PCI READING PROGRAM

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

The *PCI Reading Program* is available in both print and software versions. The print version includes a variety of lessons, manipulatives, and activity sheets. Each print kit also includes a digital version of the initial visual discrimination lesson for each word and all of the assessments. Teachers may choose to use either the print or the software version of the program, or use both for additional review.
Levels One and Two of the PCI Reading Program teach nonreaders to automatically recognize 280 sight words and common nouns and verbs through visual discrimination. Several sight word lists were used to compile the words, including the Dolch and Fry word lists. All books and instructional materials are carefully controlled to include only words that students have learned, thereby promoting early reading success. Students read a book after every five words they learn in Level One and after every ten words in Level Two, for a total of 42 books.

The lesson cycle for both Levels One and Two involves a four-step process to teach each word and provide the varied repetition and review to cement the word in short- and long-term memory. This four-step process is repeated until five words in Level One are learned, and then, the program provides a review game, an assessment and a book to read. In Level Two, the same lesson cycle is used, but students learn ten words before moving to review, assessment, and reading reward.
LEARN THE WORD

STEP 1A: WORD BUILDING LESSON

In Level One, students learn each word through visual discrimination. The Word Building Lessons serve as the foundation of this approach. Students identify, repeat, and read the new word and previously learned words. As an added bonus, the program provides these lessons in both print and software formats, allowing teachers to choose the best approach for each student. The two formats can also be used together for additional practice and review.
**TRACE THE WORD**

**Step 1B:**
**TRACE AND READ WORKBOOK**

In this step, students trace the new word and then read it in a phrase or sentence. Tracing the word helps cement it in a student’s mind, increasing recognition and recall. Reading the word in context helps reinforce its meaning. Each student has his or her own workbook to use throughout the program, which promotes a sense of accomplishment and encourages review of previously learned words.

1. my home
2. a home
3. this home
4. This is my home.
5. Is this a home?
STEP 1C: GUIDED WORD PRACTICE

In this step, students engage in hands-on reading practice with the new word and previously learned words. Working with an instructor, students build and read phrases and sentences using picture and word cards. For ease of use, all of the Guided Word Practice activities are scripted in one-page lesson plans. The instructor can be any adult trained to administer the program, including a teacher, paraeducator, classroom volunteer, or parent.
A student read-aloud provides additional reading practice. A real-world connection activity provides oral practice in using the word correctly based upon its most common meanings. The final hands-on activity, “Match on the Mat,” occurs every tenth lesson and emphasizes comprehension. Students match pictures to phrases and sentences using the most recently learned words along with as many previously learned words as possible. By the end of the Guided Word Practice lesson, students have practiced reading or saying the new word in at least 15 phrases and sentences.
INDEPENDENT PRACTICE

STEP 1D: ACTIVITY SHEETS

This step promotes independent word identification practice and review through reproducible activity sheets. These activities can be completed in the classroom or sent home for reinforcement. Varied activities include basic visual-discrimination as well as comprehension exercises. Two activity sheets are provided for every word.
Each of the Step 1 activities is repeated for four additional words in Level One and nine additional words in Level Two.

All four activities (Word Building Lesson, Trace and Read Workbook, Guided Word Practice, and Activity Sheets) are repeated for additional words. By teaching words in small groups, students are able to quickly see the connections between the words and gain a sense of accomplishment for each group of words learned.
**STEP 3: THE WORD GAME**

After learning five words, students review the words in an interactive activity called The Word Game. This step provides a relaxed game atmosphere in which students can prepare for the posttest. It also allows more than one student to participate, encouraging peer interaction. The only prerequisite is that all players must have completed the lessons for the words to be reviewed. This helps guarantee a positive experience.

**STEP 4: POSTTEST**

Posttests allow the teacher to assess both short- and long-term retention of the newly learned words and previously learned words. Students are expected to score 100% on the posttest. Any word missed is to be reviewed and then reassessed. The posttests are available in both print and software formats.
READ A BOOK!

