUDENT:

CODES: ✓ = Correct
X = Incorrect

No.	Word	Initial Assessment _/_/_/_	2nd Assessment _/_/_/_	3rd Assessment _/_/_/_	No.	Word	Initial Assessment _/_/_/_	2nd Assessment _/_/_/_	3rd Assessment _/_/_/_	No.	Word	Initial Assessment _/_/_/_	2nd Assessment _/_/_/_	3rd Assessment _/_/_/_
216	fast				241	done				266	three			
217	am				242	yard				267	found			
218	sure				243	tree				268	sad			
219	his				244	clean				269	been			
220	yell				245	away				270	own			
221	better				246	until				271	animal			
222	went				247	morning				272	most			
223	doctor				248	cat				273	stay			
224	told				249	year				274	near			
225	woman				250	street				275	zoo			
226	leg				251	through				276	drink			
227	hurt				252	white				277	open			
228	were				253	said				278	may			
229	began				254	paper				279	such			
230	fall				255	could				280	no			
231	should				256	ready				Notes:				
232	your				257	bike								
233	came				258	even								
234	flower				259	those								
235	green				260	saw								
236	say				261	job								
237	nice				262	water								
238	feel				263	far								
239	call				264	soon								
240	side				265	different								

Program Progress Chart

STUDENT: _____ YEAR: _____

For each activity, write the date of mastery.

	Step 1A Word Building Lessons				Step 1B Guided Word Practice Card Activity	Step 1C Guided Word Practice Read-Aloud	Step 1C Guided Word Practice Real-World Connection	Step 1D Activity Sheets	Comments			
	Attempt 1	Attempt 2	Attempt 3									
	Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors
141												
142												
143												
144												
145												
146												
147												
148												
149												
150												
Match on the Mat – Set 2A												
Book 29 – Did You Take My Book?												

151												
152												
153												
154												
155												
156												
157												
158												
159												
160												

Match on the Mat – Set 2B												
Book 30 – The New Dog												

Program Progress Chart

STUDENT: _____ YEAR: _____

For each activity, write the date of mastery.

	Step 1A			Step 1B	Step 1C	Step 1D	Comments		
	Word Building Lessons								
	Attempt 1	Attempt 2	Attempt 3	Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Read-World Connection	Activity Sheets	
	Date	Ident.	Rds.	Date	Ident.	Rds.	Date	Ident.	Rds.
		Errors	Errors		Errors	Errors		Errors	Errors
161	fun								
162	red								
163	got								
164	long								
165	boy								
166	two								
167	sleep								
168	old								
169	why								
170	bring								
Match on the Mat – Set 2C									
Book 31 – The Sleep Out									

171	their								
172	cake								
173	while								
174	talk								
175	another								
176	him								
177	write								
178	name								
179	egg								
180	pay								

Match on the Mat – Set 2D									
Book 32 – A Cake for Our Mom									

Program Progress Chart

STUDENT: _____ YEAR: _____

For each activity, write the date of mastery.

	Step 1A				Comments							
	Attempt 1	Attempt 2	Attempt 3									
	Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors
181												
182												
183												
184												
185												
186												
187												
188												
189												
190												
Match on the Mat – Set 2E												
Book 33 – The Game Room												

	Step 1B				Step 1C				Step 1D				Comments
	Trace and Read	Workbook	Card Activity	Guided Word Practice	Read-Aloud	Guided Word Practice	Real-World Connection	Activity Sheets					
191													
192													
193													
194													
195													
196													
197													
198													
199													
200													
Match on the Mat – Set 2F													
Book 34 – The Best Place for Books													

Program Progress Chart

STUDENT: _____ YEAR: _____

For each activity, write the date of mastery.

