Teacher's Guide

Level Three

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Teacher's Guide

Level Three

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Introduction

The *PCI Reading Program* is a scientifically research-based curriculum created specifically to teach students with intellectual disabilities, autism, and significant learning disabilities to read. Designed as a three-level system, the program helps nonreaders learn to read step by step, first through whole-word visual discrimination and then through basic decoding using onsets and rimes. As students progress through the three levels, they learn to read 405 words and become more independent in their ability to decode unknown words.

PRODUCT VISION

The authors envisioned a program that would help students with intellectual disabilities experience success from the very beginning. Research on existing whole-word visual discrimination programs showed that they were highly successful with students with intellectual disabilities because they offered concrete learning approaches coupled with the repetition and review necessary for retention (Browder and Xin, 1998). However, studies also showed that students were unable to decode unknown words or read materials outside the programs. The work of the National Reading Panel (Armbruster, et al, 2001) showed the importance of five core skills in reading success: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Many of the visual discrimination programs provided strong vocabulary instruction with some practice in comprehension and fluency, but they did not include phonetic instruction.

In speaking to educators across the country, the authors heard how difficult it was to find age-appropriate beginning level reading programs for students in middle school and high school. In addition, they learned of the challenge of finding engaging books for older students at the lowest reading levels.

After reading the research and talking to educators, the authors set out to develop a multilevel program that would begin with whole-word visual discrimination instruction combined with mastery-based learning, and eventually introduce phonetic patterns to help students recognize and decode unfamiliar words. The following tenets comprise the core of the *PCI Reading Program*:

1. Guaranteed student success through controlled-vocabulary reading materials and frequent repetition and review
2. Engaging, age-appropriate student books and other reading materials
3. Continuous progress monitoring
4. Evidence-based teaching strategies
5. Using what is known to introduce the unknown

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.

Browder, D.M. & Xin, Y. P. (1998). A meta-analysis and review of sight word research and its implications for teaching functional reading to individuals with moderate to severe disabilities. The Journal of Special Education, 32, 130-153.

Introduction

GUARANTEED STUDENT SUCCESS

The *PCI Reading Program* incorporates errorless teaching strategies to ensure student success with each task. Students learn one word at a time with frequent but varied repetition and review to support short- and long-term retention. All reading materials are carefully controlled so that students never encounter a word they do not already know.

ENGAGING, AGE-APPROPRIATE BOOKS

Each of the three levels in the program includes student books with full-color illustrations or photographs. The books feature adolescent main characters and real-world scenarios so that students in middle school and high school can easily relate to the stories. Students read their first book after learning just five words. As students learn more words, books increase in page count and in the number of sentences on a page. By Level Three, students are reading both fiction and nonfiction, with up to five paragraphs on a page.

CONTINUOUS PROGRESS MONITORING

To monitor student retention of the words and reading skills, Posttests and Unit Tests are included at regular intervals. Daily progress can be tracked using the Program Progress Chart. If a student needs remediation, the core program components can be repeated and/or the teacher can use the supplemental materials included for reteaching.

EVIDENCE-BASED TEACHING STRATEGIES

All three levels of the *PCI Reading Program* incorporate the research-proven teaching strategies of visual discrimination, mastery-based learning, and positive reinforcement. For a more complete description of these strategies and evidence of their effectiveness, see the *PCI Reading Program* White Paper, available at www.proedinc.com.

USING THE KNOWN TO TEACH THE UNKNOWN

The phonics concepts in Level Three are introduced using exemplars from the 280 words students learned in Levels One and Two. Using known words to teach the words that are unknown gives students confidence to learn new phonetic concepts.

Program Overview

The *PCI Reading Program* builds student success one level at a time. Completion of the three levels will take a nonreader to approximately a 3.0–3.5 reading level.

The program is carefully constructed to build student success by incrementally increasing reading skill complexity. In Level One, students learn one word at a time, and after every five words, they read a book. In Level Two, they continue to learn one word at a time, but they read a book every ten words and begin to integrate phonetic concepts with the introduction of inflectional endings and compound words. In Level Three, students are taught to recognize onsets and rimes from the sight words learned in Levels One and Two and to apply those patterns to basic decoding. Rather than having a book for every specified number of words, a book is provided for each word family taught.

Word Recognition Through Visual Discrimination

- 140 Sight Words
- 28 Fiction Books Ranging from 8 to 12 Pages
- 4- to 10-Word Sentences
- Takes Nonreaders to Approximately a 1.0 Reading Level

LEVEL ONE

Word Recognition Through Visual Discrimination

+

Phonetic Patterns in Inflectional Endings and Compound Words

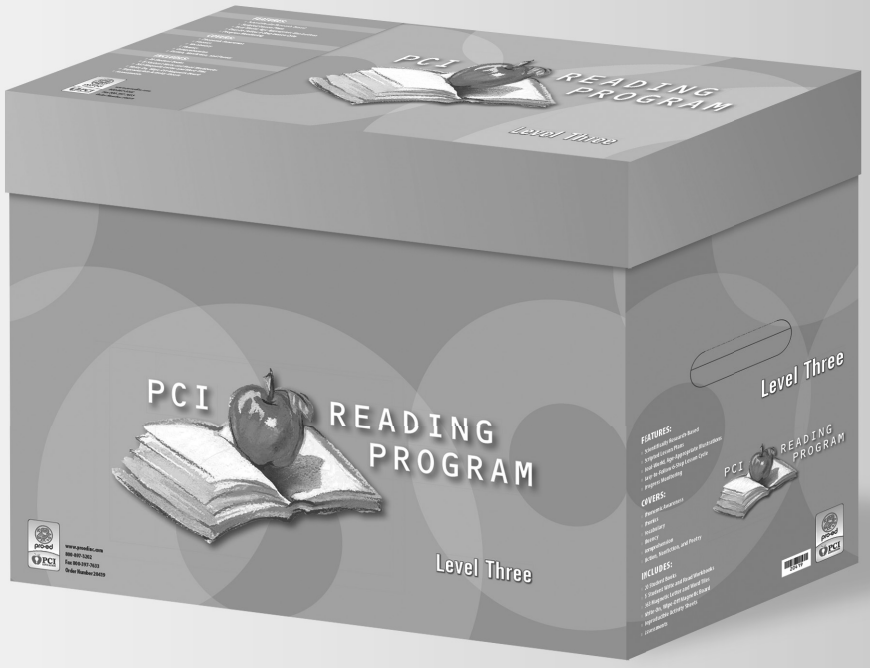
- 140 Additional Sight Words
- 14 Fiction Books Ranging from 12 to 16 Pages
- Up to 3 Paragraphs per Page
- Introduces Inflectional Endings and Compound Words
- Takes Students from a 1.0 Reading Level to a 2.0–2.5 Reading Level

LEVEL TWO

Program Overview

Word Decoding Through Phonics
+
Explicit Instruction in Comprehension, Fluency, and Writing

- 125 Additional Decodable Words
- 20 Books (10 Fiction and 10 Nonfiction), Each with 16 Pages
- Up to 5 Paragraphs per Page
- Teaches 23 Onsets and 20 Word Families
- Focuses on Word Analysis, Word Building and Blending, and Decoding
- Comprehension, Fluency, and Writing in Every Unit
- Takes Students from a 2.0–2.5 Reading Level to a 3.0–3.5 Reading Level



LEVEL THREE

Research Summary

The *PCI Reading Program* essentially combines two schools of thought on how to teach students to read. In Level One, students learn to read through a whole-word, visual discrimination approach using repetition and review. At the same time, through the Phonemic Awareness unit in the *Building Reading Skills* e-book, students practice distinguishing different sounds and acquiring the basic phonemic awareness skills that serve as a foundation for learning to read through phonics. Level Two continues to use the whole-word approach to teach 140 additional words, but it also integrates more phonics with inflectional endings. This allows Level Three to make the full transition into phonics instruction while building upon the letter-sound patterns already present in the words students know.

To develop the program's unique progression, the authors used an array of research on visual discrimination, brain-based learning, and mastery learning as well as research on analytic phonics, comprehension, and fluency. The result is a three-level program that builds on previously taught skills and establishes a concrete path to phonetic success by using the sight words students already know as exemplars for basic word decoding.

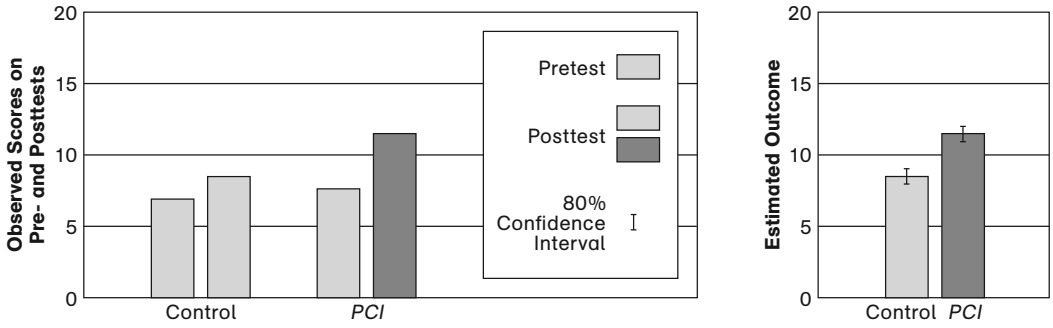
SCIENTIFICALLY RESEARCH-BASED

Since Level One premiered in 2007, PCI Education has been committed to researching its effectiveness. Through an independent research group, two large districts in Florida participated in a multi-year, randomized control trial of the program in grades 3–8. The specific question addressed in the study was whether students whose teachers use Level One of the *PCI Reading Program* achieve higher sight-word assessment scores in reading than students whose teachers do not use the program.

For this study, the research firm, Empirical Education, Inc., randomly divided 47 teachers into two groups: an experimental group of teachers who were trained and used Levels One and Two of the *PCI Reading Program* (PCI group) and a control group of teachers who continued with their existing programs. A randomized experiment eliminates the variety of biases that could otherwise compromise the validity of the research.

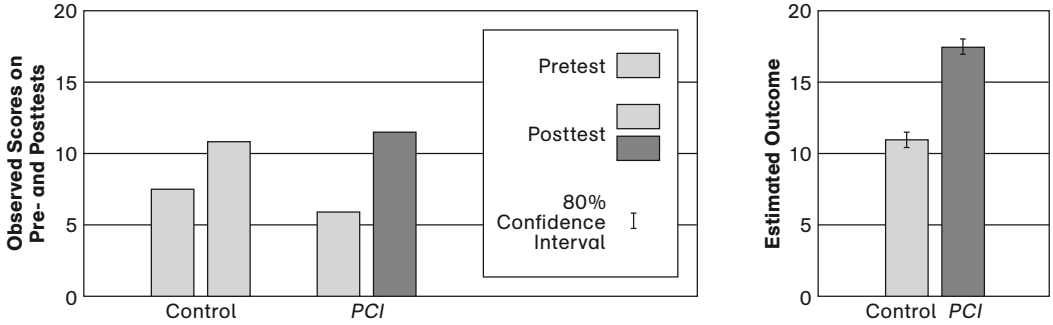
In November 2008, the final research report for the 2007–2008 study was released.* The experiment was able to detect a very large impact. After one year, students in the PCI program had substantial success in learning sight words when compared to students in the control group—equivalent to a 21 percentile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

Research Summary



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

In March 2010, the final research report for the 2008–2009 study was released.* The experiment was again able to detect a very large impact. After two years, students in the PCI program had increased success in learning sight words when compared to students in the control group—equivalent to a 31 percentile point difference. (Zacamy, et al, 2010).



On average, students in the PCI group received higher scores on the SW posttest than than those in the control group.
(Effect size = 0.89 percentile points, p = .06)

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*.

*For a complete description of the research used to develop as well as the efficacy studies conducted on the *PCI Reading Program*, please download the Research Summary at www.proedinc.com.

Level Three Overview

A NEW FOCUS

Level Three moves students toward reading independence by teaching basic decoding using 23 onsets and 20 word families selected from words taught in Levels One and Two. Students learn the basics of word analysis, word building, and decoding. Built upon the successful controlled-vocabulary approach from Levels One and Two, students transition to learning onsets in the *Letter/Sound Correspondence Lessons* and word families in the *Core Instruction Guide*. Level Three also expands students' reading selections, adding the genres of poetry and nonfiction.

Transition to a Phonics Focus

Level Three serves as the bridge between the whole-word visual discrimination approach in Levels One and Two and the decoding required of independent readers. To promote student success, instruction is carefully scaffolded to introduce students to the process of decoding by unveiling sounds that are embedded within the sight words they already know how to read.

A Wide Array of Manipulatives

The program comes with a magnet board and 363 magnets to make building words and sorting word families easy and fun. Five different types of magnets are included: onsets, rimes, words, inflectional endings, and word family labels. In addition, word strips and word windows similar to the ones in Level Two allow students to practice blending and decoding new words with automaticity. Like Levels One and Two, Level Three also includes Match on the Mat Text and Scene Cards for additional reading and comprehension practice.

More Reading Opportunities

One of the hallmarks of the *PCI Reading Program* is the inclusion of high-interest, controlled vocabulary books. In Level Three, this tradition continues by introducing a book with every word family unit.

Level Three Overview

New to Level Three are nonfiction books. The program's 20 books alternate between fiction and nonfiction, and each nonfiction book shares a theme or topic with the fiction book that follows it. Nonfiction books feature full-color photographs and offer a range of topics that include social studies and science themes. Many of the nonfiction books include features such as charts, diagrams, or timelines. Throughout each lesson, additional opportunities to read sentences and paragraphs are provided in the *Read-Aloud Book*, *Activity Sheets* e-book, and *Write and Read Workbook*.

Integrated Comprehension, Fluency, and Writing Instruction

In Level Three, students mature as both readers and writers, learning and applying comprehension skills and strategies as well as practicing fluency and writing. Comprehension skills, including setting, main idea, and cause and effect, were selected based on an analysis of the types of questions on alternative state assessments (see the chart on page 19). Unit Tests include both word decoding and comprehension questions, allowing teachers to monitor all aspects of reading progress. Students familiar with the *Trace and Read Workbook* from Levels One and Two will discover new writing opportunities and expanded practice in Level Three's *Write and Read Workbook*.

Key Differences in Level Three

- The focus of instruction shifts from whole-word visual discrimination to phonemic awareness and phonics.
- The program has two parts: one that focuses on onset instruction and one that focuses on word family instruction.
- The new lesson cycle more fully integrates phonics, comprehension, fluency, and writing.
- New genres in the form of nonfiction and poetry are introduced.
- The *Trace and Read Workbook* is replaced by the *Write and Read Workbook*.
- The Word Cards are replaced by the Magnet Board and Magnets.
- All instruction is integrated into scripted lesson plans in the *Letter/Sound Correspondence Lessons* and the *Core Instruction Guide*. Other components serve as support to these two explicit instruction guides.
- An array of additional assessments for progress monitoring includes phonemic awareness and fluency assessments as well as Unit Tests.

Level Three Overview

A UNIQUE APPROACH TO PHONICS

Students for whom the *PCI Reading Program* was written may have struggled in the past with phonetic instruction. Some of them may have had a difficult time hearing sounds or grasping the abstract nature of phonemes and blending.

However, for students to be independent readers, they must be able to decode unfamiliar words. Level Three introduces students to this critical reading skill, but does so with a uniquely scaffolded approach that builds on the foundation of words students already know from Levels One and Two. It does this in two ways:

1. It emphasizes blending onsets and rimes, rather than discrete letter sounds.
2. The onsets and rimes taught are present in the 280 words students have already learned through visual discrimination.

Onsets and Rimes

Many traditional phonics approaches require students to "sound out" and blend each discrete letter in a word (e.g., /b/ /a/ /t/ = bat). To help students who find this approach too abstract or who struggle with letter sounds, Level Three approaches phonics by teaching word parts. Students learn the sounds of each consonant and consonant digraph represented by an onset, and blend that onset sound with a word family rime. Limiting the number of sounds that must be blended together to make a word minimizes the confusion that a variety of vowel sounds can introduce and makes blending more concrete than traditional approaches.

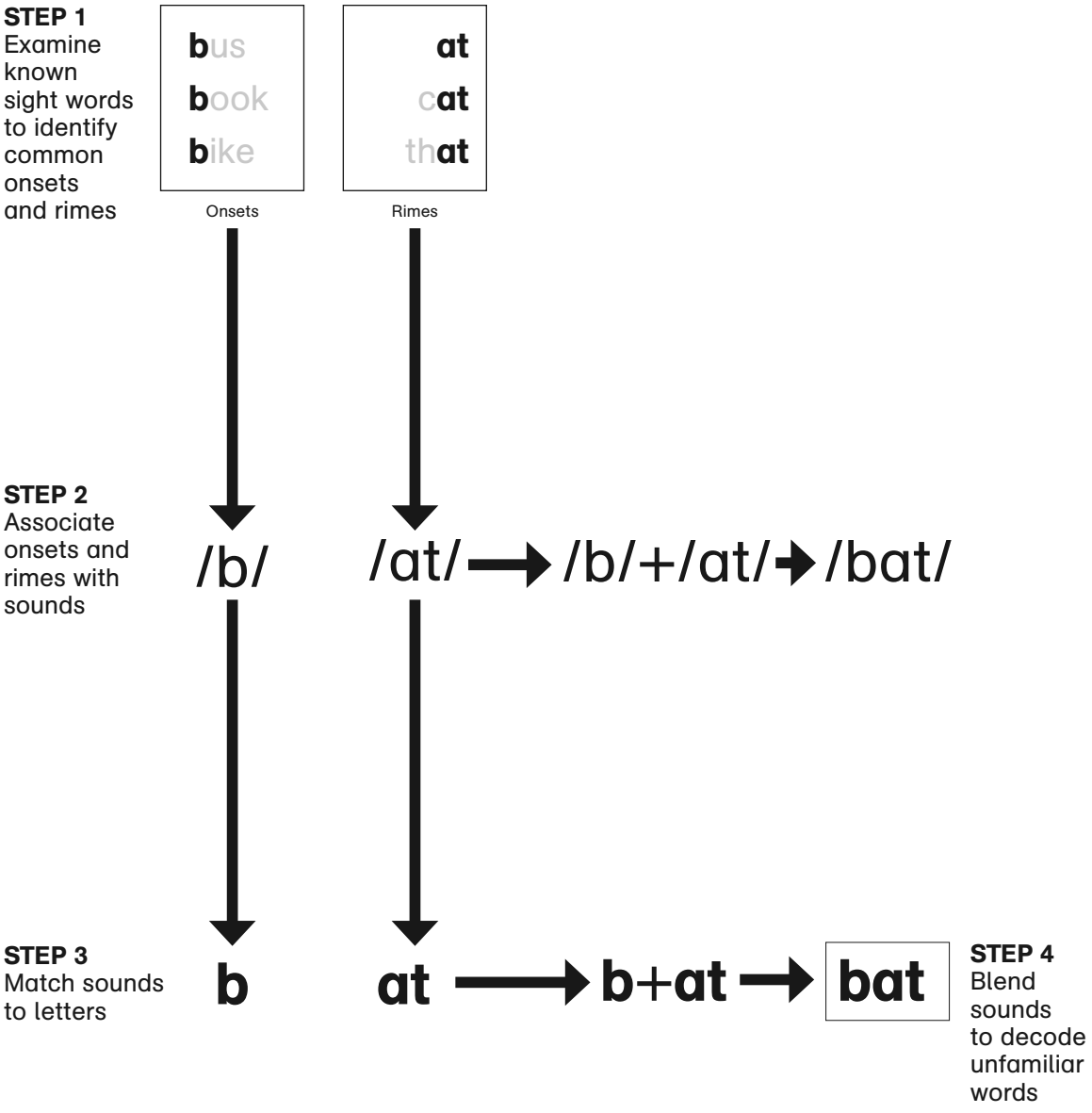
Building from the Known

To introduce onsets and rimes in Level Three, many of the sight words learned in Levels One and Two are used as exemplars. From the context of these known sight words, students learn to identify each onset and rime. The rimes with the most exemplars in the program are taught first so that students have a variety of examples to work from.

Level Three Overview

Four-Step Decoding

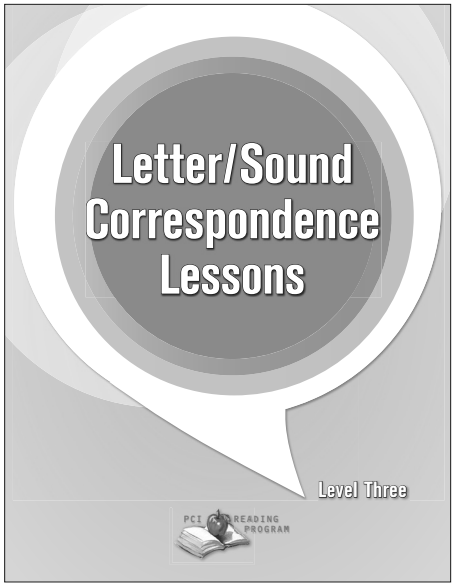
As students work through Level Three, they learn to read new decodable words step by step.



Level Three Overview

23 Onsets

Level Three teaches 23 onsets, including all single consonants and three consonant digraphs. The consonant *q* is taught with the vowel *u*, since that is how students will always encounter it when it is used as an onset. These onsets are taught in the *Letter/Sound Correspondence Lessons*. The order of the onsets is research-based, reflecting the frequency of occurrence in English and articulation distinctness. (Bear, et al, 1996).



Onsets in the Order Taught

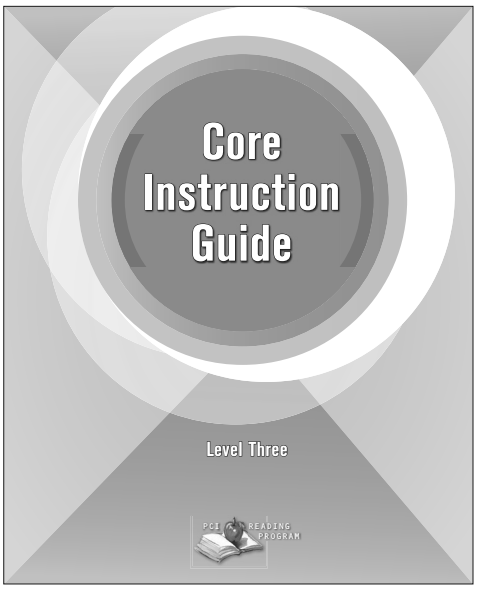
1.	*b*	**13.**	*l*
2.	*m*	**14.**	*k*
3.	*r*	**15.**	*j*
4.	*s*	**16.**	*w*
5.	*t*	**17.**	*y*
6.	*g*	**18.**	*z*
7.	*n*	**19.**	*v*
8.	*p*	**20.**	*qu*
9.	*c*	**21.**	*ch*
10.	*h*	**22.**	*sh*
11.	*f*	**23.**	*th*
12.	*d*		

Bear, D. R. et al. (1996). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.* Upper Saddle River: Prentice-Hall, Inc.

Level Three Overview

20 Rimes

Twenty word families, or rimes, are taught in Level Three. The rime selection was based on research by Wylie and Durrell (1970), which identified the most common word families. Each word family is taught in a unit within the *Core Instruction Guide*. Facilitators should teach these units in order, as they build upon each other and integrate review. The word family order of presentation is based on the number of exemplars in the program. The word family *-ay* has seven exemplars (*day*, *may*, *pay*, *play*, *say*, *stay*, and *way*); therefore, it was chosen as the first unit.



Rimes (Word Families) in the Order Taught

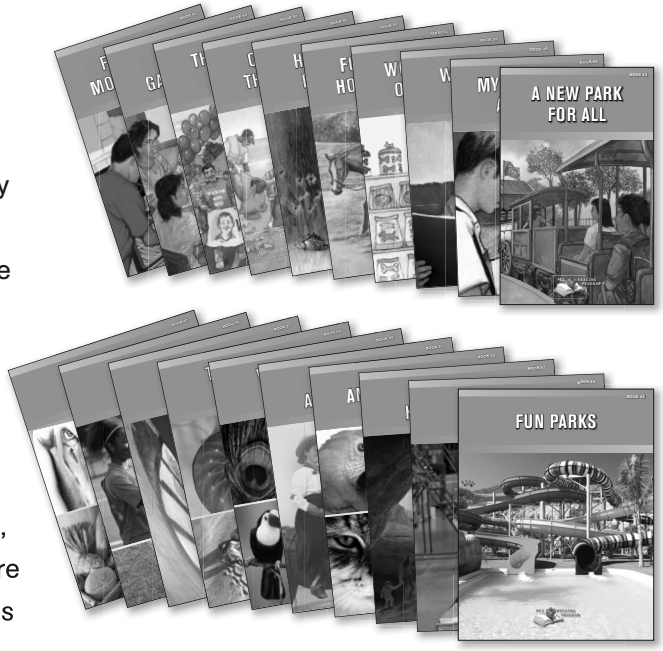
Unit 1: *-ay*	Unit 11: *-ing*
Unit 2: *-all*	Unit 12: *-in*
Unit 3: *-ake*	Unit 13: *-ide*
Unit 4: *-an*	Unit 14: *-ore*
Unit 5: *-at*	Unit 15: *-ack*
Unit 6: *-in*	Unit 16: *-ill*
Unit 7: *-it*	Unit 17: *-ick*
Unit 8: *-op*	Unit 18: *-est*
Unit 9: *-ot*	Unit 19: *-ump*
Unit 10: *-ell*	Unit 20: *-aw*

Wylie, R. E., & Durrell, D. D. (1970). *Teaching vowels through phonograms.* Elementary English: 47, 787–791.

Level Three Overview

STUDENT BOOKS

The 20 Level Three student books correspond to the word family units. Each book features all the words from a unit's word family, words from Levels One and Two, and words from previously taught word families. As a result, the books are still highly controlled but have increased in complexity from Level Two. Ten of the books are nonfiction and ten are fiction. With the introduction of nonfiction, students are exposed to a new genre and begin to learn strategies for comprehending nonfiction, such as scanning the subheadings before reading and interpreting graphic features such as diagrams and timelines.



Age-Appropriate

Many books that feature word families focus so much on the use of rhyming words that they may begin to sound like nursery rhymes or other materials aimed at young children. This is not true of the books in Level Three, because students are more likely to be middle school and high school age. The books integrate words from the same word family in as natural a way as possible, creating age-appropriate, respectful text, with storylines that focus on real-world themes and high-interest activities.

The photographs in the nonfiction books and the illustrations in the fiction books add a sophisticated, contemporary look and feature teenagers whenever possible.

Carefully Designed

Each of the books in the program represents a thoughtfully constructed use of the current word family words along with words from word families already taught. Each book includes one or more uses of each word in the current word family as well as at least two words from each of the previous six word families.

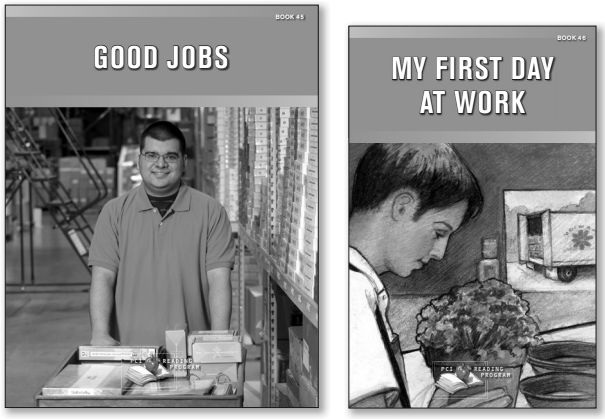
Like Levels One and Two, students should never encounter a word that they do not know or do not know how to decode. This tight control enables students to successfully use their new decoding skills and build reading confidence unit by unit and book by book.

Level Three Overview

Book Pairs

To further enhance comprehension, books are presented in alternating order: nonfiction, then fiction throughout the 20 units. The topic or theme of each nonfiction book is reflected in the fiction book that follows it. By pairing the books in this way, the nonfiction book provides some prior knowledge that students can use as they read the fiction book from the next unit. Book pair topics include:

Books 43 and **44**: Theme Parks
Books 45 and **46**: Having a Job
Books 47 and **48**: Caves as Homes
Books 49 and **50**: Pets
Books 51 and **52**: Working with Horses
Books 53 and **54**: Birds
Books 55 and **56**: Protecting the Ocean
Books 57 and **58**: Outdoor Activities
Books 59 and **60**: Good Sportsmanship
Books 61 and **62**: Healthy Eating



Books 45 and 46 discuss the topic of having a job.

