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- **Word Lists**
- **Reproducible Parent Letter**
- **Reproducible Certificates**

Teacher's Guide

Janie Haugen-McLane
Janie Hohlt
Jill L. Haney

Level One

PCI READING PROGRAM

Teacher's Guide

Level One

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

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

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ACKNOWLEDGEMENTS

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

THREE LEVELS

There are three levels for the *PCI Reading Program*.

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

Level Two – Students learn 140 additional words along with important early reading skills including reading wrapped text, recognizing end punctuation marks, and recognizing common inflectional endings, such as *–s, –ing*, and *–ed*. Students read a book after every ten words taught.

Level Three – Envisioned as a "bridge," this level moves students from visual discrimination to use of basic decoding strategies and word attack skills. This transition prepares students to read books and other reading materials outside this program.

STUDENT PREREQUISITES

To begin Level One, students need to be able to follow simple, one-sentence directions and demonstrate their understanding of a teacher 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, as well as 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 1 of the Level One *Building Reading Skills* binder—"Building Visual Skills."

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. It is designed specifically 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 START WITH VISUAL DISCRIMINATION?

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

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

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

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

SCIENTIFICALLY RESEARCH-BASED

During the 2007-2008 school year, an independent randomized control trial was conducted in two large Florida school districts to determine the effectiveness of the *PCI Reading Program* when compared to other reading programs used with students with intellectual disabilities. The research was conducted by an independent research firm, Empirical Education, Inc. 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.

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

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

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

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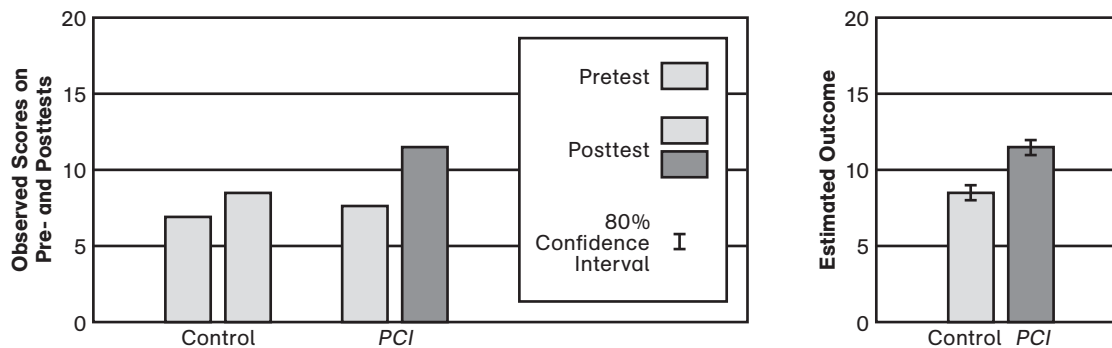
For Sight Word Assessment: Unadjusted Pre- and Posttest Means for Control and *PCI* (Left); Adjusted Means for Control and *PCI* (Right)

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

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

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 students with developmental disabilities and significant learning disabilities often struggle with short- and long-term memory and require even more practice.

With these students in mind, the authors constructed the activities to include more than 100 practice and review opportunities for every word taught. Words are introduced and reviewed continuously in every step of the program. This repetition is varied, involving every major learning modality, including visual, auditory, and tactile/kinesthetic. As a result, short- and long-term retention is virtually assured. If a student demonstrates regression, teachers can remediate this immediately by having the student repeat appropriate lessons.

SUCCESS-BASED APPROACH

For many nonreaders, the thought of learning to read brings to mind frustration and fear, due in large part to past failures. It is critical, therefore, that these students be praised continuously as they participate in the program and read words correctly and fluently. Lesson scripts incorporate frequent praise opportunities for just this reason.

In addition, the program ensures success by requiring that a student master each step of a lesson before moving on to the next step. Some students may just need a second attempt at an activity to master it. Others may need more hands-on practice or may need to review a basic skill. For these students, the *Building Reading Skills* binder provides 75 engaging lessons to teach or review foundational visual discrimination and reading skills.

FOR NONREADERS OF ALL AGES

The authors developed this program with nonreaders of all ages in mind. Instructional materials are supported by realistic illustrations of everyday objects and settings. The books provided in each leveled kit feature contemporary adolescent characters and age-appropriate storylines. Ultimately, the program is appropriate for students age 5 to adult. Additionally, while this program was specifically created for students with special needs, it is also appropriate for some English language learners, particularly those with significant learning disabilities.

EASY TO ADMINISTER

All the lessons and materials in the *PCI Reading Program* are structured for an adult facilitator to use one-on-one with a 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 lesson books to make the program easy to administer. In general, a facilitator can be trained to administer all the elements of the program in half a day or less.