STEP 5: THE BOOKS

One of the motivational keys to the PCI Reading Program is the frequent availability of controlled vocabulary books for students to read. A new book is available after every five words are mastered, for a total of 28 books in Level One. In Level Two, a new book is provided after every ten words are mastered, for a total of 14 books. Because the books use only words that students have learned, reading success is guaranteed. In addition, the books focus on real-world characters and situations, adding an important life-skills feature to the program. Scripted lesson plans for each book build comprehension skills by providing both pre- and post-reading questions.
Lesson plans in this binder can be used to give students the foundational reading skills they will need to be successful readers. By focusing on basic pre-reading and reading skills, the binder allows teachers to individualize instruction based on a student’s needs. Quotes from the research used to develop the units are provided throughout the lesson plans, and student objectives are provided for each lesson.
LEVEL ONE WORD LIST
(IN THE ORDER TAUGHT)

1. my
2. this
3. a
4. is
5. home
6. the
7. in
8. city
9. by
10. ocean
11. on
12. not
13. farm
14. like
15. I
16. town
17. big
18. lake
19. small
20. as
21. see
22. live
23. do
24. where
25. you
26. go
27. shop
28. to
29. store
30. what
31. have
32. work
33. all
34. help
35. with
36. we
37. play
38. there
39. park
40. much
41. that
42. ride
43. bus
44. look
45. me
46. and
47. friend
48. for
49. horse
50. also
51. school
52. get
53. when
54. at
55. of
56. walk
57. around
58. then
59. eat
60. food
61. garden
62. our
63. from
64. pick
65. can
66. mom
67. come
68. it
69. some
70. take
71. very
72. these
73. up
74. before
75. them
76. give
77. cow
78. want
79. use
80. good
81. money
82. how
83. put
84. one
85. more
86. show
87. find
88. us
89. after
90. sit
91. time
92. today
93. here
94. will
95. cold
96. so
97. down
98. off
99. has
100. warm
101. but
102. out
103. be
104. or
105. only
106. best
107. make
108. place
109. did
110. back
111. game
112. end
113. any
114. other
115. than
116. again
117. into
118. he
119. yellow
120. would
121. they
122. are
123. happy
124. many
125. who
126. if
127. dad
128. almost
129. tell
130. now
131. people
132. which
133. jump
134. first
135. over
136. same
137. had
138. girl
139. she
140. must
• Takes Beginning Readers from a 1.0 Reading Level to a 2.5 Reading Level
• Teaches 140 New Words
• Uses the Same Basic Lesson Cycle as Level One
• Includes Everything in Level One Plus Three New Components:
  — Booklet of Review Stories for Level One Words
  — Skill Discovery Lessons Book
  — 4 Word Windows and 40 Word Strips
• Introduces New Skills:
  — Wrapped Text
  — End Punctuation Marks
  — Inflectional Endings
  — Compound Words
• Features a Book for Every Ten Words Learned
• Increases Reading Content in Every Component for Additional Practice
• Provides Building Reading Skills Lessons in Environmental Print, Fluency, and Writing
NEW COMPONENTS IN LEVEL TWO

REVIEW STORIES FOR LEVEL ONE WORDS

To prepare for Level Two, students read 14 reproducible short stories that use only the 140 words taught in Level One. Each of the 140 Level One words appears at least once in these stories, and many words are used multiple times. A word assessment chart has been provided so that teachers can easily track students’ retention of the Level One words. Any words not retained should be reviewed before the student begins Level Two.
To introduce new print concepts and decoding skills in Level Two, some of the Guided Word Practice Lessons incorporate a Skills Discovery Lesson. These lessons are fully scripted and provided in a separate book in the Level Two kit. Seven skills are covered, in the following order:

- Text Wrapping
- End Punctuation Marks
- Inflectional Ending Noun – s
- Inflectional Ending Verb – s
- Inflectional Ending Verb – ing
- Inflectional Ending Verb – ed
- Compound Words