Nonfiction Features

Nonfiction books include special text features such as timelines, maps, and charts that can aid comprehension. Lessons in the *Core Instruction Guide* include specific strategies for using these nonfiction features. A book feature or focus is listed on the back of each nonfiction book. These include:

Book 43 – Section Headings and Map
Book 45 – First Person Interviews
Book 47 – Compare and Contrast
Book 49 – Charts
Book 51 – Timeline
Book 53 – Diagram and Map
Book 55 – Diagram
Book 57 – Section Headings
Book 59 – Captions
Book 61 – Graph

Level Three Overview

COMPREHENSION SKILLS

State standards and alternative tests emphasize a variety of comprehension skills. As a result, Level Three provides a balance of phonics and comprehension instruction within the *Core Instruction Guide* lessons. Comprehension is infused throughout the activities, but it is explicitly addressed in Lessons 4 and 5 of each unit.

Based on State Standards

Each unit focuses on teaching a comprehension skill from the state standards. After extensive review of alternative standards for reading from states across the country, the most common comprehension skills were noted and incorporated into Level Three. These skills are taught in order from the most simple (setting, main character) to some of the more complex skills (fact and opinion, cause and effect). Each skill is taught explicitly in Lesson 4 of a unit and reviewed in Lesson 5 of that unit, as well as in future units where applicable. For a complete list of the skills and where they are addressed, see the chart on the facing page.

From Literal to Higher Order Comprehension

Comprehension activities enable the teacher to check for understanding and to help students make deeper connections within the text. For new readers, working with more concrete comprehension skills first helps cement understanding. In each unit in Level Three, initial comprehension questions for the book are more literal in nature with a focus on the basic question words ("who," "what," "where," and "when"). Then, once the comprehension skill for the unit has been introduced and taught, higher-order comprehension questions related to that skill become the focus.

Lesson 4

Literal Comprehension

PAGES 8 & 9:

Point to the boy on page 8. **Why does this boy like his job?** (He likes being outside.) **Great! The boy likes his job because he likes being outside.**

Lesson 5

Application of Comprehension Skill Taught

PAGES 10 & 11:

Point to the girl in the picture on page 10. **Why might many people like to have her job in the cake shop?** (e.g., because they like cake) **Good job! Would you like to work in a cake shop?** (Answers will vary.) **Why** or **why not?**

Comprehension Skills Scope and Sequence

Unit and Book	Setting	Main Character	Character Traits	Main Idea	Supporting Details	Compare and Contrast	Using Graphic Sources	Fact and Opinion	Identifying Fiction and Nonfiction	Cause and Effect	Sequencing Events	Conflict and Resolution	Identifying How-To Steps and the Outcome
U1 *-ay* Book 43	•												
U2 *-all* Book 44	•	•	•										
U3 *-ake* Book 45	•			•									
U4 *-an* Book 46		•	•	•	•								
U5 *-at* Book 47				•		•							
U6 *-in* Book 48	•				•	•							
U7 *-it* Book 49				•		•	•						
U8 *-op* Book 50		•	•				•						
U9 *-ot* Book 51	•						•	•					
U10 *-ell* Book 52			•			•		•					
U11 *-ing* Book 53						•	•	•	•				
U12 *-ink* Book 54	•	•				•			•				
U13 *-ide* Book 55				•	•		•	•		•			
U14 *-ore* Book 56		•		•					•	•			
U15 *-ack* Book 57				•				•	•		•		
U16 *-ill* Book 58		•		•					•		•		
U17 *-ick* Book 59				•	•							•	
U18 *-est* Book 60										•	•	•	
U19 *-ump* Book 61							•	•					•
U20 *-aw* Book 62								•			•		•

Level Three Overview

FLUENCY

Level Three provides explicit instruction and ongoing assessment in reading fluency. Fluency skills are integrated into the *Core Instruction Guide* lessons, and are taught and assessed using text from the student books. Fluency instructions are rooted in what the student is currently reading, making the learning meaningful. Fluency progress is measured four times throughout the program in Units 5, 10, 15, and 20.

FOCUS ON FLUENCY

Today you will practice reading with expression. Reading with expression means to use your voice to show the feeling that matches the words you are reading.

1. Open Book 47 to page 10. Read the first sentence aloud, modeling expression. Ask the student to echo your model. Stop the student, and remodel as many times as necessary until the student can read the entire sentence with expression. Repeat this modeling/echo process using the last sentence on page 10.
2. Point to the last two sentences on page 16. Give the student time to rehearse reading the two sentences with expression. Then ask the student to read the sentences aloud to you.
3. Ask the student to read page 10 aloud. Administer a fluency assessment using the rubric on page PM 16 of the *Assessments* binder. Record the results on the student's Core Instruction Program Progress Chart.

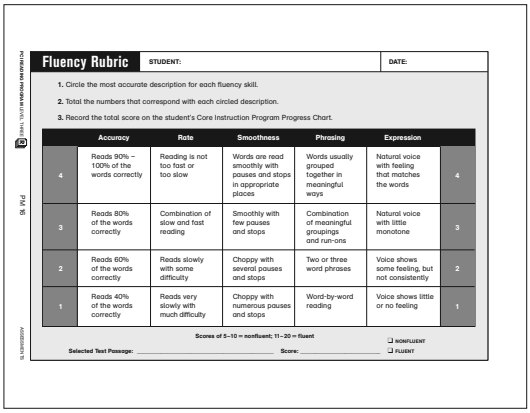
Five Skills

Level Three instruction focuses on five different fluency skills, with one skill taught or reviewed in the Focus on Fluency section in Lesson 5 of each unit. Skills include:

- accuracy
- rate
- smoothness
- phrasing
- expression

Progress Monitoring

Directions for administering the fluency assessment and a Fluency Rubric have been included in the *Assessments* e-book to facilitate data collection by skill. Evaluators can use the Fluency Rubric to calculate a student's score and to interpret that score to determine future goals and objectives.



Fluency Rubric STUDENT: DATE:

1. Circle the most accurate description for each fluency skill.
2. Total the numbers that correspond with each circled description.
3. Record the total score on the student's Core Instruction Program Progress Chart.

	Accuracy	Rate	Smoothness	Phrasing	Expression	
4	Reads 90% – 100% of the words correctly	Reading is not too fast or too slow	Words are read smoothly with pauses and stops in appropriate places	Words usually grouped together in meaningful ways	Natural voice with feeling that matches the words	4
3	Reads 80% of the words correctly	Combination of slow and fast reading	Smoothly with few pauses and stops	Combination of meaningful groupings and run-ons	Natural voice with little monotone	3
2	Reads 60% of the words correctly	Reads slowly with some difficulty	Choppy with several pauses and stops	Two or three word phrases	Voice shows some feeling, but not consistently	2
1	Reads 40% of the words correctly	Reads very slowly with much difficulty	Choppy with numerous pauses and stops	Word-by-word reading	Voice shows little or no feeling	1

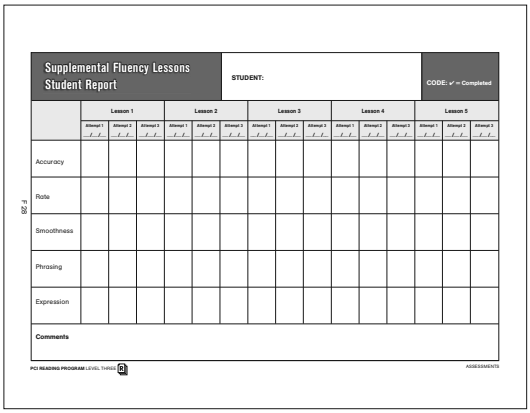
Scores of 5–10 = nonfluent; 11–20 = fluent ❑ NONFLUENT

Selected Test Passage: _____ Score: _____ ❑ FLUENT

PCI READING PROGRAM: LEVEL THREE PM 16 ASSESSMENTS

Supplemental Fluency Lessons

The *Assessments* e-book also includes supplemental Fluency Lessons for students who need additional instruction and practice. A chart is provided on page F 28 of the *Assessments* e-book so that teachers can track student progress on the supplemental fluency lessons.



Supplemental Fluency Lessons Student Report STUDENT: CODE: ✓ = Completed

	Lesson 1			Lesson 2			Lesson 3			Lesson 4			Lesson 5		
	Attempt 1 __/__/__	Attempt 2 __/__/__	Attempt 3 __/__/__	Attempt 1 __/__/__	Attempt 2 __/__/__	Attempt 3 __/__/__	Attempt 1 __/__/__	Attempt 2 __/__/__	Attempt 3 __/__/__	Attempt 1 __/__/__	Attempt 2 __/__/__	Attempt 3 __/__/__	Attempt 1 __/__/__	Attempt 2 __/__/__	Attempt 3 __/__/__
Accuracy															
Rate															
Smoothness															
Phrasing															
Expression															
Comments															

F 28

PCI READING PROGRAM: LEVEL THREE ASSESSMENTS

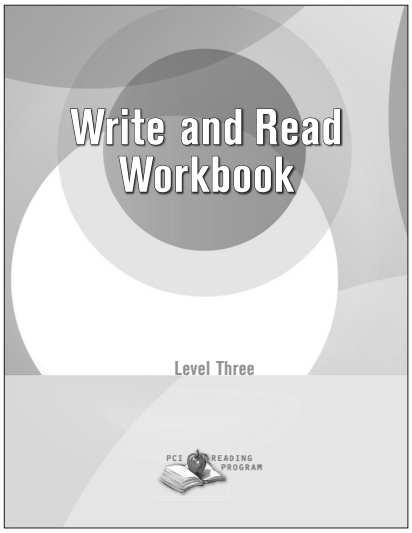
Level Three Overview

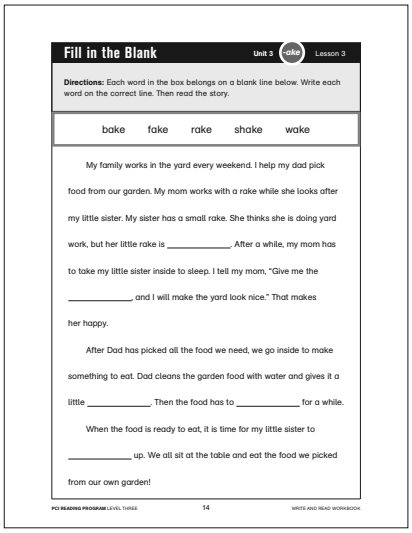
WRITING

Unlike Levels One and Two, Level Three integrates writing into each core instruction lesson. In the first two levels, students traced words they learned in the *Trace and Read Workbook*, and there was some room in the workbooks if instructors wanted the students to write the words. The writing provided a tactile activity to help students learn new words.

In Level Three, students write to communicate word comprehension and to respond to a book that has been read. The majority of these activities are found in the *Write and Read Workbook*. Level Three comes with five workbooks, and each student is intended to have one. Students make these workbooks their own as they write the new words, complete cloze activities, and fill out book reports.

In addition to the *Write and Read Workbook*, facilitators can encourage writing in Level Three with the Magnet Board that also serves as a dry-erase board. For ideas about how to use the Magnet Board in writing activities, see the Additional Teaching Suggestions on pages 75–77.





Fill in the Blank Unit 3 -ake Lesson 3

Directions: Each word in the box belongs on a blank line below. Write each word on the correct line. Then read the story.

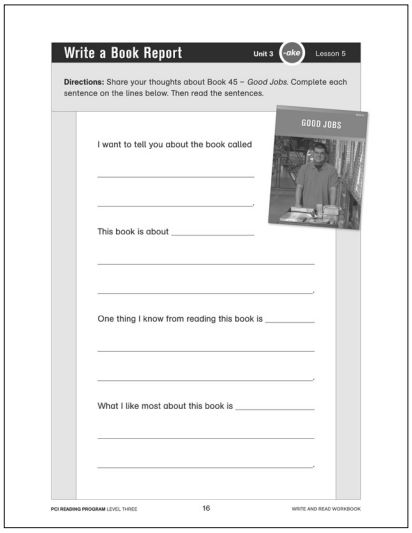
bake fake rake shake wake

My family works in the yard every weekend. I help my dad pick food from our garden. My mom works with a rake while she looks after my little sister. My sister has a small rake. She thinks she is doing yard work, but her little rake is _____. After a while, my mom has to take my little sister inside to sleep. I tell my mom, "Give me the _____, and I will make the yard look nice." That makes her happy.

After Dad has picked all the food we need, we go inside to make something to eat. Dad cleans the garden food with water and gives it a little _____. Then the food has to _____ for a while.

When the food is ready to eat, it is time for my little sister to _____ up. We all sit at the table and eat the food we picked from our own garden!

PCI READING PROGRAM LEVEL THREE 14 WRITE AND READ WORKBOOK



Write a Book Report Unit 3 -ake Lesson 5

Directions: Share your thoughts about Book 45 – *Good Jobs*. Complete each sentence on the lines below. Then read the sentences.

I want to tell you about the book called _____.

This book is about _____.

One thing I know from reading this book is _____.

What I like most about this book is _____.

PCI READING PROGRAM LEVEL THREE 16 WRITE AND READ WORKBOOK

Level Three Overview

PROGRAM STRUCTURE

In order to learn the 125 new words introduced in Level Three, a student must be able to combine onsets and rimes (e.g., r + ake = rake). The components involving direct instruction of onsets and rimes are the *Letter/Sound Correspondence Lessons* and the *Core Instruction Guide*. In both cases, the instruction is fully scripted and reinforced with activities.

Letter/Sound Correspondence Lessons

This component contains direct instruction for 23 onsets, or initial consonants. Most of the onsets are represented by a single letter, except *qu* and three consonant digraphs (*ch*, *sh*, and *th*). The presentation order of the onsets is based on research on the frequency of occurrence in English and articulation distinctness. (Bear, et al, 1996).

Two other program components support onset instruction. The *Activity Sheets* e-book contains reproducible pages for practice at school or at home. The *Assessments* e-book contains a Letter/Sound Correspondence Test and a Phonemic Awareness Test, as well as ten supplemental Phonemic Awareness Lessons and tracking sheets.

LETTER-SOUND CORRESPONDENCE INSTRUCTION	
Onsets: *b*, *m*, *r*, *s*, *t*, *g*, *n*, *p*, *c*, *h*, *f*, *d*, *l*, *k*, *j*, *w*, *y*, *z*, *v*, *qu*, *ch*, *sh*, *th*	
• Phonemic Awareness • Basic Phonetic Awareness	• Onset Recognition • Initial Consonants and Digraphs
Activity Sheets: Each onset lesson is supplemented by three activities to reinforce newly learned initial consonants. **Phonemic Awareness Skills:** Phoneme Discrimination, Rhyme Recognition, Phoneme Identity, Phoneme Isolation, Onset-Rime Blending, Onset-Rime Segmentation, Phoneme Substitution **Assessments:** Phonemic Awareness Test, Letter/Sound Correspondence Test **Progress Monitoring Charts and Checklists:** Phonemic Awareness Test Student Record, Letter/Sound Correspondence Test Student Record, Letter/Sound Correspondence Lessons and Activities Program Progress Chart, Supplemental Phonemic Awareness Lessons Student Report	

Bear, D. R. et al. (1996). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Upper Saddle River: Prentice-Hall, Inc.

Level Three Overview

Core Instruction Guide

The *Core Instruction Guide* provides direct instruction for 20 rimes (or word families). The guide is divided into 20 units, one unit per word family, through which the student learns to blend onsets and rimes to create new words. The order of rime presentation was determined by the number of exemplars for each word family in Levels One and Two.

Four other program components support the core instruction. Students practice reading the new words using the *Read-Aloud Book* and the student book for the unit. Writing practice is provided in the *Write and Read Workbook*, and the *Activity Sheets* e-book contains reproducible pages for practice at school or at home. In addition, the program provides several manipulatives, supplemental fluency lessons, assessments, and progress monitoring charts and checklists.

CORE UNIT INSTRUCTION
Word Families: *-ay*, *-all*, *-ake*, *-an*, *-at*, *-in*, *-it*, *-op*, *-ot*, *-ell*, *-ing*, *-in*, *-ide*, *-ore*, *-ack*, *-ill*, *-ick*, *-est*, *-ump*, *-aw*
• Word Analysis: Recognizing Word Families • Decoding: Blending Onsets and Rimes to Make New Words • Explicit Instruction in Comprehension Skills • Comprehension Questions and Activities for Each Student Book • Integrated Writing and Fluency Activities
Four Supporting Components: *Read-Aloud Book*, *Write and Read Workbook*, *Activity Sheets*, Student Books **Manipulatives:** Magnet Board, Magnets, Picture Cards, Word Windows and Word Strips, Match on the Mat activity **Fluency Skills:** Accuracy, Rate, Smoothness, Phrasing, Expression **Comprehension Skills:** Setting, Main Character and Character Traits, Main Idea and Supporting Details, Compare and Contrast, Using Graphic Sources, Fact and Opinion, Identifying Fiction and Nonfiction, Cause and Effect, Sequencing Events, Conflict and Resolution, Identifying How-To Steps and the Outcome **Assessments:** Unit Tests, Fluency Tests **Progress Monitoring Charts and Checklists:** Word Strips Checklist, Fluency Rubric, Comprehensive Test Checklist, Core Instruction Program Progress Chart, Supplemental Fluency Lessons Student Report

Level Three Overview

PROGRAM COMPONENTS

PCI Reading Program Level Three includes the following:

Instructional Components with Scripted Lessons

1. 1 *Core Instruction Guide* (20 word family units; 20 unit overviews and objectives; 280 full-color lesson pages; Real-World Connection lessons; fluency and comprehension lessons)
2. 1 *Letter/Sound Correspondence Lessons* (23 onset lessons, 92 lessons and 92 student pages)

Instructional Components for Student Reading and Writing Practice

3. 1 *Read-Aloud Book* (40 pages; 2 per unit)
4. 5 copies of the *Write and Read Workbook* (100 pages; 5 per unit)
5. 1 *Activity Sheets* E-Book (69 pages of onset practice; 100 pages of new words and comprehension practice)
6. 20 Student Books (16 full-color pages; 10 fiction and 10 nonfiction)

Student Manipulatives

7. 1 Magnet Board
8. 363 Magnets (23 onsets, 20 rimes, words, word family labels, and inflectional endings)
9. 125 Picture Cards
10. 1 Match on the Mat Board
11. 100 Match on the Mat Cards (50 Scene Cards and 50 Text Cards)
12. 20 Word Windows and 40 Word Strips
13. 1 Plastic Viewer (for use with the *Letter/Sound Correspondence Lessons*)

Progress Monitoring

14. 1 *Assessments* E-Book (193 pages; Review Poems, 10 Phonemic Awareness Lessons, Letter/Sound Correspondence Test, 25 Supplemental Fluency Lessons, Comprehensive Test, 20 Unit Tests, Charts and Checklists)

Teacher Resource

15. 1 *Teacher's Guide*

Level Three Overview

Program Setup

PROGRAM PREPARATION

The following materials should be prepared before beginning Level Three:

Book Display

Prepare a space for displaying the program's 20 student books. Consider creating two sections in a classroom library to emphasize the different genres.

Magnets

Locate the magnets in the box. There are five different types of magnets: onsets, rimes, words (separated into four different bags by size), word family labels, and inflectional endings. The word magnets may be further subdivided into bags by families.

Match on the Mat Cards

Locate the Match on the Mat Cards in the box. Divide them into five lettered sets. One set of Match on the Mat Cards will be used with the Match on the Mat Board every fourth unit in the *Core Instruction Guide*.

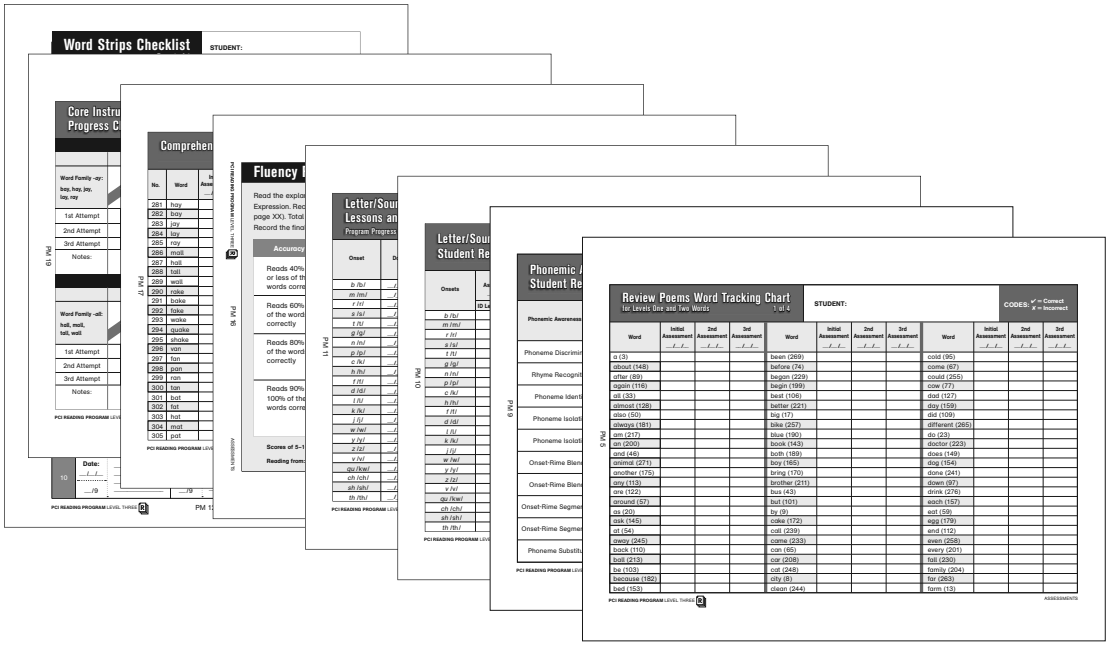
Program Setup

Student Folders

Prepare a folder for each student in the program. In the folder you will store assessment results as well as samples of completed work and anecdotal records.

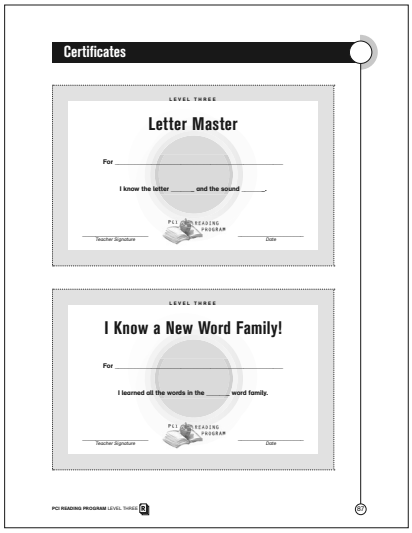
Program Progress Monitoring Charts and Checklists

Print the charts and checklists behind the Program Progress Monitoring tab in the *Assessments* e-book. Place a copy of each of these forms in each student folder.



Certificates

Print several copies of the certificates on pages 87 and 88. Keep the certificates on hand, and use them when appropriate to praise students for their progress and to recognize achievement milestones.



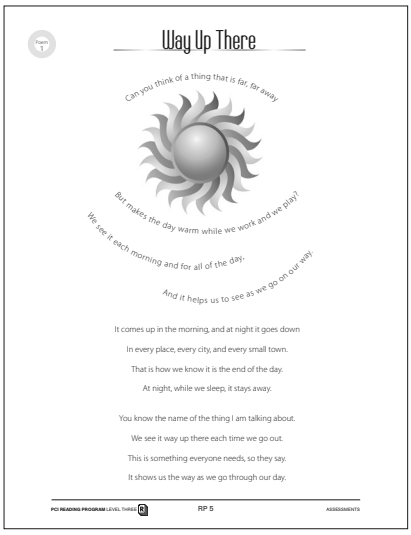
Program Setup

REVIEWING LEVELS ONE AND TWO

Purpose: To review all 280 Level One and Two words and assess the students' retention of those words when seen in context; to introduce the new genre of poetry

Overview

Before students begin Level Three, use the 12 Review Poems in the *Assessments* e-book to assess retention of the 280 words taught in Levels One and Two. There are 12 Review Poems provided. Each of the Level One and Two words is used at least once, and many words appear multiple times. Students may reread these poems for additional reading practice.



Way Up There

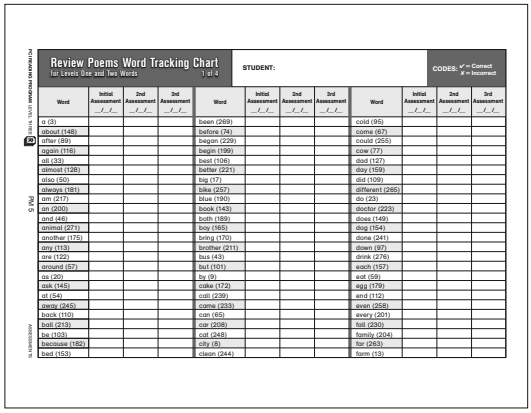
Can you think of a thing that is far, far away
But makes the day warm while we work and we play?
We see it each morning and for all of the day.
And it helps us to see as we go on our way.

It comes up in the morning, and at night it goes down
In every place, every city, and every small town.
That is how we know it is the end of the day.
At night, while we sleep, it stays away.

You know the name of the thing I am talking about.
We see it way up there each time we go out.
This is something everyone needs, so they say.
It shows us the way as we go through our day.

PCI READING PROGRAM LEVEL THREE RP 5 ASSESSMENTS

A Review Poems Word Tracking Chart in the Program Progress Monitoring section of the *Assessments* e-book makes it easy for a teacher to track a student's retention of the words from Levels One and Two. Any words not retained should be reviewed before the student begins Level Three.



Review Poems Word Tracking Chart
for Levels One and Two Words
1 of 4

STUDENT:

CODES: ✓ = Correct, ✗ = Incorrect

Word	Initial Assessment _/_/_	2nd Assessment _/_/_	3rd Assessment _/_/_	Word	Initial Assessment _/_/_	2nd Assessment _/_/_	3rd Assessment _/_/_	Word	Initial Assessment _/_/_	2nd Assessment _/_/_	3rd Assessment _/_/_
a (3)				been (269)				cold (95)			
about (148)				before (74)				come (67)			
after (89)				begin (229)				could (255)			
again (116)				begin (199)				cow (77)			
all (33)				best (106)				dad (127)			
almost (128)				better (221)				day (159)			
also (50)				big (17)				did (109)			
always (181)				bike (257)				different (265)			
am (217)				blue (190)				do (23)			
an (200)				book (143)				doctor (223)			
and (46)				both (189)				does (149)			
animal (271)				boy (165)				dog (154)			
another (175)				bring (170)				done (241)			
any (113)				brother (211)				down (97)			
are (122)				bus (43)				drink (276)			
around (57)				but (101)				each (157)			
as (20)				by (9)				eat (59)			
ask (145)				cake (172)				egg (179)			
at (54)				call (239)				end (112)			
away (245)				came (233)				even (258)			
back (110)				can (65)				every (201)			
ball (213)				car (208)				fall (230)			
be (103)				cat (248)				family (204)			
because (182)				city (8)				far (263)			
bed (153)				clean (244)				farm (13)			

Instructions for administering the Review Poems for assessment purposes are provided at the front of the Review Poems section in the *Assessments* e-book.

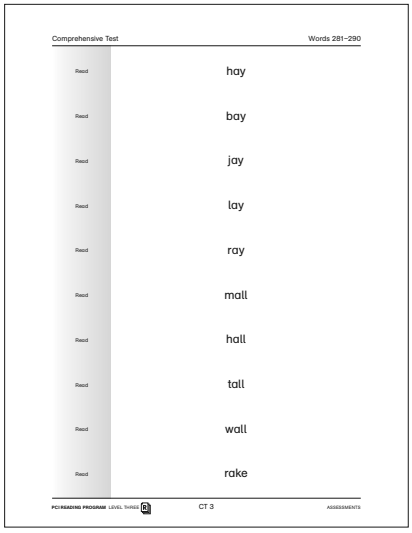
This resource also provides teachers with the tools to teach students about the genre of poetry and to explore such literary devices as rhyme and imagery. Poems focus on different topics and have multiple stanzas.