Overview and Objectives

OVERVIEW

Level One of the *PCI Reading Program* teaches 140 sight words (e.g., "of" and "the") and real-world nouns and verbs (e.g., "city" and "jump"). Words are taught one at a time. After every five words learned, students review the words and then take a posttest. Upon 100% mastery of the posttest, students read a high-interest book featuring only the words learned thus far in the program.

At any time during the Level One lessons, teachers should support emerging readers by selecting appropriate lessons from the *Building Reading Skills* binder. Each unit of this binder focuses on a foundational skill for reading success. The lessons are optional, but teachers are encouraged to integrate them into the program where appropriate to help prepare students for Levels Two and Three of the program.

OBJECTIVES

After completing Level One, students will be able to:

- automatically identify and read 140 words

- visually discriminate between words

- read phrases and sentences containing these 140 words without error and with fluency

- verbalize the general meaning and usage of these 140 words

- trace these 140 words with a high degree of accuracy

- read from left to right and from top to bottom

- match pictures to words and words to pictures

- demonstrate reading comprehension by discussing the stories

- express a positive attitude about reading

- read for enjoyment

Components

Level One of the *PCI Reading Program* comes in a box built for classroom display and use. The following components are included:

- **3 Word Building Lessons Books** (spiral-bound and double-sided with 140 lessons, a comprehensive test, and 28 posttests)

- **5 copies of the Trace and Read Workbook** (spiral-bound with 140 full-color student pages)

- **2 Guided Word Practice Books** (spiral-bound with built-in stands; books include 168 full-color word and book lesson plans and 140 full-color student read-aloud pages)

- **1 Activity Sheets Binder** (with 280 reproducible activities)

- **1 *Building Reading Skills* Binder** (with 75 lesson plans and 22 reproducible student pages)

- **28 full-color Books** (softbound, ranging in length from 8 to 12 pages)

- **1 Game Board for "The Word Game"**

- **140 Word Cards** (for use with the Guided Word Practice activities and "The Word Game")

- **100 full-color Picture Cards** (for use with the Guided Word Practice activities)

- **1 Card Storage Box** (for easy retrieval of the Word Cards and Picture Cards)

- **1 "Match on the Mat" Board**

- **105 Text Cards** (for use with the "Match on the Mat" Board)

- **105 full-color Scene Cards** (for use with the "Match on the Mat" Board)

- **1 Plastic Card Tray** (for use with the Guided Word Practice activities)

- **1 Plastic Viewer** (for use with the Word Building Lessons)
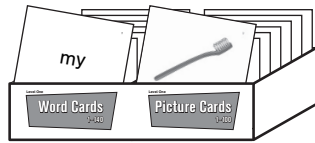
- **1 Teacher's Guide**

Program Preparation

The following materials should be prepared before beginning the *PCI Reading Program*:

BOOK DISPLAY
Prepare a space for displaying the program's 28 books. Devise a check-out system so that students can easily borrow the books to reread throughout the year.

WORD AND PICTURE CARDS

Locate the Word and Picture Cards and the Card Storage Box in the top drawer of the box. Place the Word Cards on the left side of the Card Storage Box and the Picture Cards on the right side. These cards will be used with every Guided Word Practice lesson.

TEXT AND SCENE CARDS
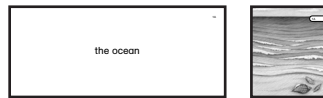
Locate the Text and Scene Cards in the top drawer of the box. Divide them into the lettered sets, and file the sets in the built-in storage compartment in the second drawer of the program box. A set of Text and Scene Cards will be used with the "Match on the Mat" board during every tenth Guided Word Practice lesson.

STUDENT FOLDERS
Prepare a manila or accordion folder (not included) for each student's assessment results as well as samples of completed work. Set up an accessible storage space in a box or file cabinet. If appropriate, encourage the students to decorate their folders.

READING CORNER
Prepare a quiet place in the classroom with a table or large desk. Here, students will work with you or a designated program facilitator. The space should be large enough to spread out a Guided Word Practice book, the plastic card tray, and the "Match on the Mat" board. Optimally, there should be room to display the program box as it is designed for easily accessible storage.

COMPREHENSIVE TEST CHECKLIST AND PROGRESS CHARTS

Photocopy the Comprehensive Test Checklist, Program Progress Chart, and Posttest Progress Chart on pages 54–65 for each student. Place these forms in the students' folders.