Once students have been introduced to text wrapping and end punctuation marks, Level Two books and materials begin incorporating paragraphs. Inflectional-ending lessons and compound words incorporate decoding, expanding students’ reading skills and preparing them for Level Three of the program. Both lesson plans and reproducible student pages are included in the Skill Discovery Lessons book.
The Word Windows and Word Strips add a new hands-on component to Level Two. Integrated into some of the Guided Word Practice lessons as part of the read-aloud section, the 40 Word Strips provide reading practice with the inflectional endings presented in the program and with compound words. There are four Word Windows:

• Word Window for –s
• Word Window for –ing
• Word Window for –ed
• Word Window for Compound Words

Once a Word Strip has been introduced in a Guided Word Practice Lesson, students can continue to use it for review and independent practice.
Like Level One, Level Two includes a Building Reading Skills binder that introduces students to new literacy skills that are critical for reading success. The units in the Level Two binder are:

- Building Print Recognition
- Building Letter-Sound Knowledge
- Building Fluency
- Building the Writing Connection
- Building the Home Connection

Within the units, 38 lesson plans incorporate research-based strategies and differentiated instruction to build each skill one step at a time. A total of 62 reproducible student pages include environmental print samples that use the words from the program; sight word lists, sentence lists, and reading samples to build fluency; and writing practice sheets. Three different assessment charts to track rate and accuracy are included in the fluency unit. The final unit features five reproducible, take-home books to build the school-home connection.
| 141. new   | 176. him   | 211. brother | 246. until |
| 142. under | 177. write | 212. hour   | 247. morning |
| 143. book  | 178. name  | 213. ball   | 248. cat   |
| 144. read  | 179. egg   | 214. made   | 249. year  |
| 145. ask   | 180. pay   | 215. run    | 250. street |
| 146. her   | 181. always| 216. fast   | 251. through |
| 147. room  | 182. because| 217. am    | 252. white |
| 148. about | 183. keep  | 218. sure   | 253. said |
| 149. does  | 184. move  | 219. his    | 254. paper |
| 150. know  | 185. was   | 220. yell   | 255. could |
| 151. let   | 186. little| 221. better | 256. ready |
| 152. think | 187. win   | 222. went   | 257. bike |
| 153. bed   | 188. night | 223. doctor | 258. even |
| 154. dog   | 189. both  | 224. told   | 259. those |
| 155. just  | 190. blue  | 225. woman  | 260. saw   |
| 156. took  | 191. last  | 226. leg    | 261. job   |
| 157. each  | 192. week  | 227. hurt   | 262. water |
| 158. need  | 193. man   | 228. were   | 263. far   |
| 159. day   | 194. sister| 229. began  | 264. soon  |
| 160. thing | 195. kind  | 230. fall   | 265. different |
| 161. fun   | 196. turn  | 231. should | 266. three |
| 162. red   | 197. watch | 232. your   | 267. found |
| 163. got   | 198. next  | 233. came   | 268. sad   |
| 164. long  | 199. begin | 234. flower | 269. been |
| 165. boy   | 200. an    | 235. green  | 270. own   |
| 166. two   | 201. every | 236. say    | 271. animal |
| 167. sleep | 202. way   | 237. nice   | 272. most |
| 168. old   | 203. party | 238. feel   | 273. stay |
| 169. why   | 204. family| 239. call   | 274. near |
| 170. bring | 205. together| 240. side | 275. zoo |
| 171. their | 206. table | 241. done   | 276. drink |
| 172. cake  | 207. goes  | 242. yard   | 277. open |
| 173. while | 208. car   | 243. tree   | 278. may |
| 174. talk  | 209. stop  | 244. clean  | 279. such |
| 175. another| 210. too   | 245. away   | 280. no    |
The authors of the PCI Reading Program have created the following supplements to provide additional repetition and practice with the words in the program. These supplements can be used as literacy centers in a classroom. The reproducible books can also be sent home for additional reading practice.