ADMINISTERING THE COMPREHENSIVE TEST

Purpose: To establish a baseline measurement of how many, if any, of the 125 Level Three words a student already knows

General Guidelines

The Comprehensive Test, located in the *Assessments* e-book, consists of all 125 new decodable words taught in Level Three. When tested, some students may know only a few words, while other students may not know any of the words.



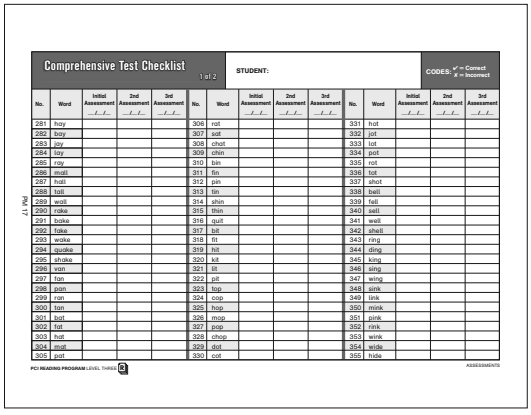
Comprehensive Test — Words 281–290

Read	hay
Read	bay
Read	jay
Read	lay
Read	ray
Read	mall
Read	hall
Read	tall
Read	wall
Read	rake

PCI READING PROGRAM LEVEL Three B — CT 3 — ASSESSMENTS

Testing all 125 words on the same day would be time-consuming and could be discouraging for the student. Therefore, it is suggested you begin by testing only the first 20 words, noting how many words the student recognizes on the Comprehensive Test Checklist.

The Comprehensive Test can be repeated throughout Level Three instruction and upon completion of the program to document student reading progress.



Comprehensive Test Checklist — 1 of 2 — STUDENT: — CODES: ✓ = Correct, ✗ = 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 __/__/__
281	hay				306	rot				331	hot			
282	bay				307	sot				332	jot			
283	jay				308	chot				333	lot			
284	lay				309	chin				334	pot			
285	ray				310	bin				335	rot			
286	mall				311	fin				336	tot			
287	hall				312	pin				337	shot			
288	tall				313	tin				338	ball			
289	wall				314	shin				339	fell			
290	rake				315	thin				340	sell			
291	bake				316	quit				341	well			
292	fake				317	bit				342	shell			
293	wake				318	fit				343	ring			
294	quake				319	hit				344	ding			
295	shake				320	kit				345	king			
296	van				321	lit				346	sing			
297	fan				322	pit				347	wing			
298	pan				323	top				348	sink			
299	ran				324	cop				349	link			
300	tan				325	hop				350	mink			
301	bat				326	mop				351	pink			
302	fat				327	pop				352	rink			
303	hat				328	chop				353	wink			
304	mat				329	dot				354	wide			
305	pat				330	cot				355	hide			

Page 1/7

PCI READING PROGRAM LEVEL Three B — ASSESSMENTS

Instructions for administering the Comprehensive Test are provided at the front of the Comprehensive Test section of the *Assessments* e-book.

Implementing the Program

FLEXIBLE IMPLEMENTATION MODEL

A feature that is new to Level Three of the *PCI Reading Program* is the ability of the educator to select one of two implementation paths. Because the phonics instruction in Level Three requires that the student recognizes and makes the sounds of 23 onsets and 20 rimes, two clear instructional paths emerge. A student can:

- learn all 23 onsets first and then begin to learn the 20 rimes; or
- learn only the onsets needed to begin the first unit of rime instruction.

Instructional Path One

If the first path is selected, begin instruction using the *Letter/Sound Correspondence Lessons*. You may choose to administer the Letter/Sound Correspondence Test to determine which, if any, onsets a student already recognizes and pronounces correctly. Use the lessons provided until the student has mastered all 23 sounds.

Note: If a student experiences regression and is unable to successfully complete a rime lesson because he or she has forgotten one or more of the onset sounds, stop the rime instruction and review the necessary onsets using the lessons and activities.

Instructional Path Two

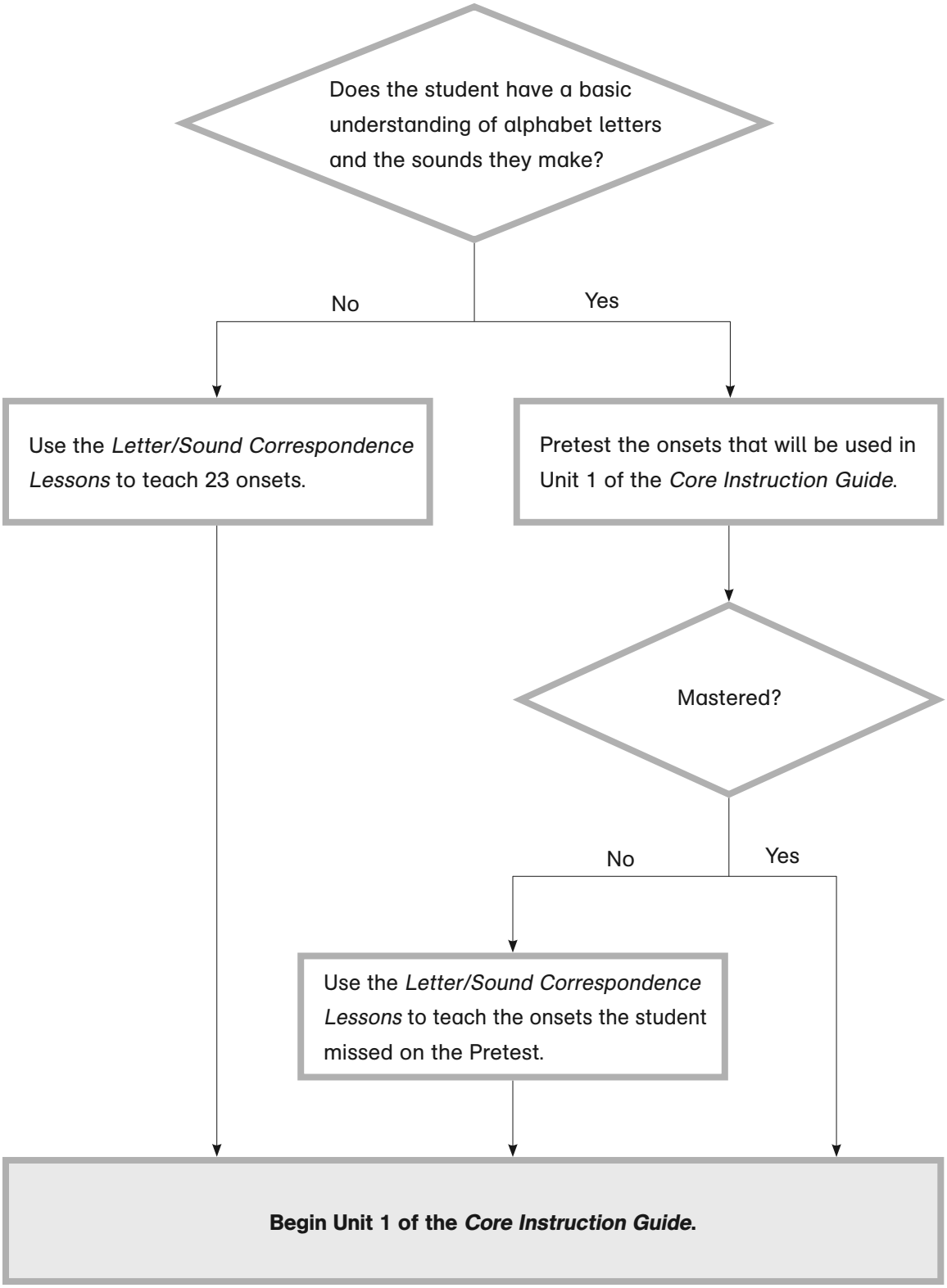
If the second path is selected, begin instruction at Unit 1 of the *Core Instruction Guide*. Pretest the onsets used in Unit 1 to determine which sounds, if any, a student needs to learn before beginning the unit.

Note: Path Two allows students to begin word building, decoding, and reading program books.

Implementation Flowchart

On the facing page is a visual representation of the two instructional path options. The left side of the flowchart represents Instructional Path One, while the right side of the flowchart represents Instructional Path Two. Both paths lead to the instruction of the 23 rimes. A student will not learn to read any new decodable words until he or she begins instruction using the lessons in the *Core Instruction Guide*. These lessons also provide direct instruction in reading comprehension and fluency.

Implementing the Program



Implementing the Program

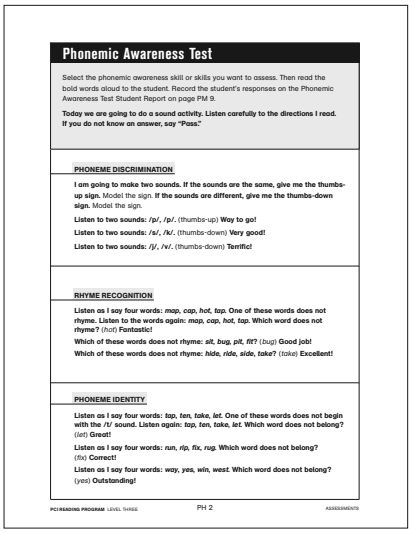
PHONEMIC AWARENESS

Purpose: To determine which phonemic awareness skills, if any, a student needs, and provide instruction in those skills

Phonemic awareness is the ability to hear, identify, and manipulate the sounds in spoken words. It is the basis for learning phonics. For students who need more practice with phonemic awareness skills, Level Three includes a set of supplemental Phonemic Awareness lessons in the *Assessments* e-book that can be used to help students improve their discrimination and identification of sounds.

Phonemic Awareness Test

To assess students' level of phonemic awareness, administer the Phonemic Awareness Test provided in the *Assessments* e-book. This test will give you an overall picture of individual students' gaps in phonemic awareness skills. Use the results of this test to determine which supplemental Phonemic Awareness Lessons to teach.



Phonemic Awareness Test

Select the phonemic awareness skill or skills you want to assess. Then read the bold words aloud to the student. Record the student's responses on the Phonemic Awareness Test Student Report on page PM 9.

Today we are going to do a sound activity. Listen carefully to the directions I read. If you do not know an answer, say "Pass."

PHONEME DISCRIMINATION

I am going to make two sounds. If the sounds are the same, give me the thumbs-up sign. Model the sign. **If the sounds are different, give me the thumbs-down sign.** Model the sign.

Listen to two sounds: /p/, /p/. (thumbs-up) **Way to go!**

Listen to two sounds: /s/, /k/. (thumbs-down) **Very good!**

Listen to two sounds: /j/, /v/. (thumbs-down) **Terrific!**

RHYME RECOGNITION

Listen as I say four words: *map, cap, hot, tap.* One of these words does not rhyme. Listen to the words again: *map, cap, hot, tap.* Which word does not rhyme? (*hot*) **Fantastic!**

Which of these words does not rhyme: *sit, bug, pit, fit*? (*bug*) **Good job!**

Which of these words does not rhyme: *hide, ride, side, take*? (*take*) **Excellent!**

PHONEME IDENTITY

Listen as I say four words: *tap, ten, take, let.* One of these words does not begin with the /t/ sound. Listen again: *tap, ten, take, let.* Which word does not belong? (*let*) **Great!**

Listen as I say four words: *run, rip, fix, rug.* Which word does not belong? (*fix*) **Correct!**

Listen as I say four words: *way, yes, win, west.* Which word does not belong? (*yes*) **Outstanding!**

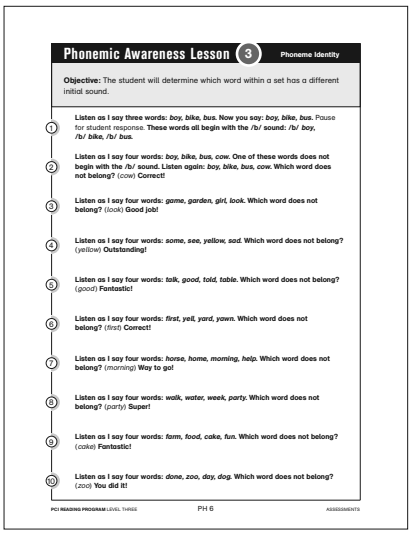
PCI READING PROGRAM LEVEL THREE PH 2 ASSESSMENTS

Phonemic Awareness Lessons

Ten Phonemic Awareness Lessons are provided. Each lesson involves one of the following skills:

- Phoneme Discrimination
- Rhyme Recognition
- Phoneme Identity
- Phoneme Isolation
- Onset-Rime Blending
- Onset-Rime Segmentation
- Phoneme Substitution

The lessons may be used as many times as needed, and variations may be created by switching out the sounds.



Phonemic Awareness Lesson 3 Phoneme Identity

Objective: The student will determine which word within a set has a different initial sound.

1. **Listen as I say three words: *boy, bike, bus.* Now you say: *boy, bike, bus.*** Pause for student response. **These words all begin with the /b/ sound: /b/ *boy*, /b/ *bike*, /b/ *bus*.**
2. **Listen as I say four words: *boy, bike, bus, cow.* One of these words does not begin with the /b/ sound. Listen again: *boy, bike, bus, cow.* Which word does not belong?** (*cow*) **Correct!**
3. **Listen as I say four words: *game, garden, girl, look.* Which word does not belong?** (*look*) **Good job!**
4. **Listen as I say four words: *some, see, yellow, sad.* Which word does not belong?** (*yellow*) **Outstanding!**
5. **Listen as I say four words: *talk, good, told, table.* Which word does not belong?** (*good*) **Fantastic!**
6. **Listen as I say four words: *first, yell, yard, yawn.* Which word does not belong?** (*first*) **Correct!**
7. **Listen as I say four words: *horse, home, morning, help.* Which word does not belong?** (*morning*) **Way to go!**
8. **Listen as I say four words: *walk, water, week, party.* Which word does not belong?** (*party*) **Super!**
9. **Listen as I say four words: *farm, food, cake, fun.* Which word does not belong?** (*cake*) **Fantastic!**
10. **Listen as I say four words: *done, zoo, day, dog.* Which word does not belong?** (*zoo*) **You did it!**

PCI READING PROGRAM LEVEL THREE PH 6 ASSESSMENTS

Letter/Sound Correspondence

LESSONS

Purpose: To teach and review the sounds of 23 onsets, including consonants and consonant digraphs

Overview

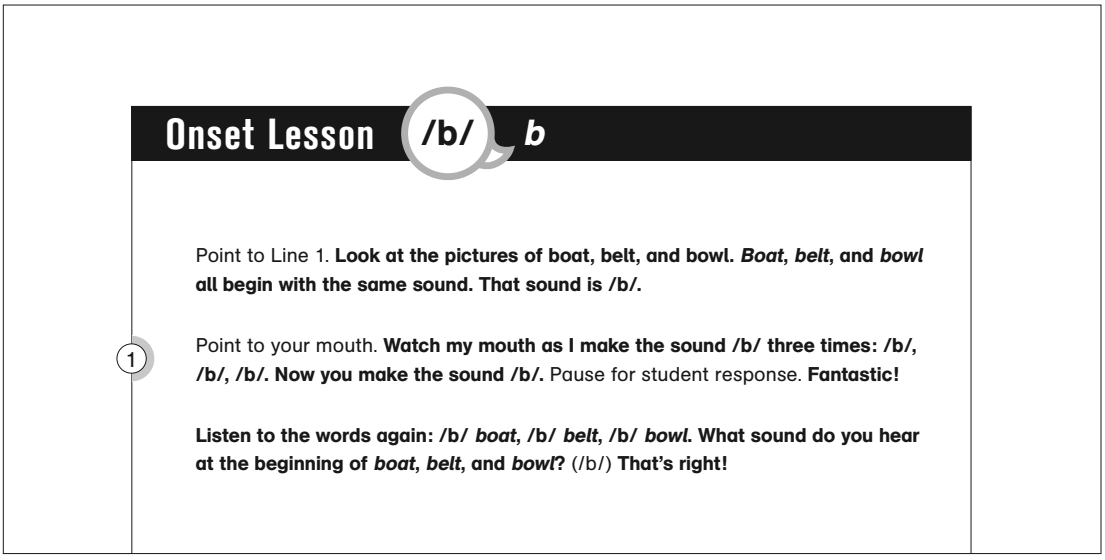
The *Letter/Sound Correspondence Lessons* provide explicit instruction for the 23 initial consonants and digraphs used in Level Three. One lesson is provided for each onset, guiding students from sound discrimination to identification and isolation.

The lesson is formatted across two pages with a lesson script for the facilitator on the left and a student page on the right. When using the book, open it to the selected lesson and have the student sit on your right. This will enable the student to point to illustrations and identify letters as the lesson progresses.

Lesson Formatting

Each lesson plan is fully scripted and uses the same format as the Guided Word Practice Lessons in Levels One and Two:

- 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.



Onset Lesson /b/ *b*

Point to Line 1. **Look at the pictures of boat, belt, and bowl. *Boat*, *belt*, and *bowl* all begin with the same sound. That sound is /b/.**

1

Point to your mouth. **Watch my mouth as I make the sound /b/ three times: /b/, /b/, /b/. Now you make the sound /b/.** Pause for student response. **Fantastic!**

Listen to the words again: /b/ *boat*, /b/ *belt*, /b/ *bowl*. What sound do you hear at the beginning of *boat*, *belt*, and *bowl*? (/b/) **That's right!**

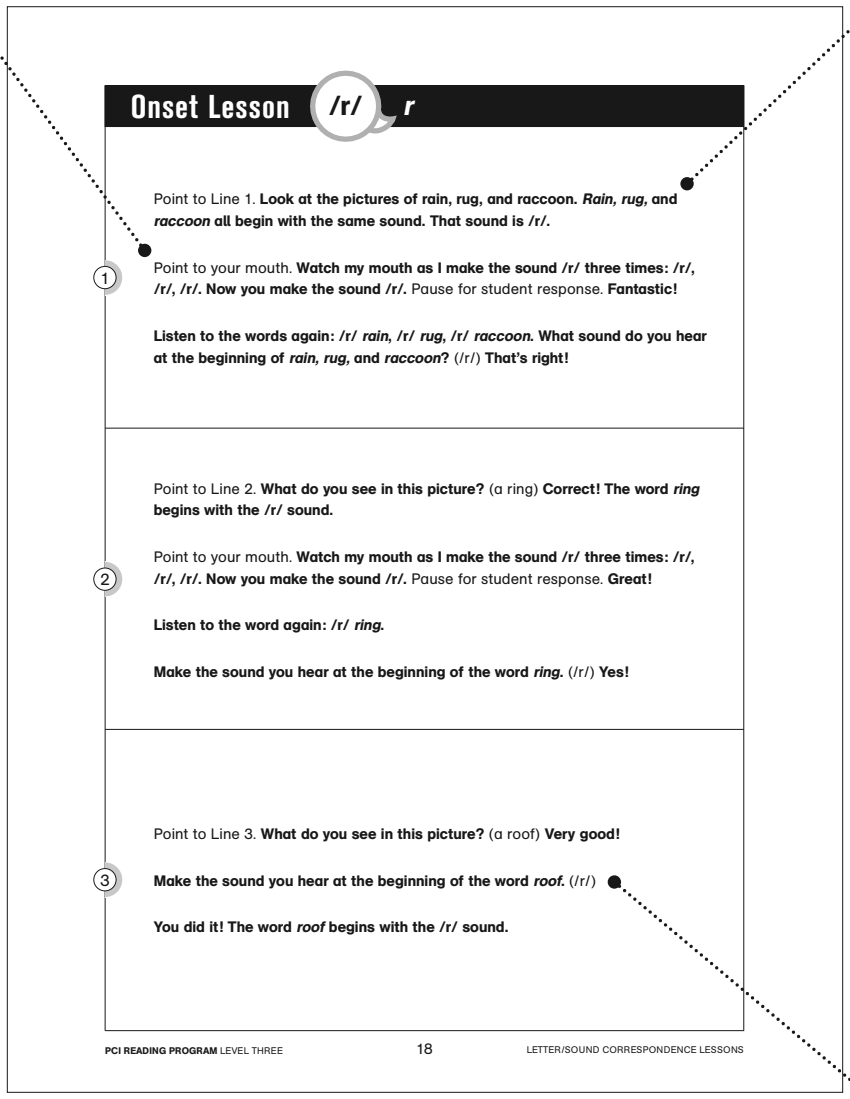
Letter/Sound Correspondence

Lessons

The first part of each onset lesson focuses on phonemic awareness and auditory discrimination of the target sound. Students look at pictures, rather than letters, and learn to auditorily isolate the initial sound.

Lessons are **fully scripted**.

The **teacher models the sound** visually and auditorily, and the **student echoes** the pronunciation.



Onset Lesson /r/ *r*

Point to Line 1. **Look at the pictures of rain, rug, and raccoon. *Rain, rug,* and *raccoon* all begin with the same sound. That sound is /r/.**

1. Point to your mouth. **Watch my mouth as I make the sound /r/ three times: /r/, /r/, /r/. Now you make the sound /r/.** Pause for student response. **Fantastic!**

Listen to the words again: /r/ *rain,* /r/ *rug,* /r/ *raccoon.* What sound do you hear at the beginning of *rain, rug,* and *raccoon*? (/r/) **That's right!**

Point to Line 2. **What do you see in this picture?** (a ring) **Correct! The word *ring* begins with the /r/ sound.**

2. Point to your mouth. **Watch my mouth as I make the sound /r/ three times: /r/, /r/, /r/. Now you make the sound /r/.** Pause for student response. **Great!**

Listen to the word again: /r/ *ring.*

Make the sound you hear at the beginning of the word *ring.* (/r/) **Yes!**

Point to Line 3. **What do you see in this picture?** (a roof) **Very good!**

3. **Make the sound you hear at the beginning of the word *roof.*** (/r/)

You did it! The word *roof* begins with the /r/ sound.

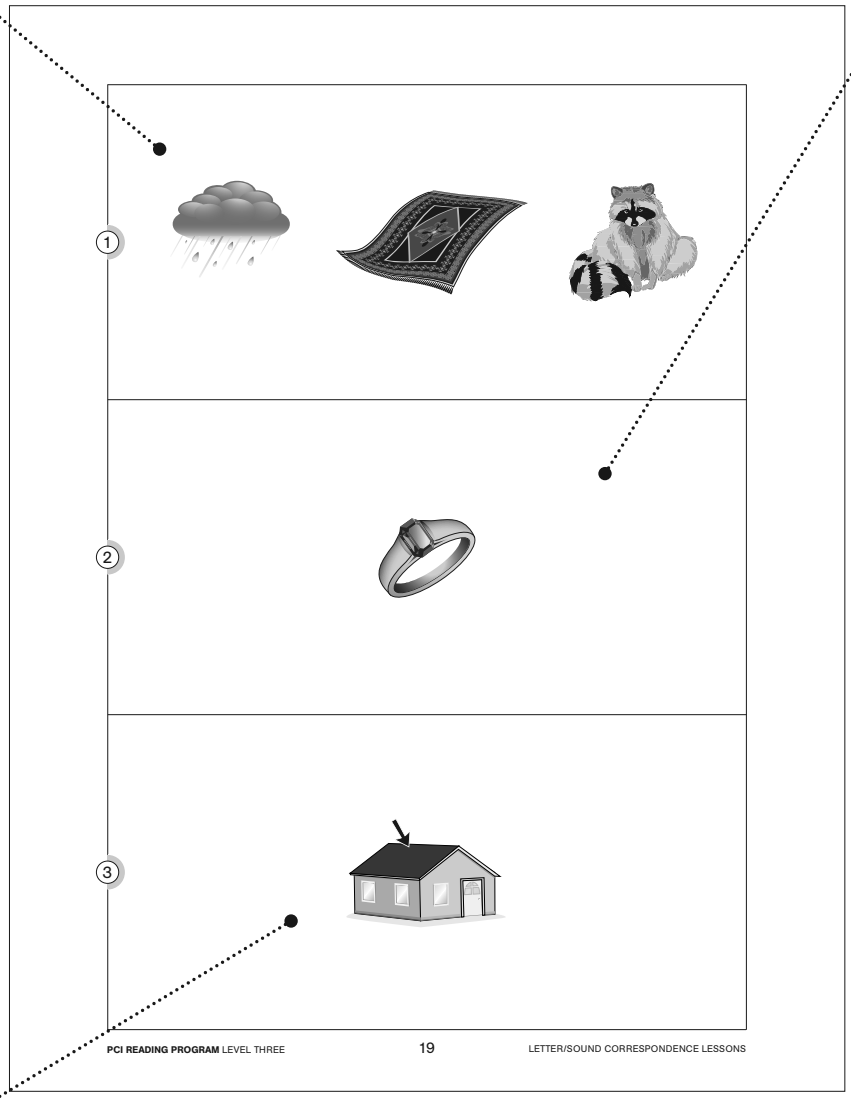
PCI READING PROGRAM LEVEL THREE 18 LETTER/SOUND CORRESPONDENCE LESSONS

Scaffolded lessons gradually move the student to independent auditory recognition.

Letter/Sound Correspondence

Sounds are introduced through **phonemic awareness**.

Lessons feature **real-world items** and **age-appropriate pictures**.



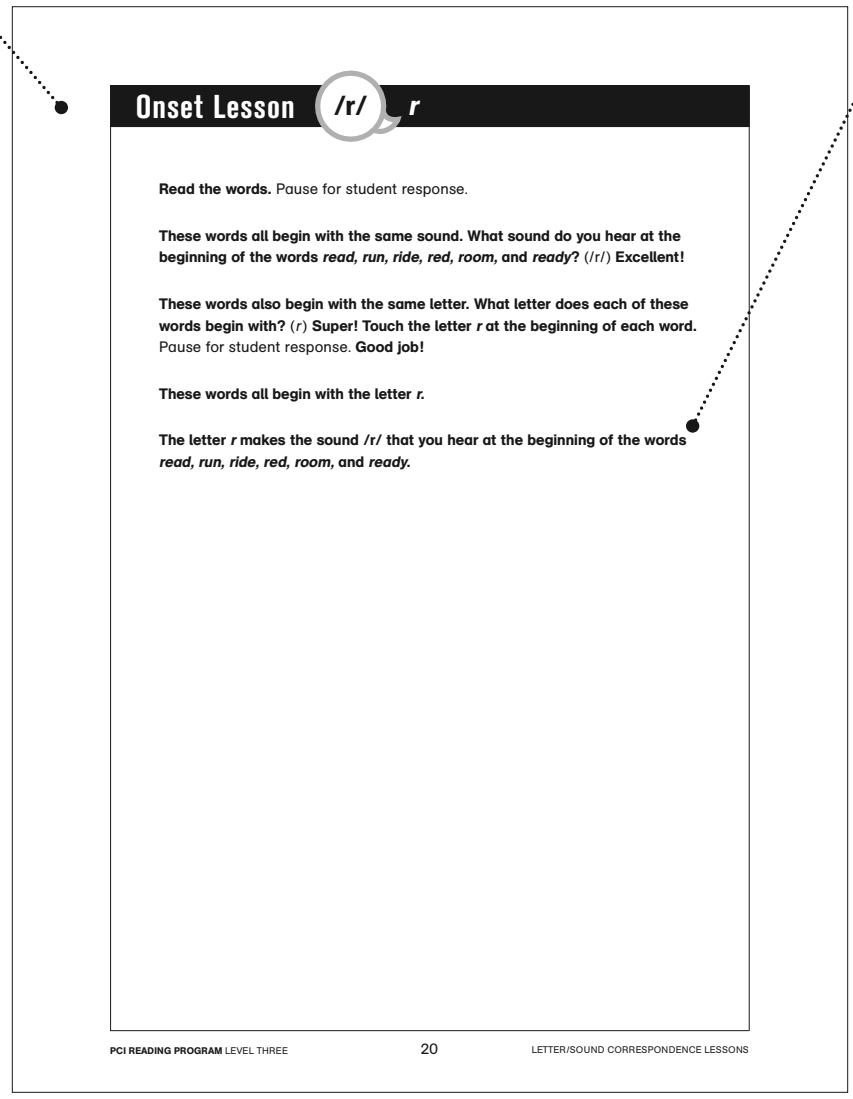
The student is given **multiple examples** to support auditory discrimination of each sound.