	Step 1A			Step 1B	Step 1C	Step 1D	Comments					
	Word Building Lessons							Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Read-World Connection	Activity Sheets
	Attempt 1	Attempt 2	Attempt 3									
	Date	Ident.	Rds.	Date	Ident.	Rds.	Date	Ident.	Rds.	Errors	Errors	Errors
201	every											
202	way											
203	party											
204	family											
205	together											
206	table											
207	goes											
208	car											
209	stop											
210	too											
Match on the Mat – Set 2G												
Book 35 – Family Day at the Park												

211	brother											
212	hour											
213	ball											
214	made											
215	run											
216	fast											
217	am											
218	sure											
219	his											
220	yell											

Match on the Mat – Set 2H												
Book 36 – The Big Game												

Program Progress Chart

STUDENT: _____ YEAR: _____

For each activity, write the date of mastery.

	Step 1A				Step 1B	Step 1C	Step 1D	Comments				
	Word Building Lessons											
	Attempt 1	Attempt 2	Attempt 3									
Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors	
221	better											
222	went											
223	doctor											
224	told											
225	woman											
226	leg											
227	hurt											
228	were											
229	began											
230	fall											
Match on the Mat – Set 2I												
Book 37 – How I Got Hurt												
231	should											
232	your											
233	came											
234	flower											
235	green											
236	say											
237	nice											
238	feel											
239	call											
240	side											
Match on the Mat – Set 2J												
Book 38 – A Day With My Mom												

Program Progress Chart

STUDENT: _____ YEAR: _____

For each activity, write the date of mastery.

	Step 1A			Step 1B	Step 1C	Step 1D	Comments		
	Word Building Lessons							Trace and Read Workbook	Guided Word Practice Card Activity
	Attempt 1	Attempt 2	Attempt 3						
	Date	Ident.	Rds.	Date	Ident.	Rds.	Date	Ident.	Rds.
	Errors	Errors	Errors	Errors	Errors	Errors	Errors	Errors	Errors
241	done								
242	yard								
243	tree								
244	clean								
245	away								
246	until								
247	morning								
248	cat								
249	year								
250	street								
Match on the Mat – Set 2K									
Book 39 – Working With My Family									

251	through								
252	white								
253	said								
254	paper								
255	could								
256	ready								
257	bike								
258	even								
259	those								
260	saw								
Match on the Mat – Set 2L									
Book 40 – The Red, White, and Blue Party									

Match on the Mat – Set 2L									
Book 40 – The Red, White, and Blue Party									

Program Progress Chart

STUDENT: _____ YEAR: _____

For each activity, write the date of mastery.

	Step 1A				Step 1B	Step 1C	Step 1D	Comments				
	Word Building Lessons											
	Attempt 1	Attempt 2	Attempt 3		Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Read-World Connection	Activity Sheets			
	Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors	Date	Ident.	Rds.	Errors
261	job											
262	water											
263	far											
264	soon											
265	different											
266	three											
267	found											
268	sad											
269	been											
270	own											
Match on the Mat – Set 2M												
Book 41 – Why Do We Have to Move?												

271	animal											
272	most											
273	stay											
274	near											
275	zoo											
276	drink											
277	open											
278	may											
279	such											
280	no											
Match on the Mat – Set 2N												
Book 42 – At the Zoo												

Posttest Progress Chart

STUDENT:						
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
29	Date: _ / _ / _	_____	Date: _ / _ / _	_____	Date: _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_ / 25	_____	_ / 25	_____	_ / 25	_____
30	Date: _ / _ / _	_____	Date: _ / _ / _	_____	Date: _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_ / 25	_____	_ / 25	_____	_ / 25	_____
31	Date: _ / _ / _	_____	Date: _ / _ / _	_____	Date: _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_ / 25	_____	_ / 25	_____	_ / 25	_____
32	Date: _ / _ / _	_____	Date: _ / _ / _	_____	Date: _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_ / 30	_____	_ / 30	_____	_ / 30	_____
33	Date: _ / _ / _	_____	Date: _ / _ / _	_____	Date: _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_ / 30	_____	_ / 30	_____	_ / 30	_____
34	Date: _ / _ / _	_____	Date: _ / _ / _	_____	Date: _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_ / 30	_____	_ / 30	_____	_ / 30	_____
35	Date: _ / _ / _	_____	Date: _ / _ / _	_____	Date: _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_ / 30	_____	_ / 30	_____	_ / 30	_____