**COMPREHENSION ACTIVITIES BINDERS**

To extend and assess comprehension on the program’s books, lessons and reproducible activities are now available in two binders. Each binder includes reading comprehension lessons; reproducible activities that focus on sequencing, details (who, what, where), and main idea; and reproducible assessments. Progress monitoring charts are included. The Level One binder covers all 28 Level One books. The Level Two binder covers all 14 Level Two books.
The 28 Level One books and the 14 Level Two books are also available in reproducible format in two supplemental binders. The reproducible books are identical to the program books, except they are in black and white. Use the books in the classroom or as reading reinforcement activities to send home.

**AUDIO CARDS**

Audio cards of the words in Level One and Level Two help students build fluency as they practice hearing and reading the words. Each level contains 140 cards. Used with the Califone CardMaster (sold separately), the audio cards provide teachers with a hands-on auditory and visual practice center that can be used independently.
A NOTE TO EDUCATORS, ADMINISTRATORS,

STUDENT PREREQUISITES
To begin Level One, students need to be able to follow simple, one-sentence directions and demonstrate their understanding of a teacher’s request by either pointing or responding verbally. Students must also be able to see words on a page and somehow point to or otherwise indicate identification of those words. They need to be able to communicate a response to a question or directive. Students do not need to know the alphabet, although they must be able to visually discriminate between words and letters. For students who need additional practice in visual discrimination before beginning the program, teachers should use the lesson plans in Unit One of the Building Reading Skills binder.

It is important to note that Level One of the PCI Reading Program is a systematic, whole-word approach to reading with a large amount of built-in repetition and review. This program is not intended for general education. It was developed for students with special needs who have not learned to read in traditional or multisensory phonics curriculums. In general, the students who begin Level One will be true nonreaders, regardless of age. At the start of the program, they may not be able to read or recognize a single word.

WHY REPETITION AND REVIEW?
One of the keys to the success of the PCI Reading Program is the thoughtful use of repetition and review to ensure both short- and long-term retention of the words taught. Many basal and other mainstream reading programs provide only 8 to 12 repetitions of a sight word or other vocabulary word to be learned. Quality intervention reading programs often provide 30 or more repetitions. But for students with developmental disabilities and significant learning differences, short- and long-term memory is often one of the problems that make it difficult to learn and retain skills.

With these students in mind, the authors carefully constructed the activities to include over 100 practice and review opportunities for every word taught. Words are introduced and reviewed continually in every step of the program. This repetition is varied, involving every
major learning modality, including visual, auditory, tactile and kinesthetic. As a result, short- and long-term retention is virtually assured. When a student does demonstrate a lack of retention, teachers can remediate this immediately by having a student redo the appropriate Word Building or Guided Word Practice Lesson. The included software version of the Word Building Lessons also provides an excellent means of additional review.

FOR NONREADERS OF ALL AGES
The authors developed the PCI Reading Program with nonreaders of all ages in mind. All three levels of the program are supported by realistic illustrations of everyday objects and settings. The books provided in each leveled kit feature contemporary adolescent characters and age-appropriate story lines. Ultimately, the program is appropriate for students ages 5 to adult. While this program was specifically created for students with special needs, it is also appropriate for English language learners who have a learning disability. It is important to note, however, that the high level of repetition and review in the program is not appropriate for some English language learners.

AN INDIVIDUALIZED PROGRAM
The PCI Reading Program is intended for use as a one-on-one program. All of the lessons and materials are structured for an adult facilitator to use with one student at the student’s own pace. This facilitator can be a teacher, paraeducator, parent, or any other adult working under the direction of a certified teacher. Scripts and cues are provided in the various lesson books to make the program easy to administer. In general, a facilitator can be trained to administer all of the elements of the program in one-half day or less.

Because of the one-on-one nature of the program, students can complete the program at their own pace. As a result, it is not uncommon for a classroom using the PCI Reading Program to have every student at a different point in the curriculum, even if all of the students started the program on the same day.