Letter/Sound Correspondence

In the second part of each onset lesson, students identify the initial letter or letters that make the target sound. Exemplar words were selected from Levels One and Two and are familiar to the student.

Letter/sound correspondence is introduced through words the student learned in Levels One and Two.

Correct answers are repeated by the teacher to reinforce learning.



Onset Lesson /r/ *r*

Read the words. Pause for student response.

These words all begin with the same sound. What sound do you hear at the beginning of the words *read, run, ride, red, room,* and *ready*? (/r/) **Excellent!**

These words also begin with the same letter. What letter does each of these words begin with? (*r*) **Super! Touch the letter *r* at the beginning of each word.** Pause for student response. **Good job!**

These words all begin with the letter *r.*

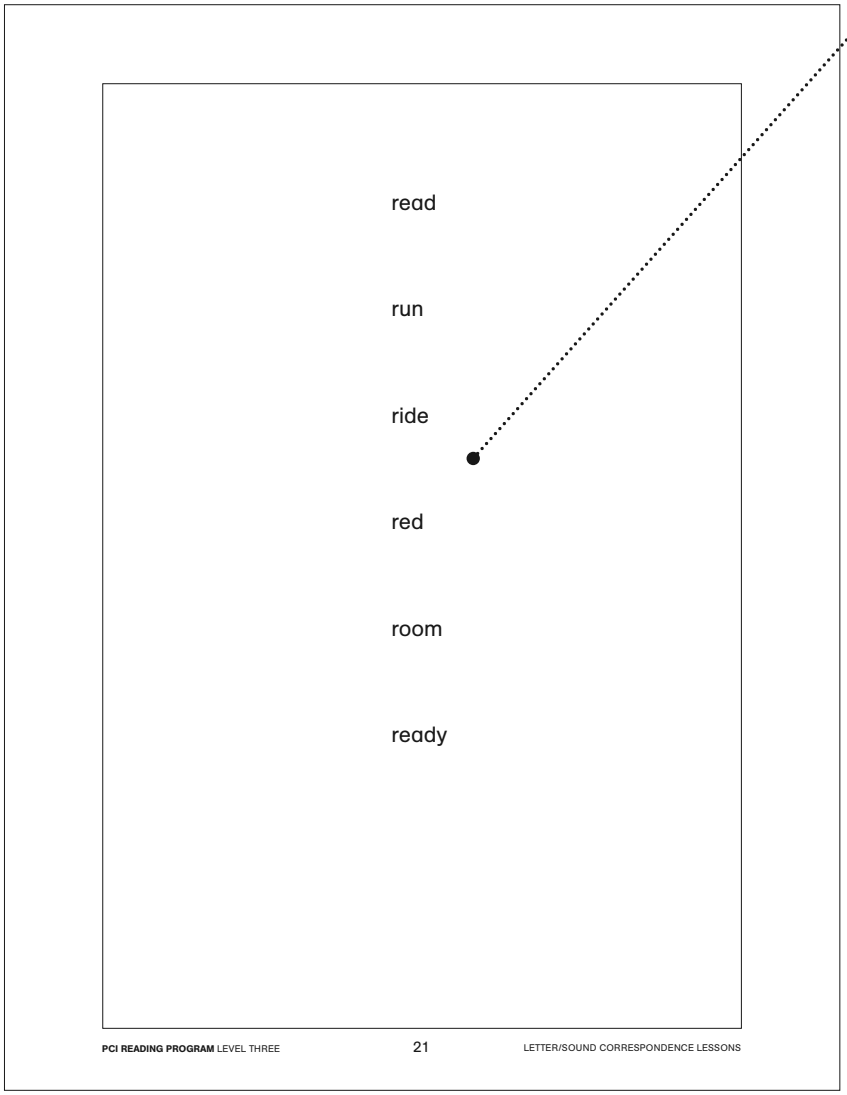
The letter *r* makes the sound /r/ that you hear at the beginning of the words *read, run, ride, red, room,* and *ready.*

PCI READING PROGRAM LEVEL THREE 20 LETTER/SOUND CORRESPONDENCE LESSONS

Letter/Sound Correspondence

As students transition from the whole-word approach of Levels One and Two to the phonetic focus of Level Three, student pages are designed to look familiar and accessible.

Students read known words from Levels One and Two and then **identify the letter that makes the target sound** at the beginning of each word.

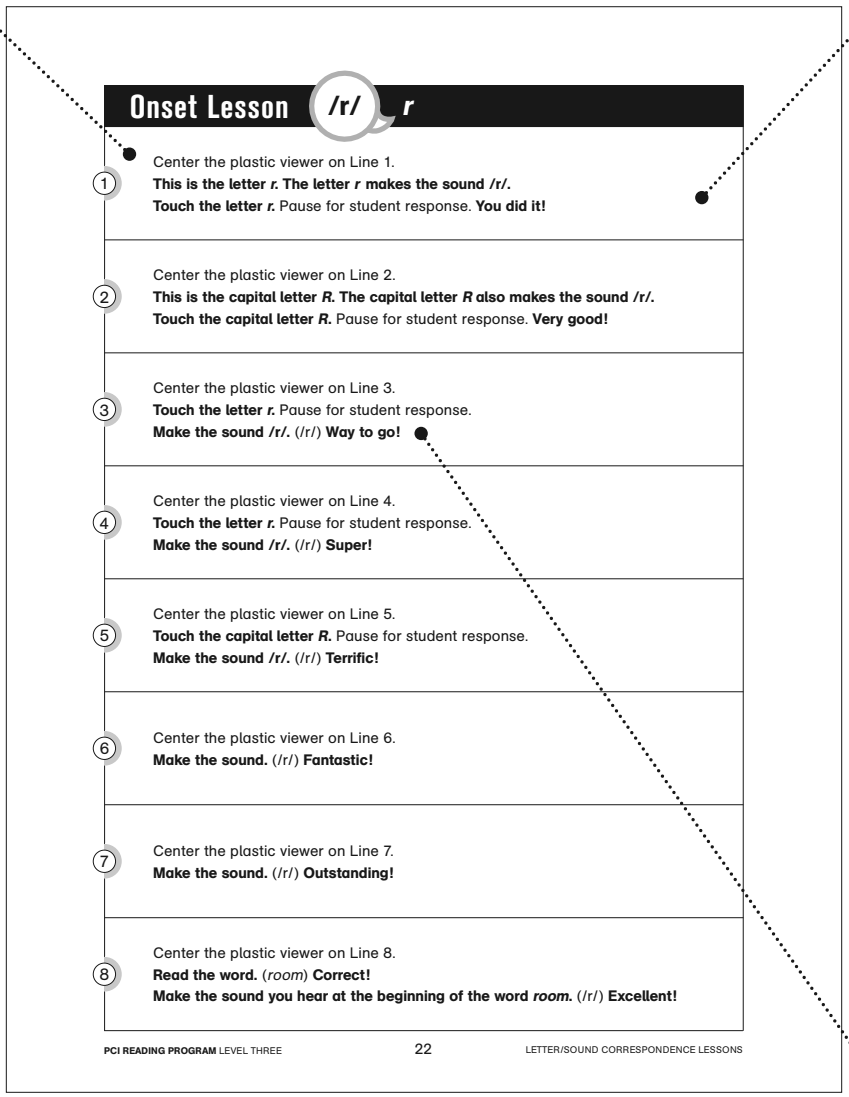


Letter/Sound Correspondence

Teachers and students will immediately recognize the format of the student pages that go with the third and fourth parts of the onset lesson. They have been designed to look like the Word Building Lesson pages from Levels One and Two. Teachers use the same plastic viewer to focus student attention on one row at a time.

The plastic viewer is used to **isolate each row** and **eliminate distractions**.

The student uses the familiar **visual discrimination method** of Levels One and Two to make the **phonics connection** between a letter and its sound.



Onset Lesson /r/ *r*

1. Center the plastic viewer on Line 1.
   This is the letter *r*. The letter *r* makes the sound /r/.
   Touch the letter *r*. Pause for student response. **You did it!**
2. Center the plastic viewer on Line 2.
   This is the capital letter *R*. The capital letter *R* also makes the sound /r/.
   Touch the capital letter *R*. Pause for student response. **Very good!**
3. Center the plastic viewer on Line 3.
   Touch the letter *r*. Pause for student response.
   Make the sound /r/. (/r/) **Way to go!**
4. Center the plastic viewer on Line 4.
   Touch the letter *r*. Pause for student response.
   Make the sound /r/. (/r/) **Super!**
5. Center the plastic viewer on Line 5.
   Touch the capital letter *R*. Pause for student response.
   Make the sound /r/. (/r/) **Terrific!**
6. Center the plastic viewer on Line 6.
   Make the sound. (/r/) **Fantastic!**
7. Center the plastic viewer on Line 7.
   Make the sound. (/r/) **Outstanding!**
8. Center the plastic viewer on Line 8.
   Read the word. (*room*) **Correct!**
   Make the sound you hear at the beginning of the word *room*. (/r/) **Excellent!**

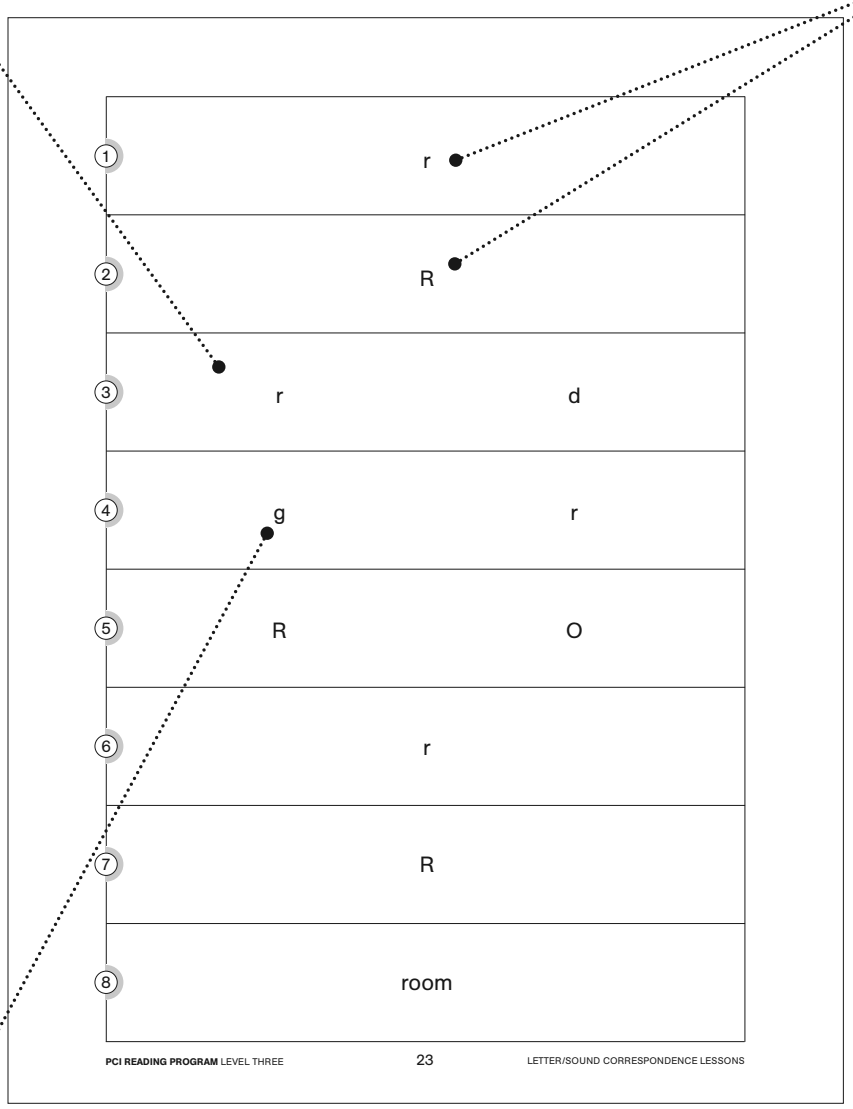
PCI READING PROGRAM LEVEL THREE 22 LETTER/SOUND CORRESPONDENCE LESSONS

Students are asked to "make the sound" of the onset, **connecting the sound to the letter**.

Letter/Sound Correspondence

Lessons gradually progress from one distractor to two distractors.

The student learns to associate a sound with both the **upper- and lowercase forms** of a letter.



Early **distractors** look very different from the correct letter, but **become more similar** in shape as the lesson progresses.

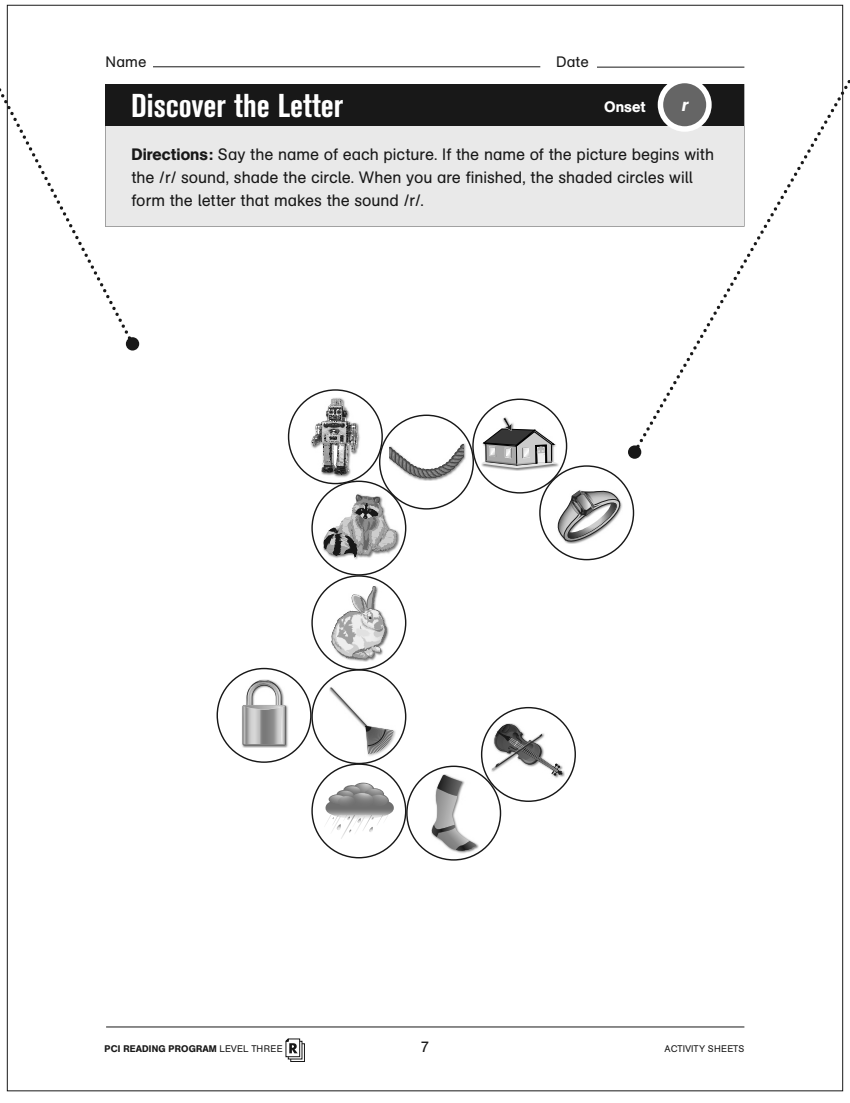
Letter/Sound Correspondence

ACTIVITIES

Three reproducible activity sheets are included for each onset taught in the program. Activity sheets for the *Letter/Sound Correspondence Lessons* are in the *Activity Sheets* e-book. The activities should be completed in order as they are sequenced from concrete to abstract. In the first activity, the student associates initial sounds with a letter or letters.

This activity provides additional practice in **auditory discrimination** and **phonemic awareness** of initial consonants and digraphs.

Once the correct circles are shaded, the letter is revealed to show **letter/sound correspondence**.



Name _____ Date _____

Discover the Letter Onset *r*

Directions: Say the name of each picture. If the name of the picture begins with the /r/ sound, shade the circle. When you are finished, the shaded circles will form the letter that makes the sound /r/.

PCI READING PROGRAM LEVEL THREE 7 ACTIVITY SHEETS

Letter/Sound Correspondence

The second activity embeds the word that begins with the target sound in a sentence. The final activity (not shown) requires the student to draw or find pictures of objects that begin with the target sound. The student may complete some or all of the activities at school or at home.

Students use context clues and auditory discrimination to determine the correct answer.

The sentences in this activity are **100% vocabulary controlled to Levels One and Two words**, and may be used prior to any Level Three core instruction.

Name _____ Date _____

Circle the Picture

Onset *r*

Directions: For each sentence, circle the picture that begins with the /r/ sound. Then read the sentence.

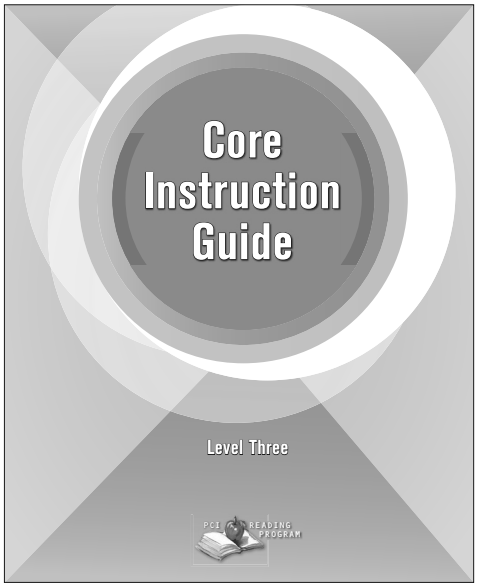
1. The in my bedroom is green.
2. My sister said, "Turn that down. I need to do my homework now."
3. Do you think it will today?
4. Only the very best cake will win a blue .
5. Would you like a to do all of your work for you?

Core Instruction

CORE INSTRUCTION GUIDE

Purpose: To introduce students to 20 word families and provide a seamless system of explicit instruction that integrates phonics, comprehension, fluency, and writing

Overview



The *Core Instruction Guide* serves as the primary resource for teaching all 20 word family units in Level Three. Each unit is comprised of five fully-scripted lessons that move a student from identifying a word family in words already learned in Levels One and Two, to building new words with onsets and the rime, to reading and writing those new words. This gradual release technique provides a lot of modeling and support as each rime is introduced, but enables greater student independence in later lessons.

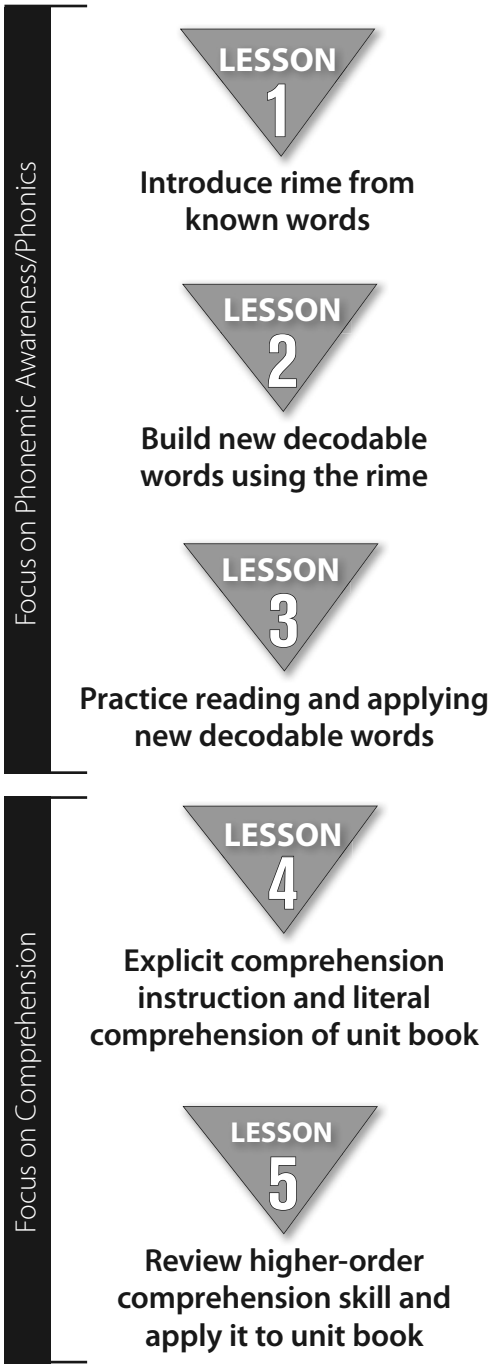
Lesson Progression

The first three lessons focus on phonemic awareness and phonics as students first identify a word family and then begin to build new decodable words using onsets and the word family rime. These lessons incorporate visual, auditory, and tactile activities to help the student with retention. The instruction also uses a variety of manipulatives: magnets, Picture Cards, Word Windows and Word Strips. A picture bar along the right edge of each page helps the teacher visualize the steps in the lesson. During each lesson, a student will read and write new decodable words and review previously learned words.

The last two lessons focus primarily on comprehension and fluency. In these lessons, students review the newly learned decodable words but spend the majority of instructional time learning or reviewing a comprehension skill. All the comprehension skills are practiced and reinforced using examples from the student books.

The Lesson 4 comprehension lessons are comprised of surface-level questions designed to assess whether or not the student comprehended what was read in the book. Lesson 5 is comprised of higher-order comprehension questions that require a deeper understanding of the book text. It also contains the Focus on Fluency lessons and assessments. The reading and writing activities still occur with each lessons, but focus mainly on comprehension of the new words and the book.

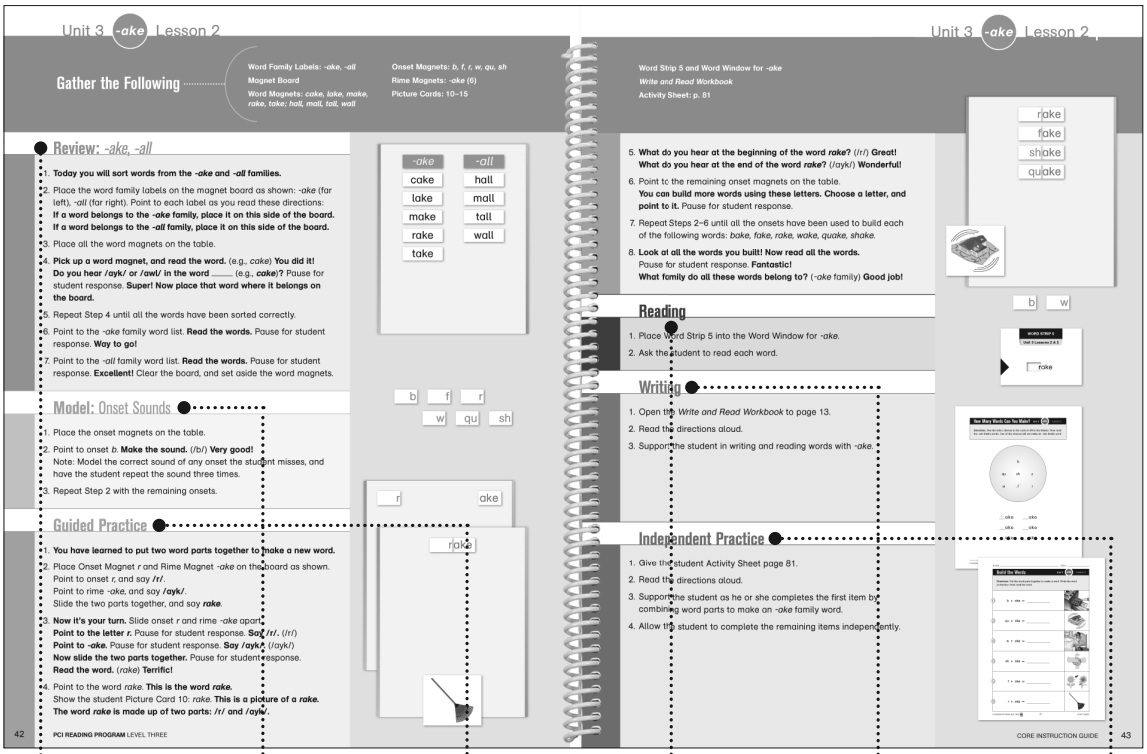
Core Instruction



Core Instruction

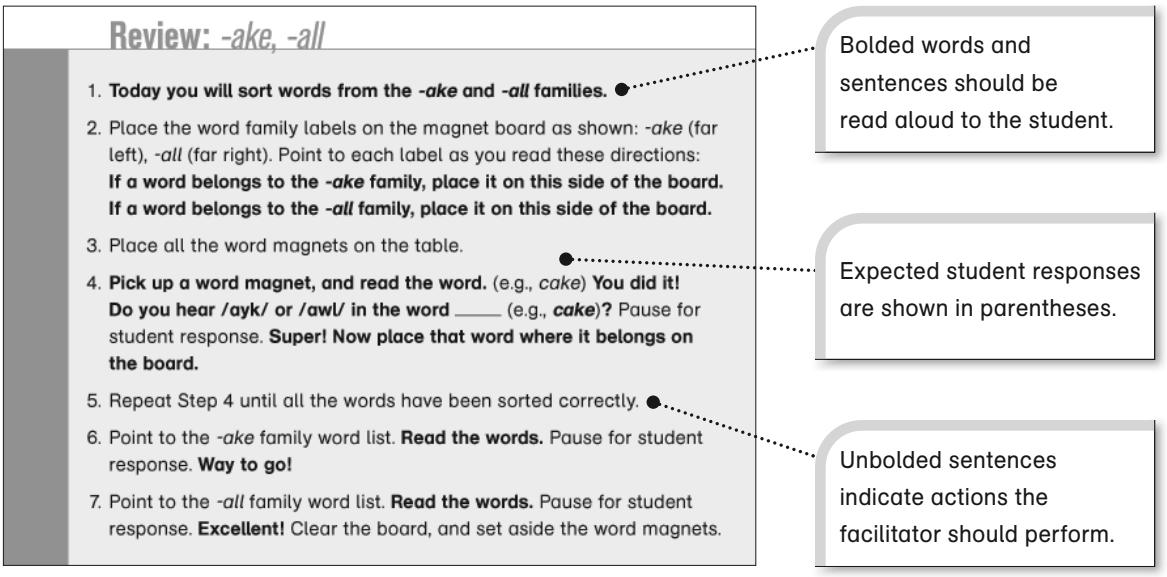
SIX-STEP LESSON CYCLE

Based on research in curriculum design, each of the five lessons in the *Core Instruction Guide* uses the same six-step lesson cycle. These six steps reflect the gradual release model of instruction in the progression of lessons. Students always start with what they know in the form of a review. Then, the facilitator models a new skill. This skill is taught explicitly through guided practice that moves from teacher-directed instruction to student-directed learning. Students then apply their new skills in reading and writing activities, ending with independent practice.



Using the Lesson Plans

The six steps are designated by colored bars along the left side of each lesson page. This visual cue makes it easy for a teacher to know where the student is in the progression of the lesson cycle.



Review: *-ake, -all*

1. **Today you will sort words from the *-ake* and *-all* families.**
2. Place the word family labels on the magnet board as shown: *-ake* (far left), *-all* (far right). Point to each label as you read these directions: **If a word belongs to the *-ake* family, place it on this side of the board. If a word belongs to the *-all* family, place it on this side of the board.**
3. Place all the word magnets on the table.
4. **Pick up a word magnet, and read the word.** (e.g., *cake*) **You did it! Do you hear /ayk/ or /awl/ in the word ____** (e.g., ***cake*)?** Pause for student response. **Super! Now place that word where it belongs on the board.**
5. Repeat Step 4 until all the words have been sorted correctly.
6. Point to the *-ake* family word list. **Read the words.** Pause for student response. **Way to go!**
7. Point to the *-all* family word list. **Read the words.** Pause for student response. **Excellent!** Clear the board, and set aside the word magnets.

The lesson cycle is designed for flexible implementation. Some students may be able to complete several steps within the lesson cycle during one reading session. Other students may need to focus only on one step during each reading session. The rate of presentation is to be based upon student need and ability.

Step 4 in Lessons 4 and 5 of each unit will require more time to complete. During these lessons, the student will be reading the book for the unit, which make take several reading sessions to complete.

Core Instruction

UNIT OVERVIEW PAGES

Each unit in the *Core Instruction Guide* begins with an overview that summarizes key activities for the six-step cycle of each of the five lessons.