Posttest Progress Chart

STUDENT:						
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
36	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_ / 30		_ / 30		_ / 30	
37	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_ / 30		_ / 30		_ / 30	
38	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_ / 30		_ / 30		_ / 30	
39	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_ / 30		_ / 30		_ / 30	
40	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_ / 30		_ / 30		_ / 30	
41	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_ / 30		_ / 30		_ / 30	
42	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____	Date: _____ _ / _ / _	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_ / 30		_ / 30		_ / 30	

Skill Discovery Lessons Checklist

STUDENT:

Codes: ✓ = Completed
A = Attempted

Skill Discovery Lesson	Page #	Date	Status	Comments
Text Wrapping Lesson 1	5			
Text Wrapping Lesson 2	6			
Text Wrapping Lesson 3	7			
End Punctuation Marks Lesson 1	8			
End Punctuation Marks Lesson 2	10			
End Punctuation Marks Lesson 3	12			
Noun-s Lesson 1	14			
Noun-s Lesson 2	16			
Noun-s Lesson 3	18			
Noun-s Lesson 4	20			
Noun-s Lesson 5	22			
Verb-s Lesson 1	24			
Verb-s Lesson 2	26			
Verb-s Lesson 3	28			
Verb-ing Lesson 1	30			
Verb-ing Lesson 2	32			
Verb-ing Lesson 3	34			
Verb-ing Lesson 4	36			
Verb-ing Lesson 5	38			
Verb-ed (Ending Sound /t/ and /d/) Lesson 1	40			
Verb-ed (Ending Sound /t/ and /d/) Lesson 2	42			
Verb-ed (Ending Sound /t/ and /d/) Lesson 3	44			
Verb-ed (Ending Sound /t/ and /d/) Lesson 4	46			
Verb-ed (Ending Sound /ɛd/) Lesson 1	48			
Verb-ed (Ending Sound /ɛd/) Lesson 2	50			
Verb-ed (Ending Sound /ɛd/) Lesson 3	52			
Compound Words Lesson 1	54			
Compound Words Lesson 2	56			
Compound Words Lesson 3	58			

Word Strips Checklist

STUDENT:						
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
1	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
2	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
3	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
4	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
5	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
6	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
7	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
8	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
9	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____
10	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____	Date: _____ ____/____/____	_____
	____/16	_____	____/16	_____	____/16	_____

Word Strips Checklist

STUDENT:						
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
11	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
12	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
13	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
14	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
15	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
16	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
17	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
18	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
19	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____
20	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	_____	_____	_____	_____	_____	_____
	_/_16	_____	_/_16	_____	_/_16	_____

Word Strips Checklist

STUDENT:						
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
21	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
22	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
23	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
24	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
25	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
26	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
27	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
28	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
29	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____
30	Date: _/_/	_____	Date: _/_/	_____	Date: _/_/	_____
	//16	_____	_/_/16	_____	_/_/16	_____

Word Strips Checklist

STUDENT:						
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
31	Date: ___/___/___ _____ _____ ___/16	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/16	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/16	_____ _____ _____ _____
32	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
33	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
34	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
35	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
36	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
37	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
38	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
39	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____
40	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____	Date: ___/___/___ _____ _____ ___/24	_____ _____ _____ _____

Certificates

LEVEL TWO



Word of the Day Award



For _____

Today I learned the word _____.

PCI READING PROGRAM



Teacher Signature

Date

LEVEL TWO



Posttest Award



For _____

I read all _____ words correctly today!

PCI READING PROGRAM



Teacher Signature

Date

Certificates

LEVEL TWO



Good Reader Award



For _____

I read Book _____ in the *PCI Reading Program* today!