Each unit includes five lessons to be completed at the **appropriate learning rate** for each student.

Mastery of the **Unit Pretest** will ensure that the student can correctly identify and make the sound of each onset used in the unit.

Each lesson follows a **six-step lesson cycle for direct instruction.**

UNIT 3 -ake

Unit Pretest
Check Onset Retention of: *b, f, r, w, qu, sh*
(procedure on page 5)

	Lesson	Review	Model	Guided Practice
Focus on Phonemic Awareness/ Phonics	1	**Read known sight words** in the *-ake* family.	**Discover *-ake*** in known sight words.	**Blend /r/ with *-ake*** to make a new decodable word (*rake*).
	2	**Sort** *-ake* sight words from *-all* decodable words.	Quickly review unit onsets. **Model correct onset pronunciation** as needed.	**Build** *-ake* family decodable words.
	3	Word Window: **Improve decoding and reading fluency** of *-ake* family words. Sort *-ake* family from *-all* and *-ay*.	**Use auditory cues** to correctly select onsets. Use the onset to build *-ake* family words.	**Use visual and auditory cues** to correctly build *-ake* family words.
Focus on Comprehension	4	**Sort** *-ake* family words from *-ay* family words.	**Explicit instruction and modeling** of the comprehension skill **main idea**.	**Demonstrate understanding** of the comprehension skill **main idea**.
	5	**Join rimes to onsets** to correctly build the answer to an oral riddle.	**Explicit reteach** of the comprehension skill **main idea**.	**Demonstrate understanding** of the comprehension skill **main idea**.

Real-World Connection

Book 45 – ***Good Jobs*** This book explores several different jobs people can have. Before beginning this unit, discuss why people have jobs. Help the student brainstorm a list of jobs he or she is familiar with, and talk about what people do at these jobs. This book is paired with Book 46 – *My First Day at Work.* In that book, the student will read about a boy's first day of work at a garden store.

38 **PCI READING PROGRAM** LEVEL THREE

Lessons 1, 2, and 3 focus on **direct instruction in phonics**. Lessons 4 and 5 focus on **comprehension**.

Real-World Connection lessons are provided to help students **establish personal connections** to the text and **activate prior knowledge** of the book's topic.

Unit Objectives are listed for lesson planning and documenting skills taught.

Unit Objectives

- Recognize and correctly pronounce rime *-ake.*
- Build and read *-ake* family words by combining and blending onsets with rime *-ake.*
- Distinguish *-ake* family words from *-all* and *-ay* family words.
- Decode *-ake* family words in context.
- Understand the meaning of new decodable *-ake* family words in context.
- Practice writing *-ake* family words in isolation and within the context of sentences and paragraphs.
- Understand the comprehension skills of main idea and supporting details, and apply those skills to information in Book 45.
- Practice the fluency skill of reading smoothly.

Reading	Writing	Independent Practice
Read-Aloud: **Read *-ake* sight words in context** (6 sentences).	"Make a List" **Identify, write, and read** *-ake* sight words.	"Find the Words" **Identify and read** *-ake* sight words in context.
Word Window: **Blend and read** *-ake* family decodable words fluently.	"How Many Words Can You Make?" Select onsets to **build and write** *-ake* family words.	"Build the Words" **Connect a rime and an onset** to write a word (e.g., b + ake = _____).
Read-Aloud: **Read *-ake* decodable words in context** (6 sentences).	"Fill in the Blank" **Use the Cloze method** to complete a paragraph.	"Write the Words" **Use auditory imagery** to determine the correct onset of a pictured *-ake* family word.
Build Prior Knowledge for Book 45 – *Good Jobs.* **Set the purpose for reading.** Read nonfiction Book 45. Answer **literal comprehension questions**.	"Complete the Sentences" **Use the Cloze method** to complete sentences from Book 45.	"Answer the Questions" Answer **Who, What, When, Where, Why, and How questions** about Book 45.
Reread Book 45. Answer **main idea** questions. **Review setting. Practice fluency** (smoothness).	"Book Report" **Write in response** to Book 45.	**"Main Idea"** Complete an activity focused on the unit comprehension skill.

Unit Test
Assess ability to decode words from the *-ake* and *-all* families.
Assess comprehension of Book 45 and the skills of main idea and supporting details.

CORE INSTRUCTION GUIDE 39

Each unit concludes with a **Unit Test**.

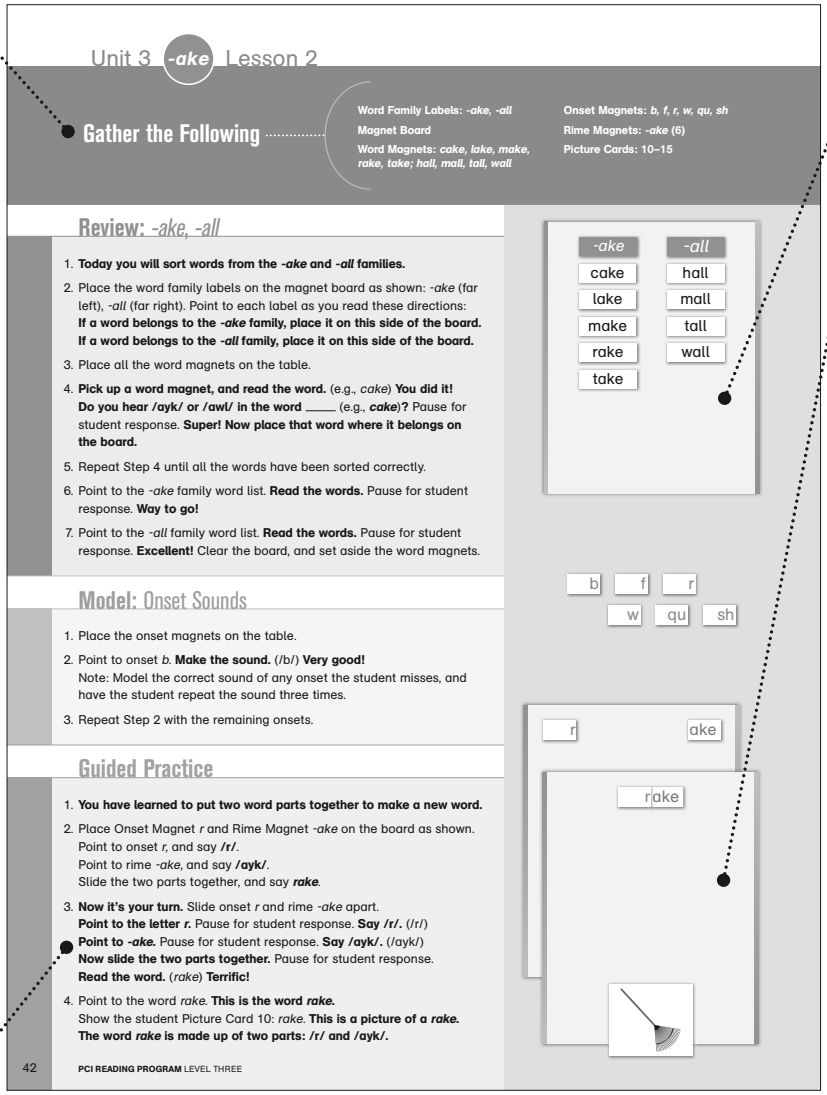
Core Instruction

LESSONS

The first three lessons in each *Core Instruction Guide* unit emphasize Phonemic Awareness and Phonics as they focus on the unit's word family. These lessons guide students through identifying the rime and then using onsets and the rime to build new decodable words.

All **necessary materials** are listed at the top of each lesson.

Magnet Board setup is shown to facilitate lesson presentation.



Unit 3 -ake Lesson 2

Gather the Following

Word Family Labels: *-ake, -all*
Magnet Board
Word Magnets: *cake, lake, make, rake, take; hall, mall, tall, wall*
Onset Magnets: *b, f, r, w, qu, sh*
Rime Magnets: *-ake* (6)
Picture Cards: 10–15

Review: *-ake, -all*

1. **Today you will sort words from the *-ake* and *-all* families.**
2. Place the word family labels on the magnet board as shown: *-ake* (far left), *-all* (far right). Point to each label as you read these directions: **If a word belongs to the *-ake* family, place it on this side of the board. If a word belongs to the *-all* family, place it on this side of the board.**
3. Place all the word magnets on the table.
4. **Pick up a word magnet, and read the word.** (e.g., *cake*) **You did it! Do you hear /ayk/ or /awl/ in the word ____** (e.g., ***cake***)**?** Pause for student response. **Super! Now place that word where it belongs on the board.**
5. Repeat Step 4 until all the words have been sorted correctly.
6. Point to the *-ake* family word list. **Read the words.** Pause for student response. **Way to go!**
7. Point to the *-all* family word list. **Read the words.** Pause for student response. **Excellent!** Clear the board, and set aside the word magnets.

-ake: cake, lake, make, rake, take
-all: hall, mall, tall, wall

Model: Onset Sounds

1. Place the onset magnets on the table.
2. Point to onset *b*. **Make the sound.** (/b/) **Very good!** Note: Model the correct sound of any onset the student misses, and have the student repeat the sound three times.
3. Repeat Step 2 with the remaining onsets.

b f r w qu sh

Guided Practice

1. **You have learned to put two word parts together to make a new word.**
2. Place Onset Magnet *r* and Rime Magnet *-ake* on the board as shown. Point to onset *r,* and say **/r/**. Point to rime *-ake,* and say **/ayk/**. Slide the two parts together, and say ***rake***.
3. **Now it's your turn.** Slide onset *r* and rime *-ake* apart. **Point to the letter *r.*** Pause for student response. **Say /r/.** (/r/) **Point to *-ake.*** Pause for student response. **Say /ayk/.** (/ayk/) **Now slide the two parts together.** Pause for student response. **Read the word.** (*rake*) **Terrific!**
4. Point to the word *rake*. **This is the word *rake.*** Show the student Picture Card 10: *rake*. **This is a picture of a *rake.* The word *rake* is made up of two parts: /r/ and /ayk/.**

r ake

r ake

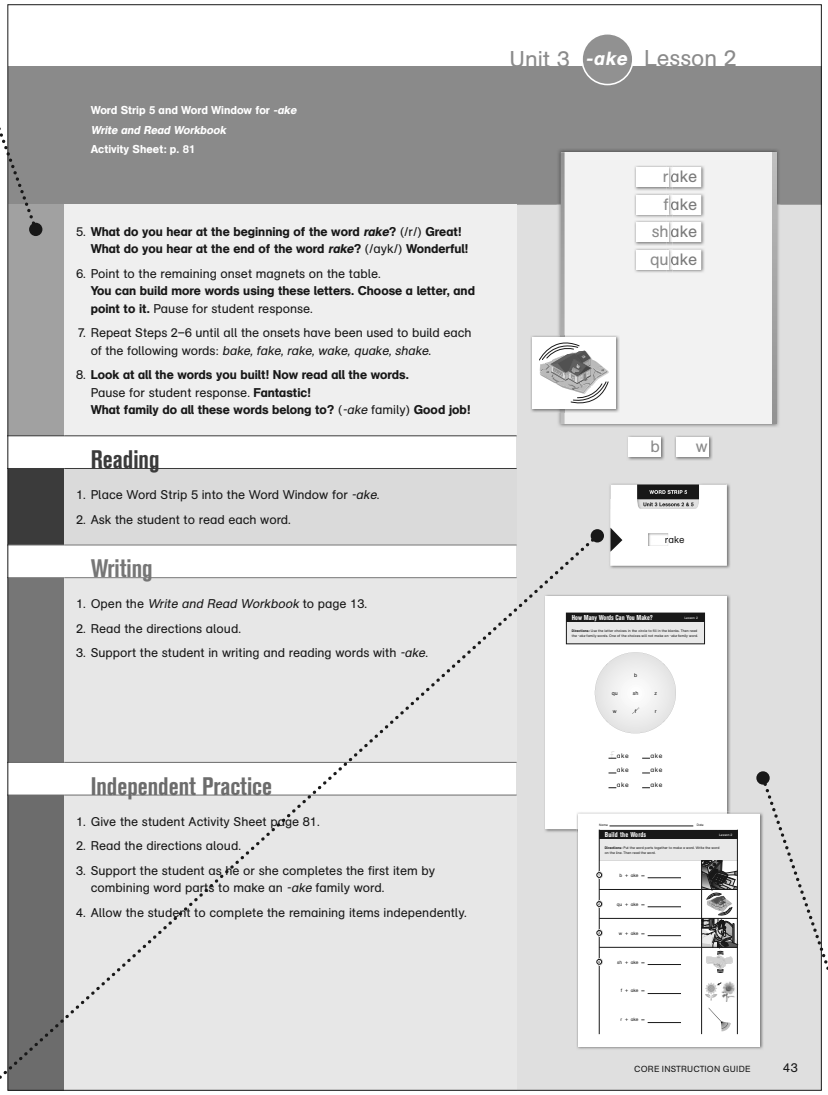
42 PCI READING PROGRAM LEVEL THREE

The student uses **multiple modalities** (visual, kinesthetic, and auditory) to combine onsets and rimes. This procedure is repeated throughout the units and becomes **familiar routine**.

Core Instruction

Each lesson is color-coded to clearly show the six steps of the lesson cycle. Images of the materials needed to complete each activity are presented on the right side of each page. Facilitators can use these images as guides for how to display the manipulatives.

Lessons are fully scripted. Text is formatted as follows: Unbolded sentences indicate actions the facilitator should perform. Bolded words and sentences should be read aloud to the student. Expected student responses are shown in parentheses.



Unit 3 -ake Lesson 2

Word Strip 5 and Word Window for *-ake*
***Write and Read* Workbook**
Activity Sheet: p. 81

5. **What do you hear at the beginning of the word *rake*?** (/r/) **Great! What do you hear at the end of the word *rake*?** (/ayk/) **Wonderful!**
6. Point to the remaining onset magnets on the table. **You can build more words using these letters. Choose a letter, and point to it.** Pause for student response.
7. Repeat Steps 2–6 until all the onsets have been used to build each of the following words: *bake, fake, rake, wake, quake, shake.*
8. **Look at all the words you built! Now read all the words.** Pause for student response. **Fantastic! What family do all these words belong to?** (*-ake* family) **Good job!**

Reading

1. Place Word Strip 5 into the Word Window for *-ake.*
2. Ask the student to read each word.

Writing

1. Open the *Write and Read Workbook* to page 13.
2. Read the directions aloud.
3. Support the student in writing and reading words with *-ake.*

Independent Practice

1. Give the student Activity Sheet page 81.
2. Read the directions aloud.
3. Support the student as he or she completes the first item by combining word parts to make an *-ake* family word.
4. Allow the student to complete the remaining items independently.

rake
fake
shake
quake

b w

WORD STRIP 5
Unit 3 Lessons 2 & 5
rake

How Many Words Can You Make?

Build the Words

CORE INSTRUCTION GUIDE 43

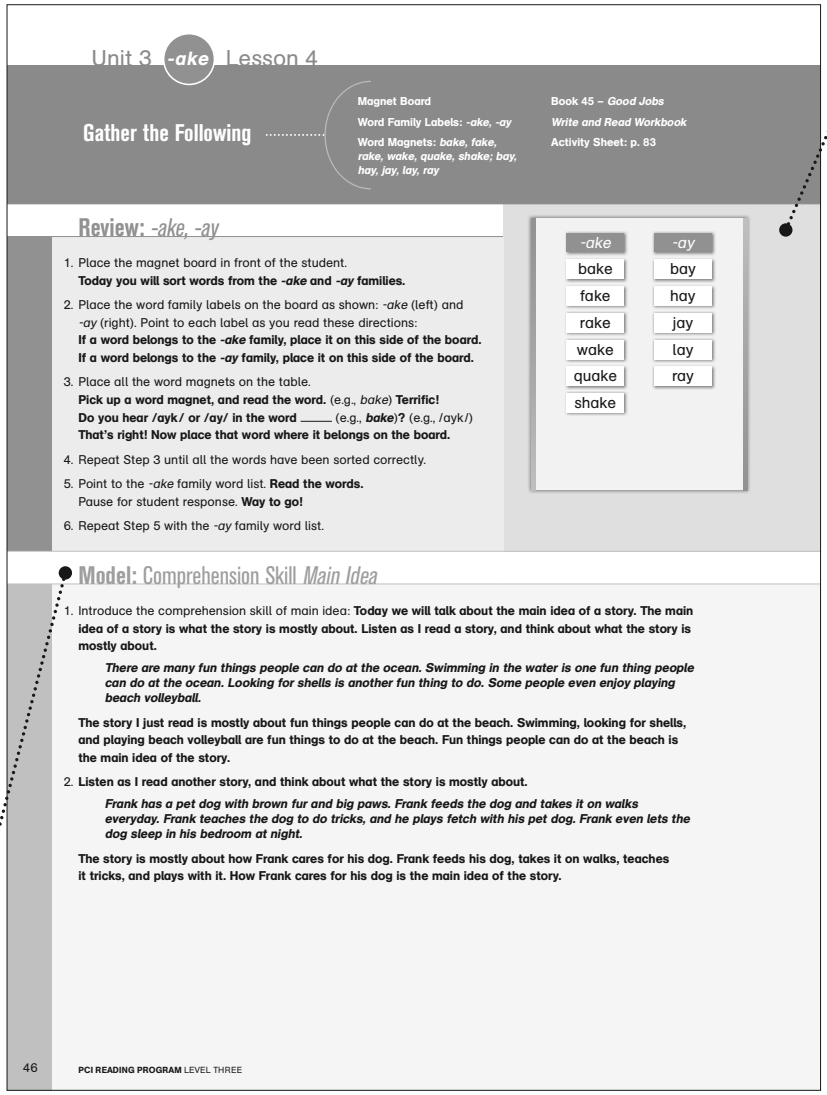
Word Windows and Word Strips provide practice in blending onsets with a rime and **improve reading recognition and fluency** of new decodable words.

Each lesson includes **practice in reading and writing** new decodable words.

Core Instruction

The fourth and fifth lessons in each *Core Instruction Guide* unit emphasize comprehension of the unit's book and explicit instruction in a comprehension skill. While comprehension is the focus, the review step of these lessons provides practice with the unit's word family to ensure retention.

The student **sorts the target word family** from a previously learned family.



Unit 3 -ake Lesson 4

Gather the Following

Magnet Board
Word Family Labels: *-ake, -ay*
Word Magnets: *bake, fake, rake, wake, quake, shake; bay, hay, jay, lay, ray*

Book 45 – *Good Jobs*
Write and Read Workbook
Activity Sheet: p. 83

Review: *-ake, -ay*

1. Place the magnet board in front of the student.
   Today you will sort words from the *-ake* and *-ay* families.
2. Place the word family labels on the board as shown: *-ake* (left) and *-ay* (right). Point to each label as you read these directions:
   If a word belongs to the *-ake* family, place it on this side of the board.
   If a word belongs to the *-ay* family, place it on this side of the board.
3. Place all the word magnets on the table.
   Pick up a word magnet, and read the word. (e.g., *bake*) **Terrific!**
   Do you hear /ayk/ or /ay/ in the word ____ (e.g., ***bake***)**?** (e.g., /ayk/)
   That's right! Now place that word where it belongs on the board.
4. Repeat Step 3 until all the words have been sorted correctly.
5. Point to the *-ake* family word list. **Read the words.**
   Pause for student response. **Way to go!**
6. Repeat Step 5 with the *-ay* family word list.

-ake	-ay
bake	bay
fake	hay
rake	jay
wake	lay
quake	ray
shake	

Model: Comprehension Skill *Main Idea*

1. Introduce the comprehension skill of main idea: **Today we will talk about the main idea of a story. The main idea of a story is what the story is mostly about. Listen as I read a story, and think about what the story is mostly about.**

   There are many fun things people can do at the ocean. Swimming in the water is one fun thing people can do at the ocean. Looking for shells is another fun thing to do. Some people even enjoy playing beach volleyball.

   The story I just read is mostly about fun things people can do at the beach. Swimming, looking for shells, and playing beach volleyball are fun things to do at the beach. Fun things people can do at the beach is the main idea of the story.
2. **Listen as I read another story, and think about what the story is mostly about.**

   Frank has a pet dog with brown fur and big paws. Frank feeds the dog and takes it on walks everyday. Frank teaches the dog to do tricks, and he plays fetch with his pet dog. Frank even lets the dog sleep in his bedroom at night.

   The story is mostly about how Frank cares for his dog. Frank feeds his dog, takes it on walks, teaches it tricks, and plays with it. How Frank cares for his dog is the main idea of the story.

46 **PCI READING PROGRAM** LEVEL THREE

Explicit instruction and practice for ten comprehension skills are provided. The ten skills were determined through a comparison of alternative assessment reading objectives across nine states.

Core Instruction

Lesson 4 of each unit provides extensive modeling and guided practice in a comprehension skill. This instruction precedes the reading of the unit's book so that students can keep the new skill in mind as they read.

The student practices a **comprehension skill**.

Unit 3 -ake Lesson 4

Guided Practice

1. **Now it's your turn to tell me the main idea of a story. Listen as I read another story, and think about what the story is mostly about.**

   Susan has three favorite games. Susan loves to hit the baseball and run around the bases. At school, Susan plays basketball with her friends. Every weekend, Susan plays checkers with her sister.

   What is the story mostly about? (Susan's three favorite games) **Correct! Susan likes to play baseball, basketball, and checkers. These are Susan's three favorite games. Susan's three favorite games is the main idea of the story.**

2. **Let's try that again. Listen as I read another story, and think about what the story is mostly about.**

   There is an old house on our street. It needs new paint. One of the windows is broken, and there is a hole in the roof. Someone needs to work on that old house and fix it up!

   What is the main idea of this story? (The old house needs to be fixed up.) **Fantastic! The old house needs new paint, has a broken window, and has a hole in the roof. The main idea of this story is that the old house needs to be fixed up. Remember, the main idea of a story is what the story is mostly about.**

Reading

1. Show the student Book 45. **Today you are going to read this book. This book tells about the different kinds of jobs people do to earn money. We will talk about the main idea of this book after you have finished reading.**
2. **Have you ever earned money by doing a job?**

   If yes: **Tell me about the job.**
   If no: **Can you name some jobs that people do to earn money?**
3. Hand the book to the student. **Read the title of this book.** (*Good Jobs*)
   You did it!
   Open the book, and look in the word box.
   Point to each word as you read it aloud.
   Turn to the next page, and read the story aloud.
   After the student has read the book, congratulate him or her.
4. **Let's look at the book again and talk about what is happening.**

Book 45

CORE INSTRUCTION GUIDE 47

The student is introduced to a new book. **Prior knowledge is established**, and the student is given a reason for reading the book.

Core Instruction

Comprehension questions are presented for the unit's book in both Lessons 4 and 5. In Lesson 4, these questions focus on literal comprehension, making sure the student understands the main points of nonfiction books and the story progression of fiction books.

The teacher leads the student back through the book to answer **literal comprehension questions**.

Unit 3 -ake Lesson 4

PAGES 2 & 3:

How can people use the money they make by working at a job? (to pay for things) **That's right! People can use the money they make by working at a job to pay for things they need or want.**

page 2 page 3

PAGES 4 & 5:

Point to the woman in the picture on page 4. **What does this woman do for a job?** (She cleans rooms.) **Terrific! This woman cleans rooms at a hotel where people stay when they are away from home. She has a big cart with all the things she will need to clean each room.**

page 4 page 5

PAGES 6 & 7:

Point to the boy in the picture on page 6. **What kind of animal does this boy work with?** (dogs) **Super! This boy's job is to take care of the dogs when their owners are out of town. What is one thing the boy does at his job?** (e.g., plays with the dogs) **Correct! The boy plays with the dogs. He also gives them food and keeps everything clean.**

page 6 page 7

PAGES 8 & 9:

Point to the boy on page 8. **Why does this boy like his job?** (He likes being outside.) **Great! The boy likes his job because he likes being outside.**

page 8 page 9

PAGES 10 & 11:

Point to the girl in the picture on page 10. **Where does this girl work?** (in a shop where people make little cakes) **Outstanding! This girl works in a shop where people make little cakes. She helps bake the cakes and keep the shop clean.**

page 10 page 11

48 **PCI READING PROGRAM** LEVEL THREE

Questions are provided for each page spread in the book, and corresponding **book pages are pictured**.

Core Instruction

In Lesson 5 (not shown), the focus of the comprehension questions is on higher-order comprehension skills. In particular, the unit's comprehension skill is applied to the book.

The **comprehension skill** for the unit is **reviewed**.

Unit 3 *-ake* Lesson 4

PAGES 12 & 13:

Point to the girl in the picture on page 12. **What kind of store does this girl work in?** (a big food store) **Yes, this girl works in a big food store. Her job is to help keep the store clean. But sometimes she helps people take their food out to their cars. On many days, she works in the morning.**

page 12 page 13

PAGES 14 & 15:

Point to the man in the picture on page 14. **This man helps people pick out things for their yard. Where does he work?** (at a garden store) **Wonderful! This man works at a garden store. What does he do to keep the flowers warm if it is going to be cold?** (puts something over the flowers) **You're right! One of his jobs is to put something over the flowers if it is going to be cold. This will keep the flowers warm.**

page 14 page 15

PAGE 16:

Why does everyone like to have a job? (It feels good to work and get paid.) **Excellent! Everyone likes to have a job because it feels good to go to work and earn money. This book is mostly about the many different kinds of jobs people can do to earn money. This is the main idea of this book.**

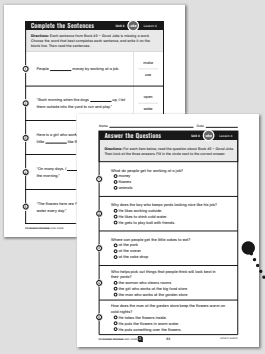
page 16

Writing

1. Open the *Write and Read Workbook* to page 15.
2. Read the directions aloud.
3. Support the student as he or she reads and completes sentences from Book 45 by writing the missing words.

Independent Practice

1. Give the student Activity Sheet page 83.
2. Read the directions aloud.
3. Support the student as he or she reads and answers the first comprehension question about Book 45.
4. Allow the student to complete the remaining items independently.



CORE INSTRUCTION GUIDE 49

Activities pertain to the book and offer additional practice in **reading comprehension**.

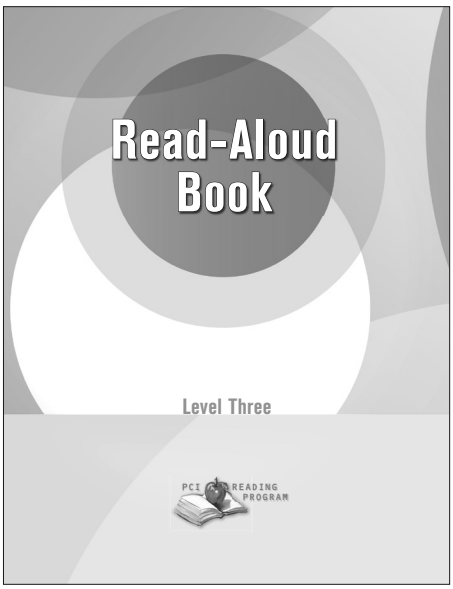
Core Instruction

READ-ALOUD BOOK

Purpose: To provide practice reading the word family words in context of sentences and paragraphs

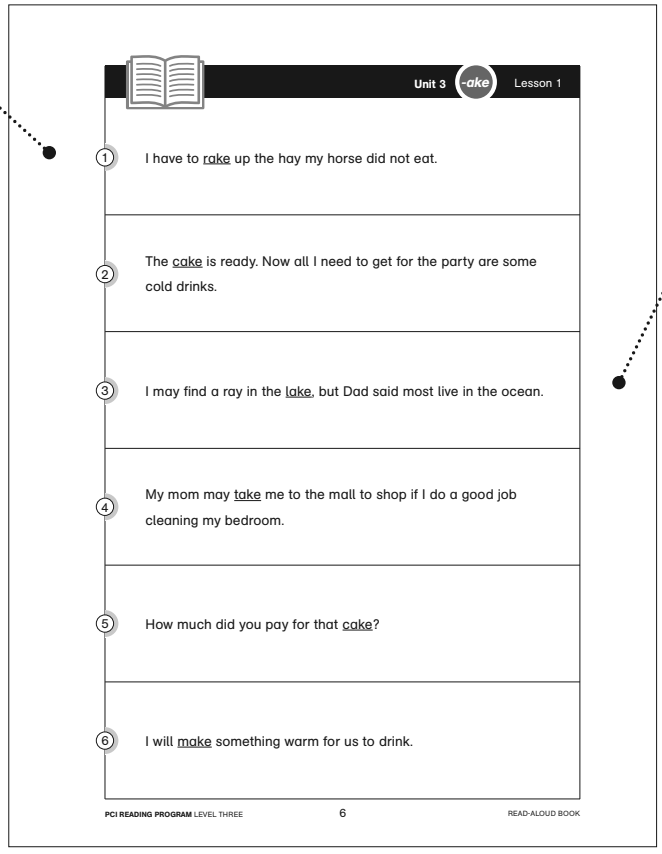
Overview

The *Read-Aloud Book* is used in Lessons 1 and 3 of each unit. No photocopying is required. The facilitator can open the book to the appropriate page and have the student read the sentences aloud. Words from the unit's word family are underlined because this is the student's first time encountering decodable words in context.



The student learns to **recognize the unit's rime family words in context**.

Many of the rime family words featured in Lesson 1 are words that the student already learned in Levels One and Two.



Unit 3 -ake Lesson 1

1. I have to rake up the hay my horse did not eat.
2. The cake is ready. Now all I need to get for the party are some cold drinks.
3. I may find a ray in the lake, but Dad said most live in the ocean.
4. My mom may take me to the mall to shop if I do a good job cleaning my bedroom.
5. How much did you pay for that cake?
6. I will make something warm for us to drink.

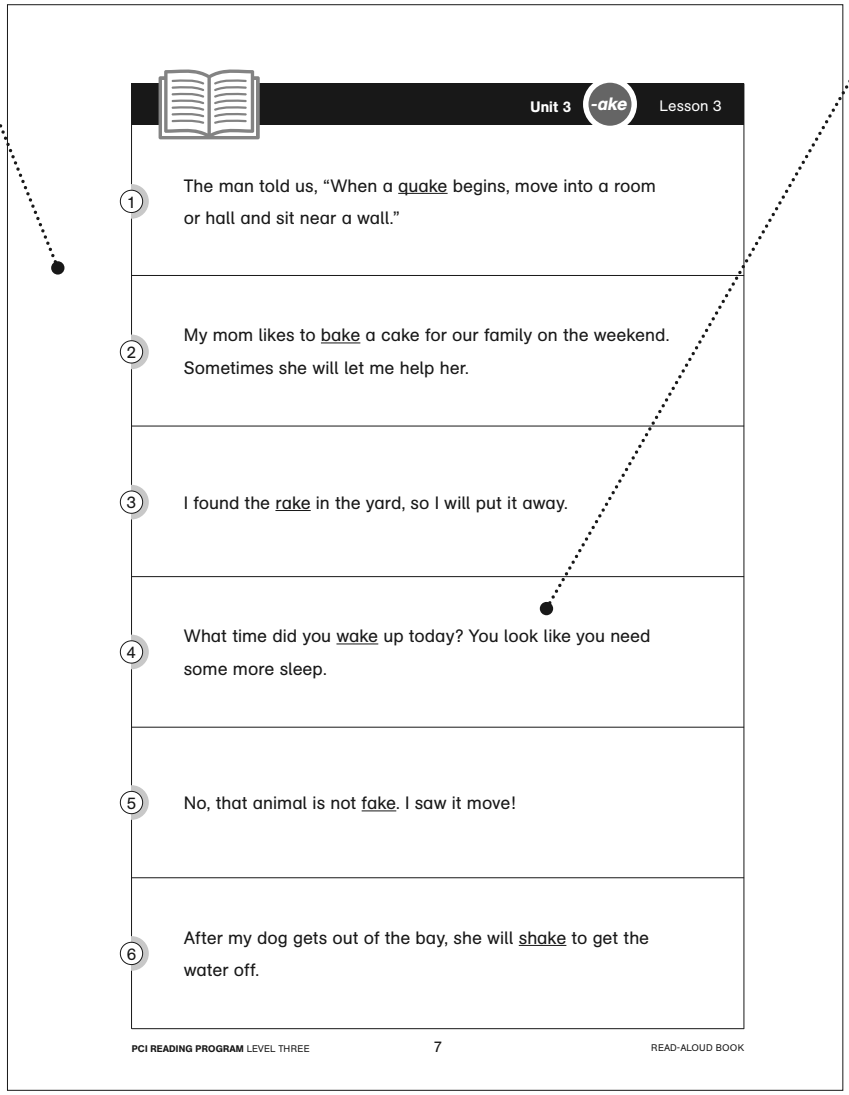
PCI READING PROGRAM LEVEL THREE 6 READ-ALOUD BOOK

Core Instruction

Read-Aloud pages feature the words from the unit's word family in context. Each new word is underlined to help students identify that it is one of the words they have just learned to build and decode.

The Read-Aloud for Lesson 3 features **newly learned decodable words in the context of a sentence**.

A **variety of sentence types** are used so that students can practice reading with expression.



Unit 3 -ake Lesson 3

1. The man told us, "When a quake begins, move into a room or hall and sit near a wall."
2. My mom likes to bake a cake for our family on the weekend. Sometimes she will let me help her.
3. I found the rake in the yard, so I will put it away.
4. What time did you wake up today? You look like you need some more sleep.
5. No, that animal is not fake. I saw it move!
6. After my dog gets out of the bay, she will shake to get the water off.

PCI READING PROGRAM LEVEL THREE 7 READ-ALOUD BOOK

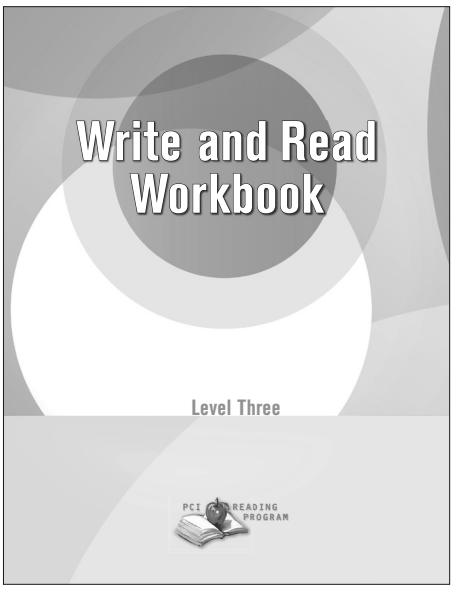
Core Instruction

WRITE AND READ WORKBOOK

Purpose: To provide writing activities that are integrated with the reading instruction

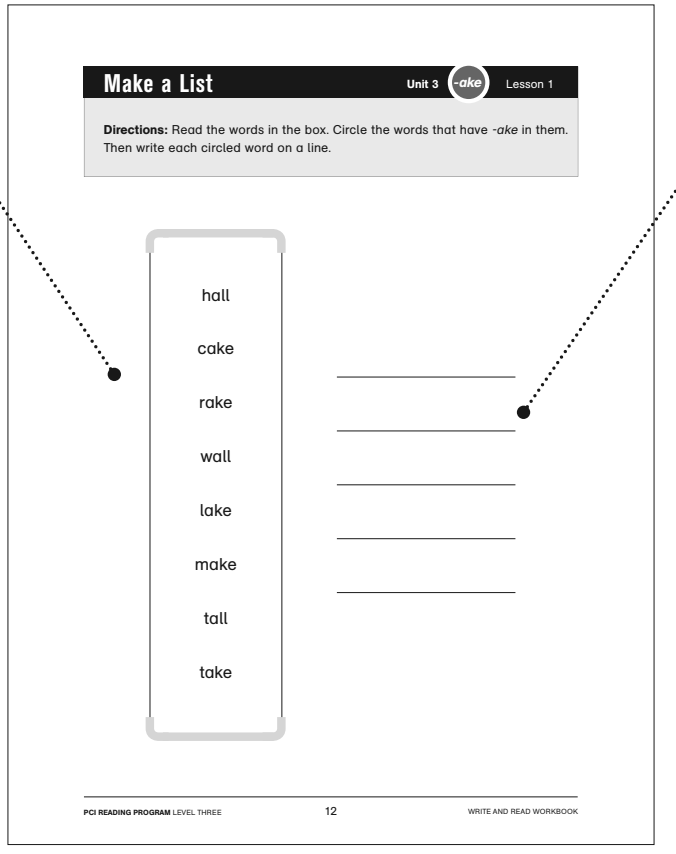
Overview

The *Write and Read Workbook* contains one activity for each lesson in the *Core Instruction Guide*. Five *Write and Read Workbooks* are included in the program. Each student should have his or her own workbook. Should you require more than five *Write and Read Workbooks*, they are available for purchase at www.pcieducation.com or by calling 800-594-4263.



Students use **auditory discrimination** to identify words in the target word family.

Students **practice writing** word family words.



Make a List Unit 3 -ake Lesson 1

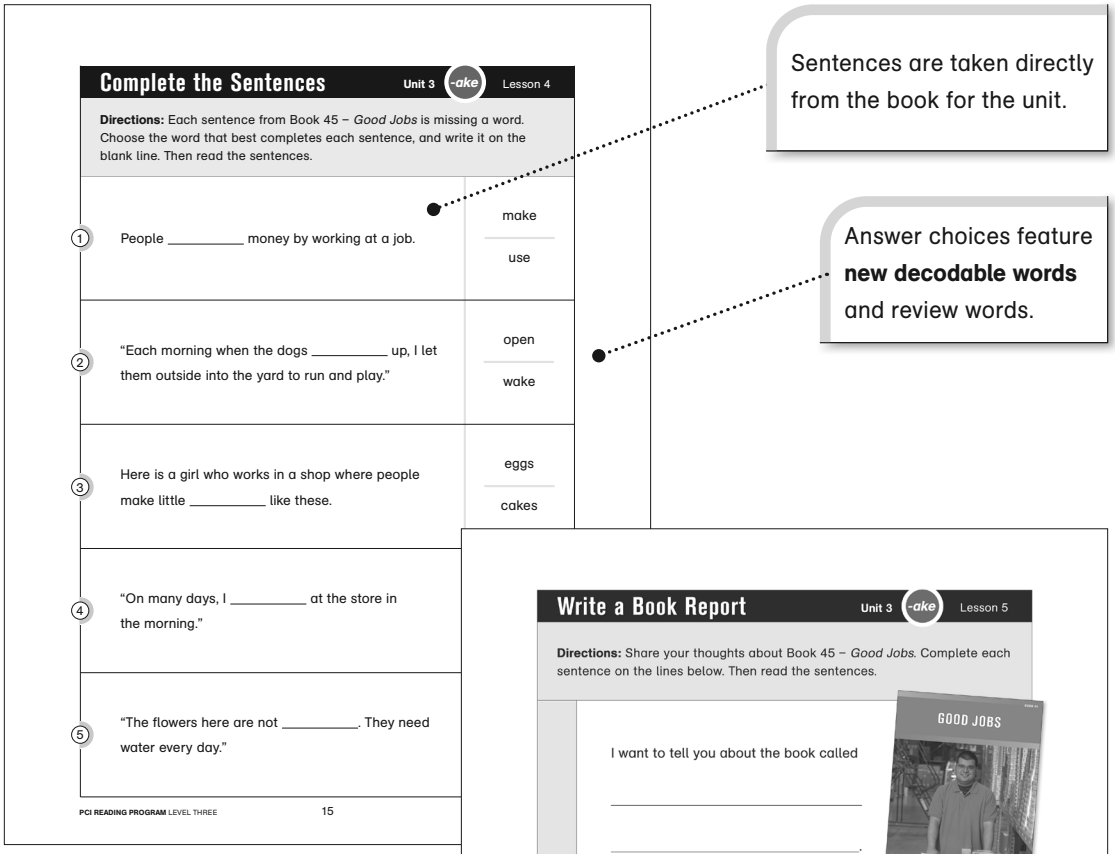
Directions: Read the words in the box. Circle the words that have *-ake* in them. Then write each circled word on a line.

hall
cake
rake
wall
lake
make
tall
take

PCI READING PROGRAM LEVEL THREE 12 WRITE AND READ WORKBOOK

Core Instruction

The first two Write and Read activities for each unit focus on writing the unit's word family words in isolation. Activities three and four require the student to write target and review words to complete cloze sentences. This integrates writing with reading comprehension. The last activity provides a template for students to write a book report about the unit's book, using writing to make personal connections to text.



Complete the Sentences Unit 3 -ake Lesson 4

Directions: Each sentence from Book 45 – *Good Jobs* is missing a word. Choose the word that best completes each sentence, and write it on the blank line. Then read the sentences.

1. People _____ money by working at a job. — make / use
2. "Each morning when the dogs _____ up, I let them outside into the yard to run and play." — open / wake
3. Here is a girl who works in a shop where people make little _____ like these. — eggs / cakes
4. "On many days, I _____ at the store in the morning."
5. "The flowers here are not _____. They need water every day."

PCI READING PROGRAM LEVEL THREE 15

Sentences are taken directly from the book for the unit.

Answer choices feature **new decodable words** and review words.

Write a Book Report Unit 3 -ake Lesson 5

Directions: Share your thoughts about Book 45 – *Good Jobs*. Complete each sentence on the lines below. Then read the sentences.

I want to tell you about the book called _____.

This book is about _____.

One thing I know from reading this book is _____.

What I like most about this book is _____.

PCI READING PROGRAM LEVEL THREE 16 WRITE AND READ WORKBOOK

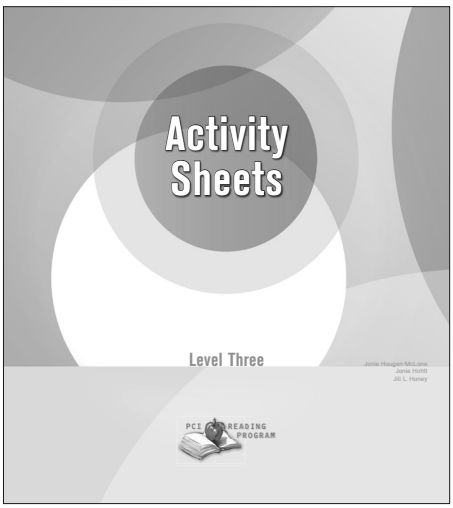
Students use writing to demonstrate comprehension of the unit's book.

ACTIVITY SHEETS E-BOOK

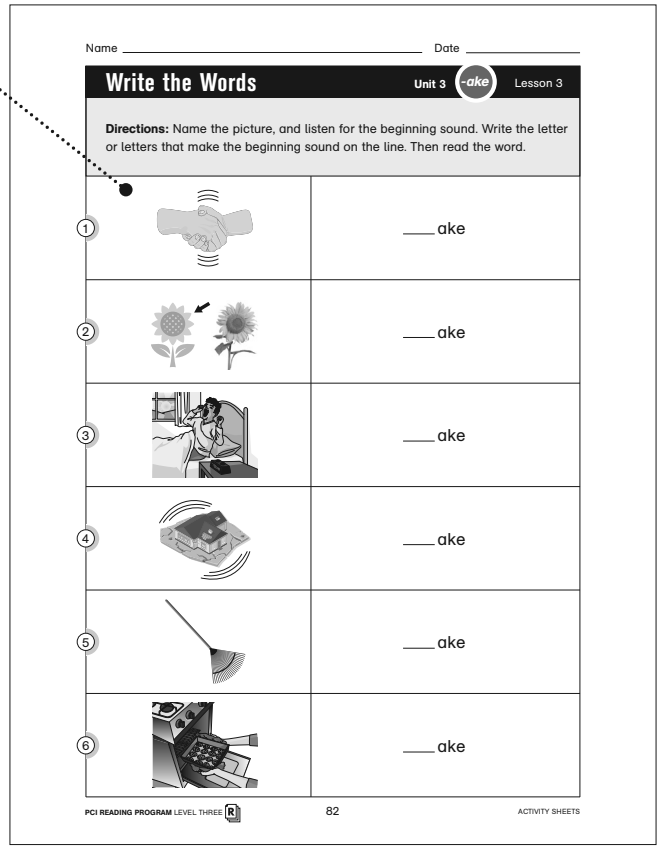
Purpose: To provide independent practice in decoding and reading comprehension

Overview

Reproducible activities for each unit can be found in the *Activity Sheets* e-book. The first three activities for each unit focus on the unit's word family words.



The student uses **phonemic awareness** to isolate the initial consonant sound of a word and uses **phonics** to determine which letter makes that sound.



Name _____ Date _____

Write the Words Unit 3 -ake Lesson 3

Directions: Name the picture, and listen for the beginning sound. Write the letter or letters that make the beginning sound on the line. Then read the word.

1. ___ake
2. ___ake
3. ___ake
4. ___ake
5. ___ake
6. ___ake

PCI READING PROGRAM LEVEL THREE R 82 ACTIVITY SHEETS

Core Instruction

The fourth and fifth activities for each unit focus on demonstrating comprehension of the unit's book and applying the unit's comprehension skill.

Name _____ Date _____

Answer the Questions Unit 3 -ake Lesson 4

Directions: For each item below, read the question about Book 45 – *Good Jobs.* Then look at the three answers. Fill in the circle next to the correct answer.

1. What do people get for working at a job?
   - ○ money
   - ○ flowers
   - ○ animals

2. Why does the boy who keeps yards looking nice like his job?
   - ○ He likes working outside.
   - ○ He likes to drink cold water.
   - ○ He gets to play ball with friends.

3. Where can people get the little cakes to eat?
   - ○ at the park
   - ○ at the ocean
   - ○ at the cake shop

4. Who helps pick out things that people think will look b
   their yards?
   - ○ the woman who cleans rooms
   - ○ the girl who works at the big food store
   - ○ the man who works at the garden store

5. How does the man at the garden store keep the flowe
   cold nights?
   - ○ He takes the flowers inside.
   - ○ He puts the flowers in warm water.
   - ○ He puts something over the flowers.

PCI READING PROGRAM LEVEL THREE 83

"**Who**," "**what**," "**when**," "**where**," "**why**," and "**how**" questions give the student additional practice in comprehension.

All **vocabulary is 100% controlled** so that the student can read and answer the questions independently.

This activity uses a **standardized test format**.

Name _____ Date _____

Main Idea Unit 3 -ake Lesson 5

Directions: Look at the pictures and read the details about Book 45 – *Good Jobs.* Then fill in the circle in front of the correct main idea in the box at the top of the page.

WHAT THE BOOK IS ABOUT
- ○ Some jobs are not fun.
- ○ All jobs are outside jobs.
- ○ There are many different kinds of jobs.

THINGS THAT TELL MORE ABOUT THE BOOK

I work where dogs can stay.

I play with them and give them food.

I work in a shop that makes little cakes.

I help keep the shop clean.

I work in a garden store.

I water the flowers so they look nice.

PCI READING PROGRAM LEVEL THREE 84 ACTIVITY SHEETS

Some Activity Sheets give students additional practice in newly learned **comprehension skills**.

Core Instruction

STUDENT BOOKS

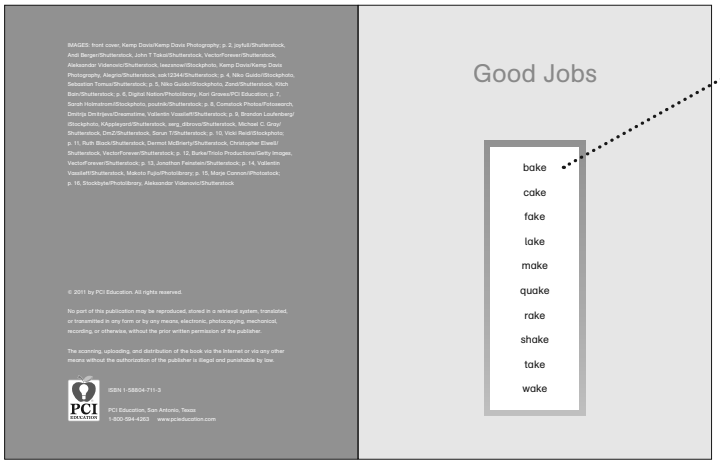
Purpose: To promote fluency and comprehension and to introduce students to the differences between the genres of fiction and nonfiction

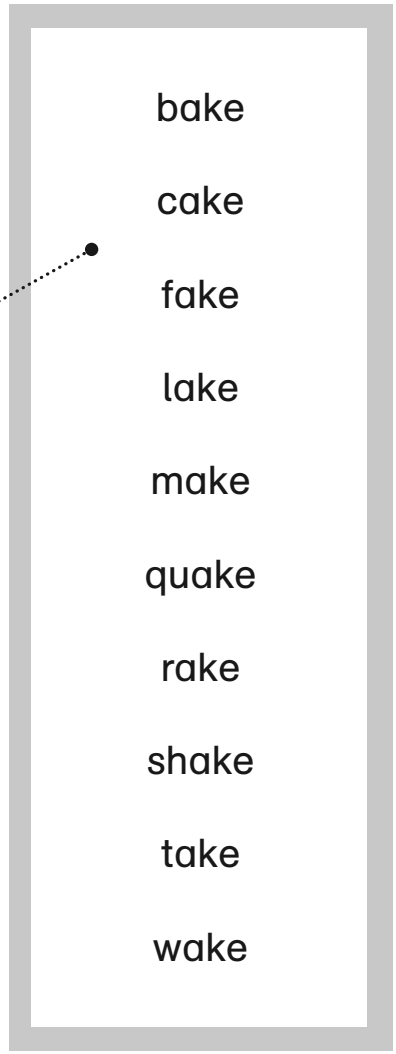
Overview

For each of the twenty units in the *Core Instruction Guide*, a student book has been developed that incorporates all the words in that unit's word family, along with words from Levels One and Two and previously learned word families. Like Levels One and Two, Level Three includes fiction, but it also introduces students to nonfiction with ten high-interest topics. Each book is 16 pages long. Nonfiction books generally include one or more photographs per page, and fiction books generally feature one illustration every other page.

Using the Word List

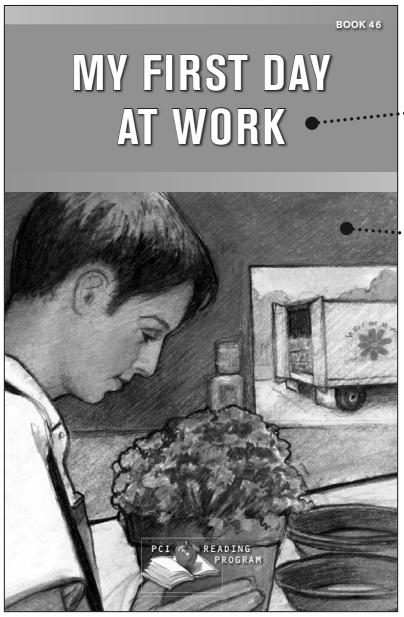
Each book lists all of the words from the featured word family on page 1. Before a student reads the book, have him or her read this list. Encourage the student to point out the ending letters of each word that form the word family.





Fiction

The ten fiction books in Level Three feature full-color illustrations. The main character of each book is an adolescent, and the story reflects the topic introduced in the preceding nonfiction book. For example, Book 45 introduces students to a number of jobs they might explore for post-school employment. The fiction book that follows is the story of a high school student's first day on the job at a garden store. The main character in Book 46 is nonverbal and uses a communication book. He is shown interacting with his job coach and coworkers, using his book to communicate.



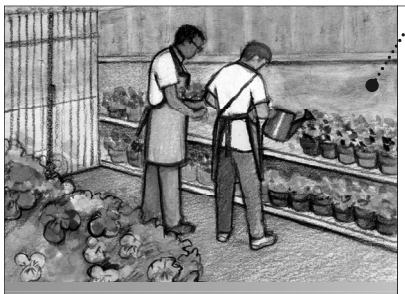
Each fiction book reflects the topic from the nonfiction book that precedes it.

Books feature **full-color illustrations** from a variety of illustrators.

One **illustration** is featured per spread.

Dialogue is included, featuring quotation marks and standard punctuation.

Pages have **up to five paragraphs** each.



Ray and I go to the garden that is inside the store. There are many flowers here. Ray tells me that these flowers are not fake, so they need water. He gives me a watering can and shows me how much to water each flower. I begin to water the flowers on the tables near the back wall.

The store just opened, and Ray is working away to make all the flowers look their best. He moves all the yellow ones together and all the red ones together.

10

Ray talks while he works, "When people who shop at *Green Things* come to look at these flowers, they move the flowers around to find the ones they like best. But people do not always put the flowers back where they were. Then the flowers do not look nice."

"I come here first thing each morning to see how everything looks," Ray tells me. "Jake likes the store to look nice. He pays me to work, so I want to do a good job."

Ray keeps talking, "Before too many people get to the store each day, I walk around outside and then inside the store. If something needs to be done, I just do it. No one has to ask me or tell me first."

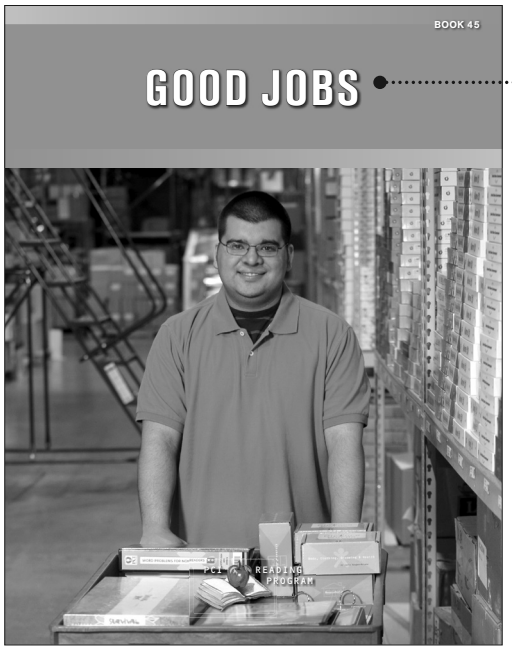
"I know you do not get money for working here, Dan. But you are here to find out what working is like. People at a job should not have to be watched all the time to make sure they are working."

11

Core Instruction

Nonfiction

The ten nonfiction books in Level Three all use full-color photographs to present information about a given topic. Topics represent high-interest subjects, such as jobs, pets, and outdoor fun. Many of the themes support social studies or science, facilitating integrated learning.



Nonfiction book topics are **real-world and high-interest**.

Books feature **full-color photographs** of real-world activities.

Pages have up to **three paragraphs of text**.

This boy has a job at a place where dogs can stay when the people who own them are out of town. Some of the animals come here for two days, while others stay for a week or more. What does this boy have to say about his job?

"My job is to play with the dogs, give them food, and keep everything clean. Each morning when the dogs wake up, I let them outside into the yard to run and play. Then I give the dogs their food. The dogs go back outside while I clean up."

6

"At my job, there are many different kinds of dogs. Some of them are small, and some are tall."

"When the dogs first get here, some of them do not like it. They quake and shake because they do not know where they are. But soon most of them begin to have fun. They even like it when I help them get clean. And, as you know, dogs always like to shake the water off."

"At night, the dogs go to sleep in their beds, and I go home. I think I have the best job. After all, I get to play with dogs every day!"

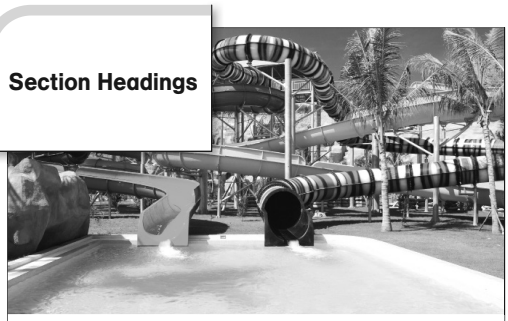
7

Word family words integrate seamlessly into the text.

Nonfiction Features

Many of the nonfiction books also include features representative of the genre. For example, some books have a map, chart, diagram, or other graphic source of information. Two books feature subheadings, and one book includes captions. Each nonfiction book lists the included features on the back cover. Lessons 4 and 5 in each odd-numbered *Core Instruction Guide* unit point out these features and provide instruction on strategies for using these features to improve comprehension.

Section Headings



WATER PARK

A water park is another fun place to go. Just like many other parks, people have to pay to come inside. But after that, they can go on each ride as many times as they want. If people want something to eat, they have to pay for their food and drinks.