Teacher Signature

Date



I Did It!



For _____

I have completed Level Two of the *PCI Reading Program*.
I can read 280 words!



Teacher Signature

Date

Notes

Individual Components Available for Purchase

The following components may be purchased separately. Call PCI Education's Customer Service Department at 1-800-594-4263 for ordering information.



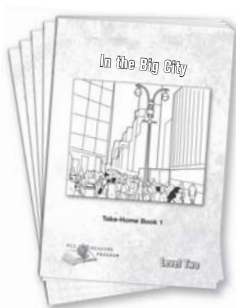
**ADDITIONAL
TRACE AND READ
WORKBOOKS
(IN SETS OF 5)**



AUDIO CARDS



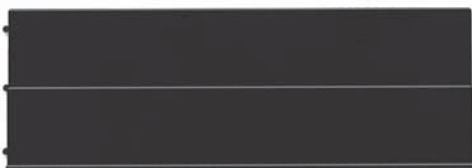
**ADDITIONAL BOOKS
(IN COMPLETE SETS)**



**REPRODUCIBLE
BOOKS**



ADDITIONAL PLASTIC VIEWERS

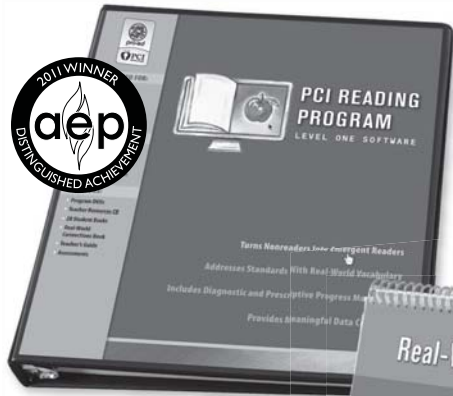


ADDITIONAL PLASTIC CARD TRAYS



COMPREHENSION ACTIVITIES

PCI Reading Program Level Two Software



The *PCI Reading Program Level Two Software* is an award-winning digital presentation of the print program. Students familiar with the print program will recognize the books and other activities such as the Word Building Lessons, Trace and Read, Guided Word Practice, and Building Reading Skills.



With the purchase of software, you will receive a Teacher's Guide, a *Real-World Connection* Book, 14 Books, Fluency Lessons, 5 Reproducible Home Connection Books, and a CD containing resources for the teacher.

*The software is available in network and standalone versions.

ACCESSIBILITY FEATURES AND LESSON MODIFICATION OPTIONS

The software has many accessibility features and options for lesson individualization. Designed for students who are single-switch and scan, touchscreen, or mouse users, its simple navigation features make it possible for students to work independently on many activities. Teacher options for lesson modification include the ability to set the scanning box size, color, and speed; increase the font size; set the interval at which verbal cues are repeated; and turn off sound effects. Nonverbal students can demonstrate reading mastery by using the multiple-choice version of the Posttests.



THE LIBRARY

The Library is designed so that students can make independent choices. A student can view the certificates he or she has earned, monitor the growth of the Word Wall and review program words, select one of the 14 program books to read, and play a word-matching game.



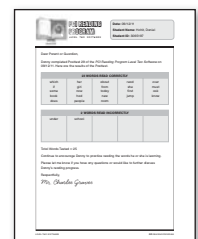
Library Main Menu

STUDENT RECORDS AND REPORTS

The software offers formative and summative assessments. All scores can be reviewed, exported into a spreadsheet, or printed. Two kinds of printable parent reports are also included.

Date	Lesson #	Word	Identification	Reading	Retention
08/12/2011	101	love	0	0	0
08/12/2011	102	water	0	0	0
08/12/2011	103	house	0	0	0
08/12/2011	104	tree	0	0	0
08/12/2011	105	car	0	0	0
08/12/2011	106	bird	0	0	0
08/12/2011	107	fish	0	0	0

Records



Posttest Report