People go to this kind of park when it is warm outside. These parks have many different water rides. There are so many things to do that some people stay and play all day long.

10

Charts

Cats like to make up their own fun games. A cat may bat at a ball to make it move, run down a hall after the ball, pin it, and then hit the ball again.

To keep a cat happy, people should give it food two times every day. They must also put out clean water for the cat to drink. Cats who live inside need a pan to use when they have to go.

Cats like to stay clean, and they can do that on their own. But people do need to keep the cat pan clean.

5

Timelines

wgirls have been around a long
re the same now as they were way back then. But people have made some new things through the years.

Look at these things that cowboys and cowgirls use. The dot under each one tells you when it was first made. Can you name each one?

These things have made the job better for cowboys and cowgirls, but the job is a lot of work, even today. Is it the kind of job you would like to have someday?

WHEN WERE THESE THINGS MADE?

16

Maps

There are many different kinds of animals in this family. Some live where it is warm or hot all year, and others live where it is cold. They all have a wing on each side, but they do not all use the wing in the same ways.

The next time you are outside, look around. You may see one of these animals. It could be in a tree, at a park, near the ocean, on a lake, or in your own backyard. These kinds of animals are everywhere!

16

MATCH ON THE MAT

Purpose: To provide a hands-on activity for building and assessing comprehension

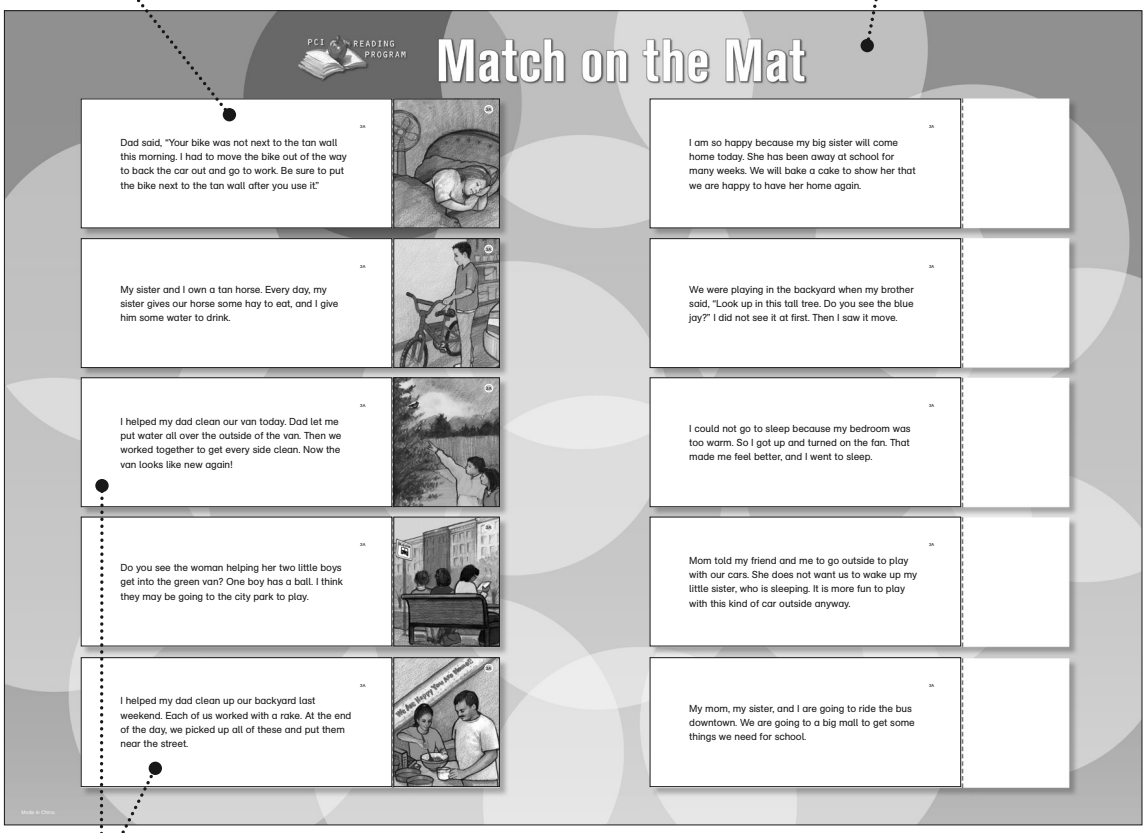
Overview

Like Levels One and Two, Level Three includes a Match on the Mat activity in which students match cards with lines of text to the appropriate illustration. This comprehension activity has become a favorite of both teachers and students because it allows students to make matches and then go back and self-correct if they made an error in an early match.

In Level Three, there are five sets of Match on the Mat cards. They are incorporated into Units 4, 8, 12, 16, and 20 as part of Lesson 5.

Allow students to discover incorrect matches and **self-correct**.

Tactile comprehension activity.



Some cards share similar wording and phrases to encourage accurate reading.

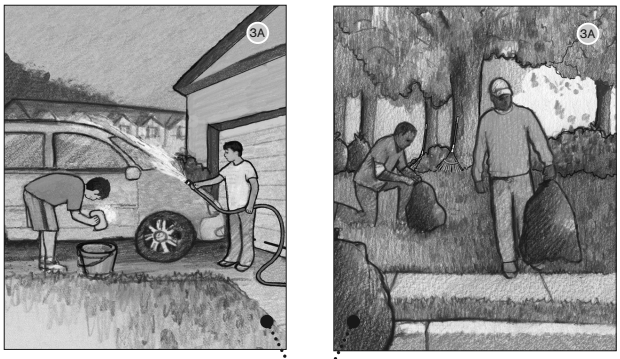
Text Cards

3A

I helped my dad clean our van today. Dad let me put water all over the outside of the van. Then we worked together to get every side clean. Now the van looks like new again!

3A

I helped my dad clean up our backyard last weekend. Each of us worked with a rake. At the end of the day, we picked up all of these and put them near the street.



Scene Cards

UNIT TESTS

Purpose: To provide data on student progress in decoding the word family words and comprehending the book for each unit

Overview

Each unit has a four-page Unit Test that covers both the unit's word family words and the unit's book.

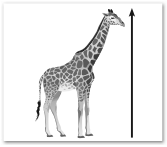
To **assess word decoding** ability, the student selects a word from the word box and writes it below its matching picture.

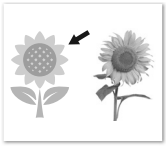
The Unit Test **assesses student understanding of phonics and comprehension**. The first two pages focus on word decoding.

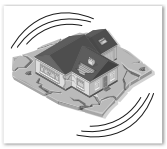
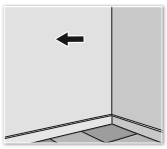
Name _____ Date _____

Unit 3 Test — Decoding Word Families

Directions: Look at the pictures. Then read the words in the box at the bottom of the page. Write each word on the line below its matching picture.





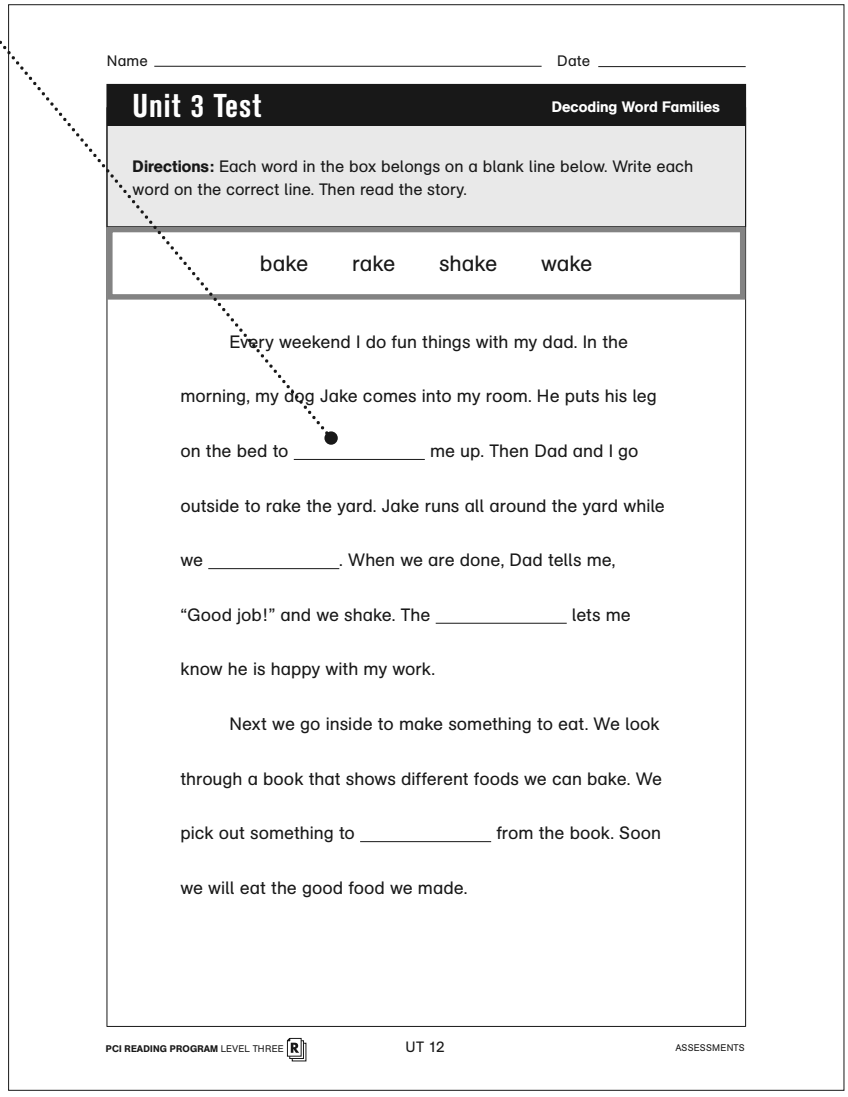
The inclusion of some review words **assess word retention**.

wake fake wall bake quake tall

PCI READING PROGRAM LEVEL THREE R UT 11 ASSESSMENTS

The first two pages of the Unit Test asses the student's mastery of the word family words, first through illustrations and then through a cloze activity. Completing a cloze passage is an effective way to assess comprehension. Filling in the missing words causes a student to activate prior knowledge and predict meaning.

Cloze procedure is used to assess the student's ability to decode and comprehend new words in the context of a sentence.



Name _____ Date _____

Unit 3 Test

Decoding Word Families

Directions: Each word in the box belongs on a blank line below. Write each word on the correct line. Then read the story.

bake rake shake wake

Every weekend I do fun things with my dad. In the morning, my dog Jake comes into my room. He puts his leg on the bed to _____ me up. Then Dad and I go outside to rake the yard. Jake runs all around the yard while we _____. When we are done, Dad tells me, "Good job!" and we shake. The _____ lets me know he is happy with my work.

Next we go inside to make something to eat. We look through a book that shows different foods we can bake. We pick out something to _____ from the book. Soon we will eat the good food we made.

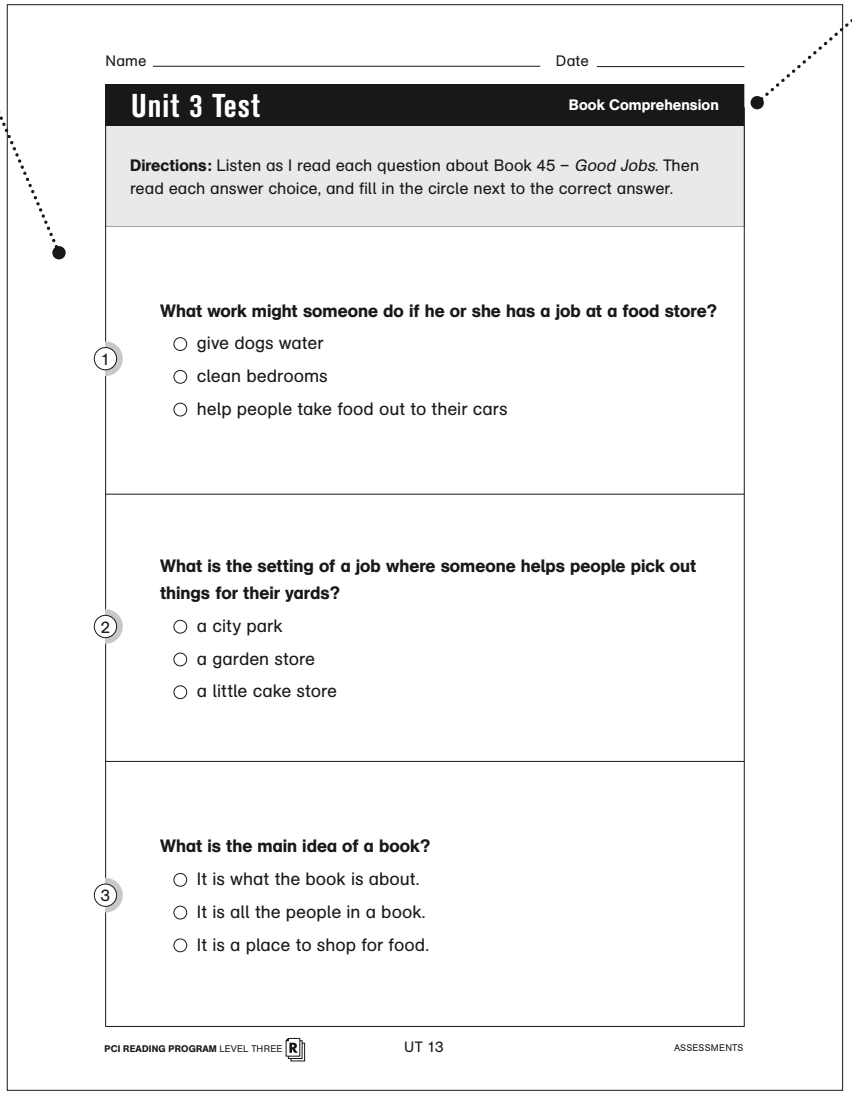
PCI READING PROGRAM LEVEL THREE UT 12 ASSESSMENTS

Core Instruction

The last two pages of the Unit Test feature comprehension questions about the unit's book. Questions on the Unit Test have been recycled from the unit's activities to ensure that students have rehearsed the answer at least one time.

The last two pages of the Unit Test focus on **book comprehension**.

The Unit Test includes five questions related to the book for the unit: **two literal**, **two specific to the unit's comprehension skill**, and **one related to a review comprehension skill**.



Name _____ Date _____

Unit 3 Test — **Book Comprehension**

Directions: Listen as I read each question about Book 45 – *Good Jobs*. Then read each answer choice, and fill in the circle next to the correct answer.

1. **What work might someone do if he or she has a job at a food store?**
   - ○ give dogs water
   - ○ clean bedrooms
   - ○ help people take food out to their cars

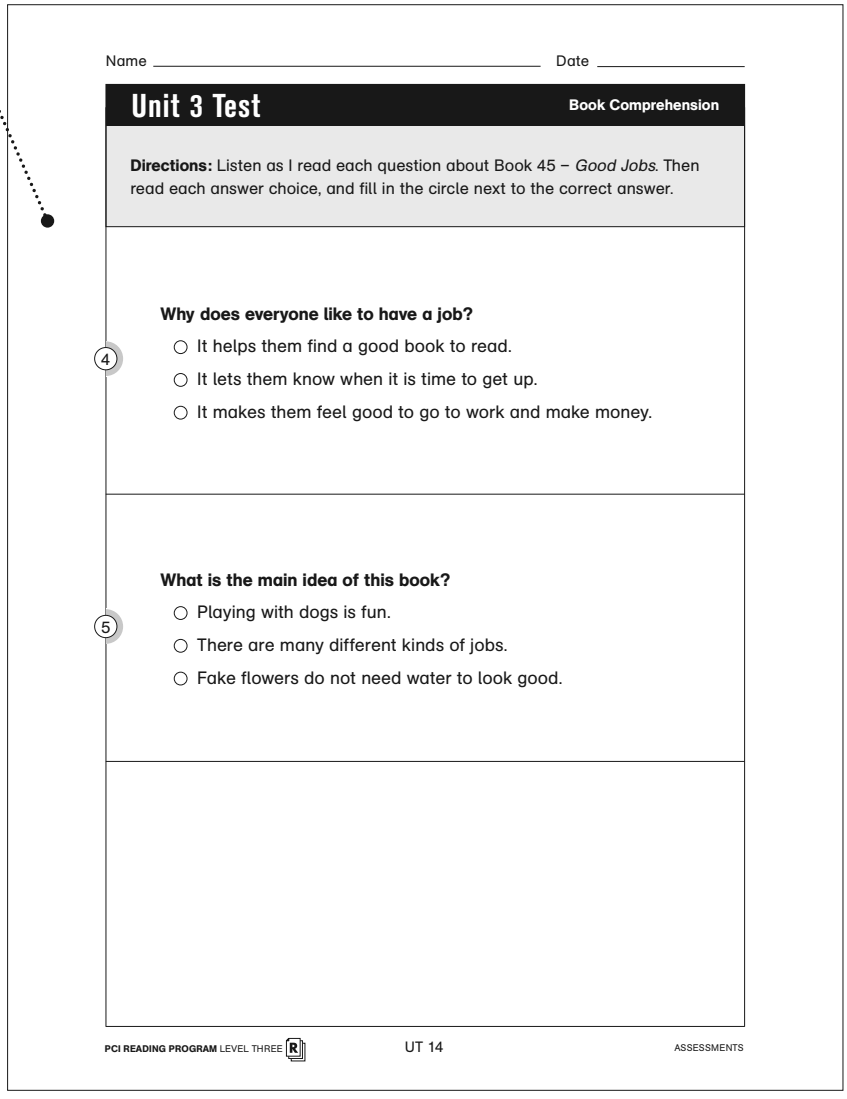
2. **What is the setting of a job where someone helps people pick out things for their yards?**
   - ○ a city park
   - ○ a garden store
   - ○ a little cake store

3. **What is the main idea of a book?**
   - ○ It is what the book is about.
   - ○ It is all the people in a book.
   - ○ It is a place to shop for food.

PCI READING PROGRAM LEVEL THREE R UT 13 ASSESSMENTS

Questions on the last two pages of each Unit Test have been designed to reflect standardized test format. Students fill in bubbles to indicate their answer to a multiple-choice question.

Each test question has been covered at least once within a lesson or on an Activity Sheet.



Name _____ Date _____

Unit 3 Test

Book Comprehension

Directions: Listen as I read each question about Book 45 – *Good Jobs*. Then read each answer choice, and fill in the circle next to the correct answer.

4 **Why does everyone like to have a job?**

- ○ It helps them find a good book to read.
- ○ It lets them know when it is time to get up.
- ○ It makes them feel good to go to work and make money.

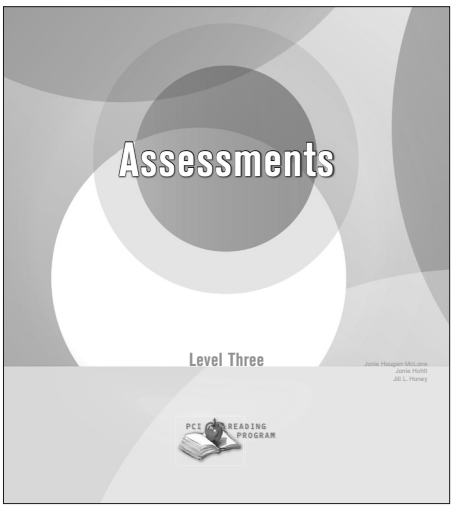
5 **What is the main idea of this book?**

- ○ Playing with dogs is fun.
- ○ There are many different kinds of jobs.
- ○ Fake flowers do not need water to look good.

PCI READING PROGRAM LEVEL THREE UT 14 ASSESSMENTS

Program Assessments

ASSESSMENTS E-BOOK



Purpose: To provide pretests, posttests, and monitoring charts and checklists for continuous progress monitoring

Overview

The assessments for Level Three have been collected into one e-book to make tests and checklists easy to locate. Teachers will use this e-book throughout Level Three as it includes pretests, charts and checklists to use during instruction, and Unit Tests.

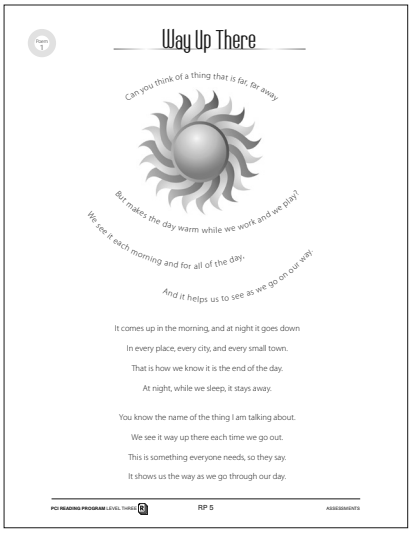
Six Sections

The *Assessments* e-book has been organized into six sections, reflecting the different resources it includes. Each section has its own introduction with directions for how to use those particular assessments and other resources.

Section 1 – Review Poems
Section 2 – Phonemic Awareness and Phonics
Section 3 – Fluency
Section 4 – Comprehensive Test
Section 5 – Unit Tests
Section 6 – Program Progress Monitoring Charts and Checklists

Review Poems

The Review Poems (see page 28) are included in this e-book because they are used to assess students' retention of the Levels One and Two words in context. This section includes directions for use, a Word Location and Frequency Chart, and the 12 reproducible poems.


Poem 1

Way Up There

Can you think of a thing that is far, far away,
But makes the day warm while we work and we play?
We see it each morning and for all of the day.
And it helps us to see as we go on our way.

It comes up in the morning, and at night it goes down
In every place, every city, and every small town.
That is how we know it is the end of the day.
At night, while we sleep, it stays away.

You know the name of the thing I am talking about.
We see it way up there each time we go out.
This is something everyone needs, so they say.
It shows us the way as we go through our day.

PCI READING PROGRAM LEVEL THREE RP 5 ASSESSMENTS

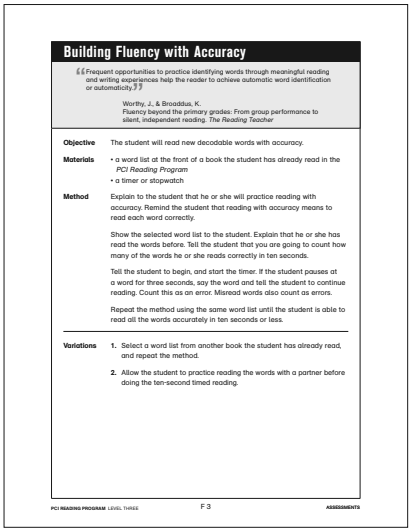
Phonemic Awareness and Phonics

This section includes the Phonemic Awareness pretest, ten Phonemic Awareness lessons (see page 32), a Phonemic Awareness Checklist, and a Letter/Sound Correspondence Test. The Letter/Sound Correspondence Test may be used to assess students' preknowledge of the 23 onsets used in Level Three.

Program Assessments

Fluency

This section contains 25 supplemental fluency lessons to help students read faster, make fewer reading errors, and improve expression. There are five lessons for each of the core fluency skills: accuracy, rate, smoothness, phrasing, and expression. Included in this section is also a detailed description of how to rate each fluency skill when completing the fluency assessments in Units 5, 10, 15, and 20.



Building Fluency with Accuracy

"Frequent opportunities to practice identifying words through meaningful reading and writing experiences help the reader to achieve automatic word identification or automaticity."

Worthy, J., & Broaddus, K.
Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher*

Objective The student will read new decodable words with accuracy.

Materials
- a word list at the front of a book the student has already read in the *PCI Reading Program*
- a timer or stopwatch

Method
Explain to the student that he or she will practice reading with accuracy. Remind the student that reading with accuracy means to read each word correctly.

Show the selected word list to the student. Explain that he or she has read the words before. Tell the student that you are going to count how many of the words he or she reads correctly in ten seconds.

Tell the student to begin, and start the timer. If the student pauses at a word for three seconds, say the word and tell the student to continue reading. Count this as an error. Misread words also count as errors.

Repeat the method using the same word list until the student is able to read all the words accurately in ten seconds or less.

Variations
1. Select a word list from another book the student has already read, and repeat the method.
2. Allow the student to practice reading the words with a partner before doing the ten-second timed reading.

PCI READING PROGRAM LEVEL THREE F 3 ASSESSMENTS

Comprehensive Test

As in Levels One and Two, Level Three provides a comprehensive test of the 125 words taught in the program. Teachers should administer this test two or three times per year: the beginning of the year (as a baseline), the middle of the year (to monitor progress), and the end of the year (to record the number of words mastered). See page 29 for more information.

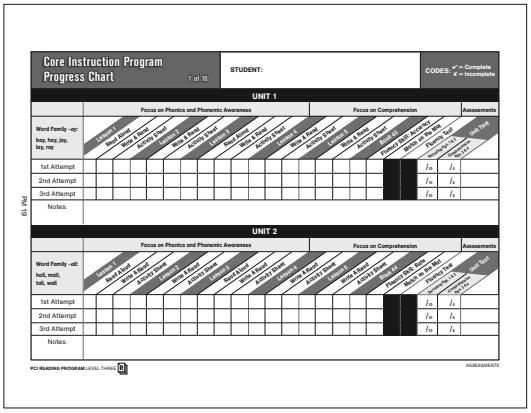
Unit Tests

All 20 Unit Tests can be found in this section. Each Unit Test is comprised of four pages and assesses word identification and decoding and book comprehension. See pages 66–69 for the features of the Unit Test.

Program Progress Monitoring Charts and Checklists

This section collects all the charts and checklists used in the program to collect and record data. Teachers should make a copy of each of these charts and checklists for each student and place them in the student's folder (see page 27).

Of particular note, the Core Instruction Program Progress Chart is similar to the Program Progress Charts from Levels One and Two. At a glance, it provides teachers with the overall progress of each student and includes places to collect data on the activities the student has completed, such as Match on the Mat.



Core Instruction Program Progress Chart 1 of 10 — STUDENT: — CODES: ✓ = Complete, X = Incomplete

UNIT 1

Focus on Phonics and Phonemic Awareness | Focus on Comprehension | Assessments

Word Family -ay: bay, hay, jay, lay, ray

Lesson 1 · Read Aloud · Write & Read · Activity Sheet · Fluency Reader · Lesson 2 · Write & Read · Activity Sheet · Fluency Reader · Lesson 3 · Write & Read · Activity Sheet · Fluency Reader · Lesson 4 · Write & Read · Activity Sheet · Fluency Reader · Lesson 5 · Write & Read · Activity Sheet · Fluency Reader · Read & Do · Partner Quiz · Match on the Mat · Fluency Test · Comprehension Test · Unit Test

1st Attempt — /60 /5
2nd Attempt — /60 /5
3rd Attempt — /60 /5
Notes:

UNIT 2

Focus on Phonics and Phonemic Awareness | Focus on Comprehension | Assessments

Word Family -all: hall, mall, tall, wall

Lesson 1 · Read Aloud · Write & Read · Activity Sheet · Fluency Reader · Lesson 2 · Write & Read · Activity Sheet · Fluency Reader · Lesson 3 · Write & Read · Activity Sheet · Fluency Reader · Lesson 4 · Write & Read · Activity Sheet · Fluency Reader · Read & Do · Partner Quiz · Match on the Mat · Fluency Test · Comprehension Test · Unit Test

1st Attempt — /60 /5
2nd Attempt — /60 /5
3rd Attempt — /60 /5
Notes:

PAT 1.10

PCI READING PROGRAM LEVEL THREE 81 ASSESSMENTS

Modifications and Accommodations

Comprehensive Test

For students with communication challenges, orally dictate words in random order. Allow the student to point to the corresponding words on the page using his or her finger, a pen light, or another pointing device.

For students who need a more tactile approach, place 3–5 word magnets on the Magnet Board. Orally dictate words in random order, and allow the student to select the corresponding word magnets.

For students who use sign language to communicate, allow the student to respond by signing each word after you point to it.

For students who use voice output devices to communicate, program the words into the device. Label each button on the device with the corresponding word. Orally dictate words in random order, and allow the student to indicate their response by pushing a button on the output device.

For students who require less visual input when looking at a printed page, use a blank piece of paper to cover half the words on the page.

Letter/Sound Correspondence Lessons

For students with incremental learning needs, separate the lessons into two parts: Phonemic Awareness and Phonics. Each *Letter/Sound Correspondence Lesson* consists of eight pages (four teacher pages and four student pages). The first two pages of each lesson focus on phonemic awareness. The remaining six pages focus on phonics. Allow the student to successfully master phonemic awareness of the 23 onsets before moving on to phonics (associating the phoneme with a letter or letters).

Core Instruction

For students to progress at their own rate, the *Core Instruction Guide* lessons may be paced accordingly. A student may move as fast as completing one lesson per day, or as slow as completing one step of the lesson cycle each day (i.e., Monday–Review, Tuesday–Model, Wednesday–Guided Practice, Thursday–Reading, Friday–Writing, etc.).

For students who require more room to sort magnets into word families, turn the Magnet Board on its side. Place a word family label on each side of the board. Changing the orientation of the board will allow the words in each family to be more separated. Instead of having the student sort three word families as in Lessons 3 and 4, let the student sort the family words for the current unit from one of the review word families. Then clear the board, and have the student sort the family words for the current unit from the other review word family.

For students who need additional practice in building words with inflectional endings and/or building and reading character names used in the books, have the student build each word

one at a time. After the word is built with magnets, ask the student to write the word on the Magnet Board with a dry-erase marker. This extra kinesthetic step will help reinforce the new decodable word in the student's memory.

For students having difficulty comprehending the meaning of new decodable words, have him or her match the word magnets to the Picture Cards several times. Then mix up the Picture Cards, and ask the student to name each picture. Finally, have the student turn over a picture card, point to the correct word magnet, and then write the word on the Magnet Board with a dry-erase marker.

For students with echolalia or auditory processing challenges, make the verbal cues more concise by eliminating some words. For example, instead of saying "Read the word," say "Read." Alternatively, verbal cues may be replaced with visual cues. For example, use a raised pointed finger to indicate "Touch"; point to your lips to indicate "Say" or "Make the sound"; use sign language for the letter r, and move it as if you are reading a book to indicate "Read." Also, consider the use of visual praise cards to replace verbal praise. For example, instead of saying "Great job" or "Super," create small visual cards with a smiley face, a thumbs-up, or a positive sticker on each card. Hand the student a card, or place a card on the table after a correct response.

Read-Aloud Book

For students with attention problems, use the plastic viewer to isolate each item on the Read-Aloud activity.

For students with communication challenges, orally dictate sentences in random order, and allow the student to point to the corresponding sentence. Alternatively, place three sentences on a voice output device. Orally dictate sentences in random order, and ask the student to point to the correct sentence. Then program the voice output device to "read" the sentence aloud.

Write and Read Workbook

For students who cannot write, select Write and Read worksheets that can be completed with letter or word magnets instead of a pencil. Lay the Magnet Board down on a flat surface, and place the Write and Read page on top of the Magnet Board. Put the letters or word magnets that correspond to the correct answers on the table. Allow the student to "fill in the blank" or build the correct word by placing the correct magnets on the page.

For students with disgraphia or for whom writing is particularly laborious, designate a scribe to write for them. The student can tell the scribe the letter or word that he or she would like the scribe to write. This technique may be especially helpful on the book report in Lesson 5.

Modifications and Accommodations

Activity Sheets

For students who need repeated practice, lay a transparency over the Activity Sheet and work the activity with the student until the page is completed. Then remove the transparency, and allow the student to complete the activity independently.

For students who have difficulty with generalization, make two copies of each Activity Sheet. Allow the student to complete the activity at school, and then ask the student to complete the second copy of the activity at home.

Books

For students who struggle with decoding in context, allow additional reading time as necessary. Some students may need several days to read the 16-page books cover to cover. For these students, orally review what happened on each page the student read on a previous day, before allowing the student to continue reading where he or she left off. Divide up the scripted comprehension questions, and ask only the questions that correspond with the text read for each day.

For students with communication challenges, allow the student to point to the words as the teacher "voices" for the student. The student may also read silently, then point to pictures and/or words in the book to answer comprehension questions.

Match on the Mat

For students with communication challenges, allow the student to read the Text Cards silently, and demonstrate understanding by making the correct match.

Alternatively, record one set of Match on the Mat Text Cards using a voice output device. Record the Text Cards in random order. Have the student listen to the recording and place the Text Cards on the mat in the order recorded. Then, have the student listen to the recording again and place each Scene Card next to the matching Text Card.

Teaching Extensions

For Additional Phonemic Awareness Practice

See the Sound

Ask the student to look at your mouth as you make the same consonant sound twice. Then ask the student if your mouth looked the same each time you made the consonant sound. Vary making the same consonant sound twice with making two different consonant sounds.

Find the Rhyme

Say a sentence in which two words rhyme, and ask the student to repeat the two rhyming words.

Examples: This is my pie. (my, pie)
Did you see that bee? (see, bee)
The van is tan. (van, tan)

Words, Words, Words

Say a word, and ask the student to say as many words as he or she can think of that begin with the same sound.

Examples: fast: funny, fire, fish, phone
work: watch, we, win, wonderful
soap: sit, save, sound, send

For Additional Phonics Practice

Picture Sorts

Select a consonant sound that the student has learned. Collect pictures of objects that begin with that sound and pictures of objects that begin with different consonant sounds. Place the onset magnet that corresponds to the selected consonant sound on the Magnet Board, and lay the Magnet Board flat on the table. Ask the student to name each picture. If the picture begins with the selected consonant sound, the student should lay the picture on the Magnet Board. It the picture does not begin with the selected consonant sound, the student should set the picture aside.

Say It/Write It

Select a consonant sound that the student has learned. Use a dry-erase marker, and write the corresponding letter on the Magnet Board. Ask the student to name the letter and make the sound. Then allow the student to use the dry-erase marker to practice writing the letter on the Magnet Board while repeating the letter name and sound.

Teaching Extensions

Rime Family Spinners

Make spinners using paper plates, brads, and arrows cut from poster board. Decide how many sections you want on each spinner, and use a marker to draw the lines on the paper plates. Make sure the segments on each paper plate are of equal size. Write one rime in each segment, and then attach the arrows to the middle of the plates using the brads. Allow the student to select one spinner. The student spins the arrow, then says or writes down as many words as he or she can think of that belong to the designated rime family.

Tic-Tac-Toe

Draw a tic-tac-toe board on a piece of paper. Write a rime family label above the game board, and write an onset letter(s) in each of the nine squares. Players claim squares by choosing an onset and orally combining it with the designated rime.

Memory

Use twenty unlined index cards. Select at least two rime families, and write one rime family on each of ten index cards. On each of the other ten index cards, write an onset letter that will make a word when combined with one of the rime cards. Mix the cards together, and lay them in a 4 x 5 grid pattern face down in front of the student. Ask the student to turn over two cards. When both cards are a rime family or an onset letter, the cards are turned back over, and the next player takes a turn. When one card is an onset letter and the other card is a rime, the player orally combines the onset and the rime and reads the word aloud. Then, the player gets to keep the cards and take another turn. Take turns until all of the cards have been combined to make actual words.

For Additional Comprehension Practice

Which Words?

Select a sentence from a Lesson 3 Read-Aloud the student has read before. Write the sentence on a sentence strip or the Magnet Board, but replace one of the words with a blank line. Write a Level 3 program word that has been taught on each of ten unlined index cards. Ask the student to read the sentence, and then select all the index cards that contain a word which could be used correctly to fill in the blank. Then have the student read the sentence aloud, inserting one of the selected words from the index cards. Have the student reread the sentence until all the selected words have been used.

Act It Out

Select a book the student has read before. Choose a short passage from the selected book, and ask the student to read it silently. Then ask the student to act out what was read.

Teaching Extensions

Retell the Story

Select a book the student has read before. Choose a page from the selected book, and read it aloud to the student as he or she follows along. When you have finished reading, ask the student to explain to you what happened in the part of the story you read aloud.

Book Review

Ask the student to choose the fiction student book he or she liked best or liked least. Have the student tell about the parts of the book he or she liked or did not like. Prompt opinions about the book with questions such as:

- "What did you like best (or least) about this part of the story?"
- "Did you like the ending of the story?"
- "Would you recommend this book to a friend? Why or why not?"

This activity enables a student to demonstrate comprehension and to retell the details of the story.

Make Your Own Ending

Have the student to choose the fiction book he or she liked best or liked least. Ask the student to come up with a different ending to the story. Then, prompt the student with questions about why he or she chose that ending.

Ask the Author

Have the student choose his or her favorite nonfiction book. Ask the student to tell you three additional things he or she would like to know about the book topic. Prompt the student by asking, "If you could ask the author to give you more details about something in this book, what would you want to know?"

I'm That Character

Have the student choose a main character in any of the student books that reminds the student of himself or herself. Ask the student why he or she chose that character and to give more details about how they are the same and different.

Say Something

Choose a book that the student had some difficulty reading. Have the student read each page aloud. Following the reading of each page, the student should say something: ask a question, state an opinion, make a connection to something already read, or respond by making a personal connection to the text. You may want to have prompts (using words the student can read) displayed on index cards to remind the student how to begin his or her responses, such as "I like…," "I can tell that…," "I do not like…," "I did that one time when…," etc.

Level Three Words (by word family, in the order taught)

Unit 1 *-ay*

281. hay
282. bay
283. jay
284. lay
285. ray

Unit 2 *-all*

286. mall
287. hall
288. tall
289. wall

Unit 3 *-ake*

290. rake
291. bake
292. fake
293. wake
294. quake
295. shake

Unit 4 *-an*

296. van
297. fan
298. pan
299. ran
300. tan

Unit 5 *-at*

301. bat
302. fat
303. hat
304. mat
305. pat
306. rat
307. sat
308. chat

Unit 6 *-in*

309. chin
310. bin
311. fin
312. pin
313. tin
314. shin
315. thin

Unit 7 *-it*

316. quit
317. bit
318. fit
319. hit
320. kit
321. lit
322. pit

Unit 8 *-op*

323. top
324. cop
325. hop
326. mop
327. pop
328. chop

Unit 9 *-ot*

329. dot
330. cot
331. hot
332. jot
333. lot
334. pot
335. rot
336. tot
337. shot

Unit 10 *-ell*

338. bell
339. fell
340. sell
341. well
342. shell

Level Three Words (by word family, in the order taught)

Unit 11 *-ing*

343. ring
344. ding
345. king
346. sing
347. wing

Unit 12 *-ink*

348. sink
349. link
350. mink
351. pink
352. rink
353. wink

Unit 13 *-ide*

354. wide
355. hide
356. tide

Unit 14 *-ore*

357. shore
358. core
359. pore
360. sore
361. tore
362. wore
363. chore

Unit 15 *-ack*

364. tack
365. jack
366. pack
367. rack
368. sack
369. quack
370. shack

Unit 16 *-ill*

371. hill
372. bill
373. dill
374. fill
375. gill
376. pill
377. sill
378. chill
379. quill

Unit 17 *-ick*

380. thick
381. kick
382. lick
383. sick
384. tick
385. wick
386. chick
387. quick

Unit 18 *-est*

388. nest
389. pest
390. rest
391. test
392. vest
393. west
394. chest

Unit 19 *-ump*

395. pump
396. bump
397. dump
398. hump
399. lump
400. thump

Unit 20 *-aw*

401. jaw
402. law
403. paw
404. raw
405. thaw

Combined Word List (in alphabetical order)

The following list of words includes all 405 words taught in Levels One, Two, and Three in alphabetical order. Following each word is a number in parentheses that reflects the order in which the word is introduced in the program.

A
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)

B
back (110)
bake (291)
ball (213)
bat (301)
bay (282)
be (103)
because (182)
bed (153)
been (269)
before (74)
began (229)
begin (199)
bell (338)
best (106)
better (221)
big (17)
bike (257)
bill (372)
bin (310)
bit (317)
blue (190)
book (143)
both (189)
boy (165)
bring (170)
brother (211)
bump (396)
bus (43)
but (101)
by (9)

C
cake (172)
call (239)
came (233)
can (65)
car (208)
cat (248)
chat (308)
chest (394)
chick (386)
chill (378)
chin (309)
chop (328)
chore (363)
city (8)
clean (244)
cold (95)
come (67)
cop (324)
core (358)
cot (330)
could (255)
cow (77)

D
dad (127)
day (159)
did (109)
different (265)
dill (373)
ding (344)
do (23)
doctor (223)
does (149)
dog (154)
done (241)
dot (329)
down (97)
drink (276)
dump (397)

E
each (157)
eat (59)
egg (179)
end (112)
even (258)
every (201)

F
fake (292)
fall (230)
family (204)
fan (297)
far (263)
farm (13)
fast (216)
fat (302)
feel (238)
fell (339)
fill (374)
fin (311)
find (87)
first (134)
fit (318)
flower (234)
food (60)
for (48)
found (267)
friend (47)
from (63)
fun (161)

G
game (111)
garden (61)
get (52)
gill (375)
girl (138)
give (76)
go (26)
goes (207)
good (80)
got (163)
green (235)

H
had (137)
hall (287)
happy (123)
has (99)
hat (303)
have (31)
hay (281)
he (118)
help (34)
her (146)
here (93)
hide (355)
hill (371)
him (176)
his (219)
hit (319)
home (5)
hop (325)
horse (49)
hot (331)
hour (212)
how (82)
hump (398)
hurt (227)

I
I (15)
if (126)
in (7)
into (117)
is (4)
it (68)

J
jack (365)
jaw (401)
jay (283)
job (261)
jot (332)
jump (133)
just (155)

K
keep (183)
kick (381)
kind (195)
king (345)
kit (320)
know (150)

L
lake (18)
last (191)
law (402)
lay (284)
leg (226)
let (151)
lick (382)
like (14)
link (349)
lit (321)
little (186)
live (22)
long (164)
look (44)
lot (333)
lump (399)

M
made (214)
make (107)
mall (286)
man (193)
many (124)
mat (304)

Combined Word List (in alphabetical order)

may (278)
me (45)
mink (350)
mom (66)
money (81)
mop (326)
more (85)
morning (247)
most (272)
move (184)
much (40)
must (140)
my (1)

N
name (178)
near (274)
need (158)
nest (388)
new (141)
next (198)
nice (237)
night (188)
no (280)
not (12)
now (130)

O
ocean (10)
of (55)
off (98)
old (168)
on (11)
one (84)
only (105)
open (277)
or (104)
other (114)
our (62)
out (102)
over (135)
own (270)

P
pack (366)
pan (298)
paper (254)
park (39)
party (203)
pat (305)
paw (403)
pay (180)
people (131)
pest (389)
pick (64)
pill (376)
pin (312)
pink (351)
pit (322)
place (108)
play (37)
pop (327)
pore (359)
pot (334)
pump (395)
put (83)

Q
quack (369)
quake (294)
quick (387)
quill (379)
quit (316)

R
rack (367)
rake (290)
ran (299)
rat (306)
raw (404)
ray (285)
read (144)
ready (256)
red (162)
rest (390)
ride (42)
ring (343)
rink (352)
room (147)
rot (335)
run (215)

S
sack (368)
sad (268)
said (253)
same (136)
sat (307)
saw (260)
say (236)
school (51)
see (21)
sell (340)
shack (370)
shake (295)
she (139)
shell (342)
shin (314)
shop (27)
shore (357)
shot (337)
should (231)
show (86)
sick (383)
side (240)
sill (377)
sing (346)
sink (348)
sister (194)
sit (90)
sleep (167)
small (19)
so (96)
some (69)
soon (264)
sore (360)
stay (273)
stop (209)
store (29)
street (250)
such (279)
sure (218)

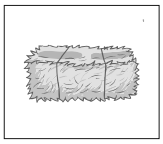
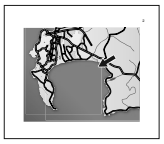
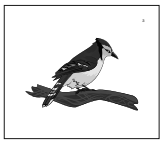
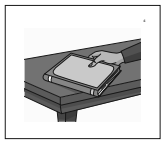
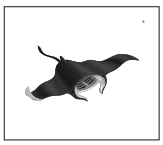
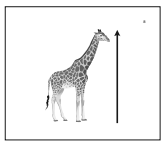
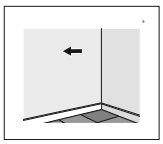
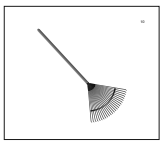
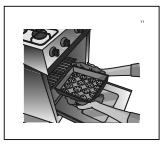
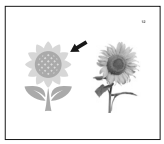
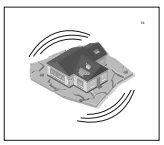
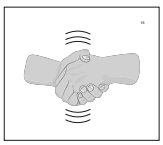
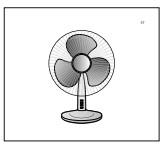
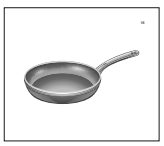
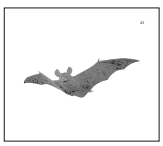
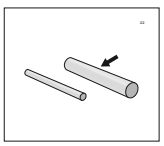
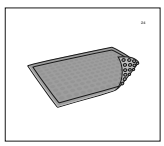
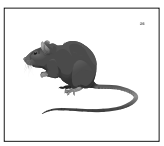
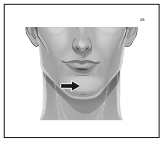
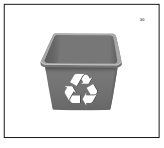
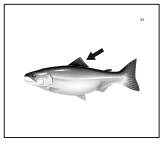
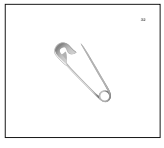
T
table (206)
tack (364)
take (70)
talk (174)
tall (288)
tan (300)
tell (129)
test (391)
than (115)
that (41)
thaw (405)
the (6)
their (171)
them (75)
then (58)
there (38)
these (72)
they (121)
thick (380)
thin (315)
thing (160)
think (152)
this (2)
those (259)
three (266)
through (251)
thump (400)
tick (384)
tide (356)
time (91)
tin (313)
to (28)
today (92)
together (205)
told (224)
too (210)
took (156)
top (323)
tore (361)
tot (336)
town (16)
tree (243)
turn (196)
two (166)

U
under (142)
until (246)
up (73)
us (88)
use (79)

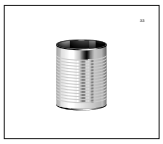
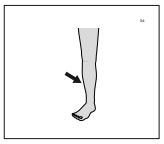
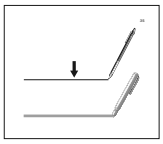
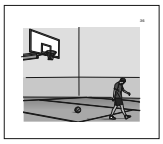
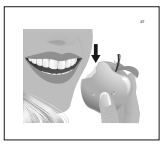
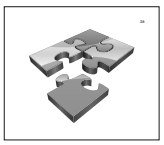
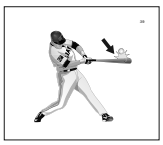
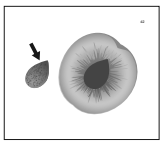
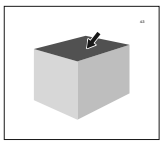
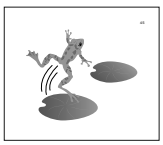
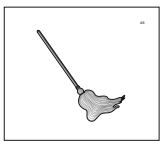
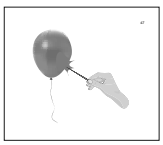
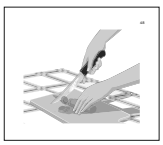
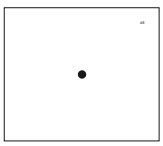
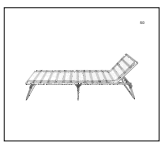
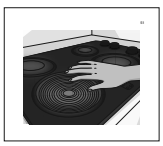
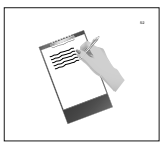
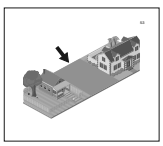
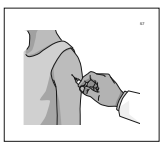
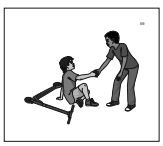
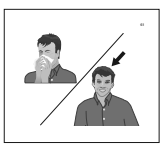
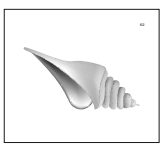
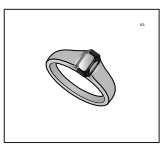
V
van (296)
very (71)
vest (392)

W
wake (293)
walk (56)
wall (289)
want (78)
warm (100)
was (185)
watch (197)
water (262)
way (202)
we (36)
week (192)
well (341)
went (222)
were (228)
west (393)
what (30)
when (53)
where (24)
which (132)
while (173)
white (252)
who (125)
why (169)
wick (385)
wide (354)
will (94)
win (187)
wing (347)
wink (353)
with (35)
woman (225)
wore (362)
work (32)

Level Three Picture Cards

 **1.** hay	 **2.** bay	 **3.** jay	 **4.** lay
 **5.** ray	**6.** mall	**7.** hall	 **8.** tall
 **9.** wall	 **10.** rake	 **11.** bake	 **12.** fake
13. wake	 **14.** quake	 **15.** shake	**16.** van
 **17.** fan	 **18.** pan	**19.** ran	**20.** tan
 **21.** bat	 **22.** fat	**23.** hat	 **24.** mat
25. pat	 **26.** rat	**27.** sat	**28.** chat
 **29.** chin	 **30.** bin	 **31.** fin	 **32.** pin

Level Three Picture Cards

 **33.** tin	 **34.** shin	 **35.** thin	 **36.** quit
 **37.** bit	 **38.** fit	 **39.** hit	**40.** kit
41. lit	 **42.** pit	 **43.** top	**44.** cop
 **45.** hop	 **46.** mop	 **47.** pop	 **48.** chop
 **49.** dot	 **50.** cot	 **51.** hot	 **52.** jot
 **53.** lot	**54.** pot	**55.** rot	**56.** tot
 **57.** shot	**58.** bell	 **59.** fell	**60.** sell
 **61.** well	 **62.** shell	 **63.** ring	**64.** ding

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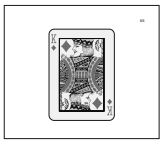
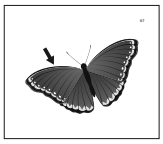
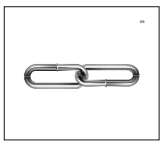
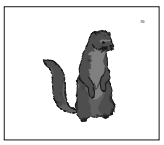
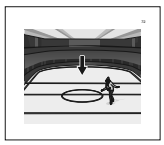
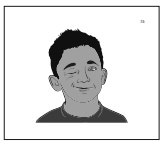
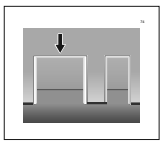
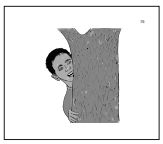
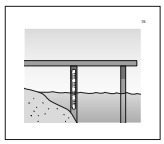
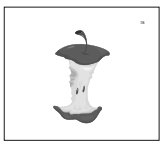
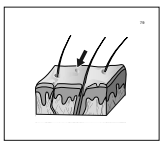
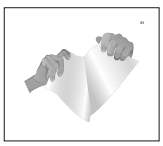
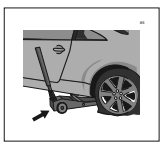
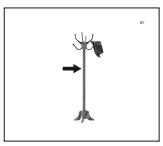
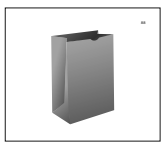
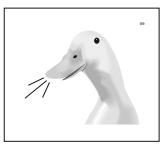
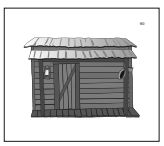
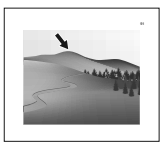
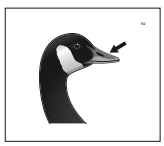
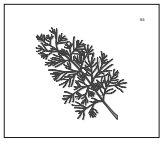
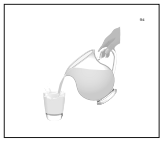
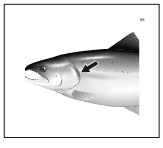
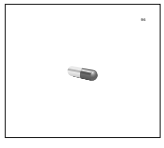
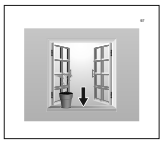
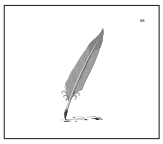
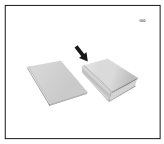
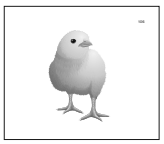
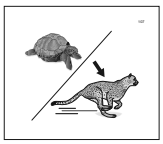
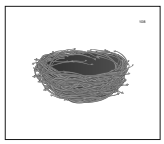
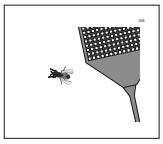
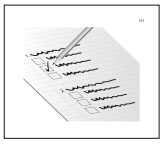
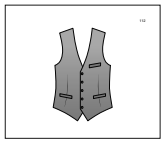
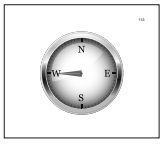
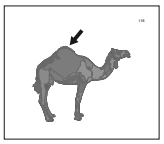
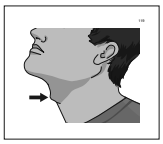
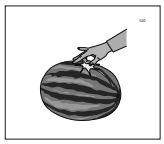
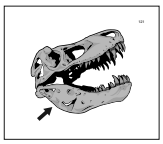
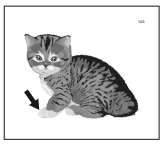
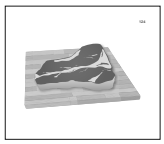
 **65.** king	**66.** sing	 **67.** wing	**68.** sink
 **69.** link	 **70.** mink	**71.** pink	 **72.** rink
 **73.** wink	 **74.** wide	 **75.** hide	 **76.** tide
77. shore	 **78.** core	 **79.** pore	**80.** sore
 **81.** tore	**82.** wore	**83.** chore	**84.** tack
 **85.** jack	**86.** pack	 **87.** rack	 **88.** sack
 **89.** quack	 **90.** shack	 **91.** hill	 **92.** bill
 **93.** dill	 **94.** fill	 **95.** gill	 **96.** pill

Level Three Picture Cards

 **97.** sill	**98.** chill	 **99.** quill	 **100.** thick
101. kick	**102.** lick	**103.** sick	**104.** tick
105. wick	 **106.** chick	 **107.** quick	 **108.** nest
 **109.** pest	**110.** rest	 **111.** test	 **112.** vest
 **113.** west	**114.** chest	**115.** pump	**116.** bump
117. dump	 **118.** hump	 **119.** lump	 **120.** thump
 **121.** jaw	**122.** law	 **123.** paw	 **124.** raw
125. thaw			

Parent Letter

Dear Parent or Guardian: Date: ____/____/____

This school year, your child will be building upon his or her reading skills with Level Three of the *PCI Reading Program*. Your child is now ready to take the words he or she learned in Levels One and Two and begin to identify the letters that make up those words. Your child will be learning basic decoding skills essential to reading success. In Level Three, your child will:

- identify and pronounce 23 beginning consonant sounds (onsets)
- identify and pronounce 20 word families, such as *-at*, *-ake*, and *-ill*
- blend beginning consonants and word families to make 125 new words
- read 10 nonfiction and 10 fiction books
- build and demonstrate comprehension skills
- improve fluency of oral reading

Along with this letter, I am sending a list of the word families and words your child will be learning to read. As your child learns these word families, help him or her look for words in those families 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.

I look forward to working with your child this year.

Sincerely,

Certificates

LEVEL THREE

Letter Master

For _____

I know the letter _____ and the sound _____.

PCI READING PROGRAM

_____ *Teacher Signature*

_____ *Date*

LEVEL THREE

I Know a New Word Family!

For _____

I learned all the words in the _____ word family.

PCI READING PROGRAM

_____ *Teacher Signature*

_____ *Date*

Certificates

LEVEL THREE

Good Reader Award

For _____

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

PCI READING PROGRAM

_____ _____

Teacher Signature *Date*

LEVEL THREE

I Did It!

For _____

I have completed Level Three of the *PCI Reading Program*.
I can read 405 words!

PCI READING PROGRAM

_____ _____

Teacher Signature *Date*