CERTIFICATES

Make several copies of the certificates on pages 66 and 67. Keep the certificates on hand, and use them when appropriate to praise students for their progress and to recognize the milestones they achieve while learning to read.
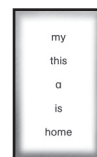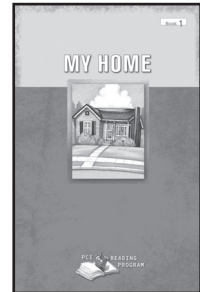
Introducing the Program to the Students

This program will provide many students with a new opportunity to learn to read. Since some may already be discouraged about reading due to past failures, it is important to get the students excited and ready to try their best from the beginning. Consider using the following dialog as one way to motivate them.

1. **EMPHASIZE THE BOOKS**
   - Display the first few books in the program.
   - Say, **"This year you are going to learn to read. These are some of the many books you will be able to read."**
   - Pass out the books so that the students can take a closer look.
   - Allow the students to share their thoughts about the illustrations.
   - Read the titles aloud to get the students interested in the books.
   - Open Book 1 — *My Home* to the first page, and point out the list of five words in the box.
   - Say, **"You are going to learn to read some important words called sight words. These words are important because they appear often in books, magazines, and newspapers. You will see these words in the books you are going to read."**

2. **INTRODUCE THE WORD CARDS**
   - Show the students the program's first five Word Cards.
   - Point out that the words on the cards match the sight words listed in Book 1.
   - Say, **"You will learn these words through many different activities, such as putting cards together and reading them."**
   - Demonstrate how the cards work by placing Word Cards 2, 3, 4, and 5 on the plastic tray in the following order: "this," "is," "a," and "home."
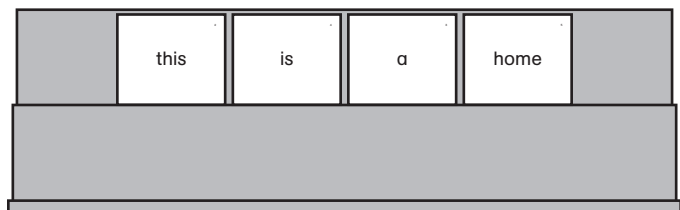
3. **DEMONSTRATE THE CONNECTION BETWEEN THE BOOKS AND CARDS**
   - Point to each Word Card as you read the word on it.
   - Turn to page 2 in Book 1 — *My Home*.
   - Point to each word as you read the same sentence in the book.
   - Say, **"You will be able to read this sentence within the next couple of weeks. You will do this by memorizing what the words look like and how they sound."**
   - Ask the students if they have ever memorized anything before, and allow them to give examples. If all the students can recognize and read their own names, use this as an example of memorizing a word.

4. SHARE POSITIVE REASONS FOR LEARNING TO READ
- Tell the students some of the things you like best about reading.
- Say, **"I want each of you to give me one reason why you would like to be able to read."**
- Write each reason on the board, and clap for it as you hear it.
- Pass out construction or art paper and markers.
- Have each student draw a picture of himself or herself reading.
- Post these pictures on a bulletin board with the title "We Are All Readers."
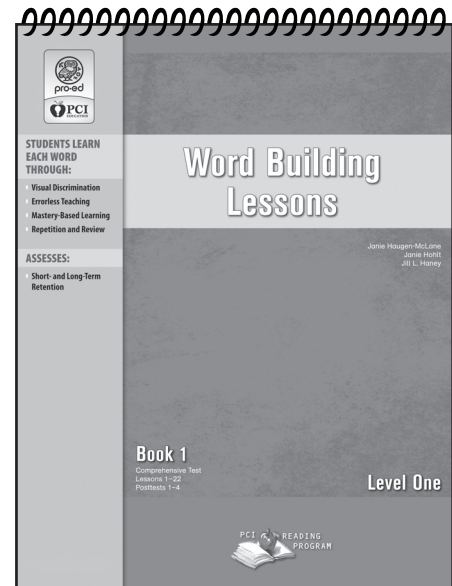
Administering the Comprehensive Test

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

GENERAL GUIDELINES
The Comprehensive Test consists of all 140 words in Level One. When tested, some students will know only a few words, while many may not know any of the words. If a student knows a significant number of the words, this program may not be appropriate for him or her. Instead, he or she will most likely benefit from a faster-paced program, such as the *Essential Sight Words Reading Program*.

Testing all 140 words on the same day would be time-consuming and could be discouraging for the student. Therefore, it is suggested that the teacher begin by testing only the first 20 words, noting how many words the student recognizes on the Comprehensive Test Checklist (pages 54 and 55). If the student knows 5 or more of the first 20 words, you may want to proceed with testing the next 20 words.

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

STUDENTS LEARN EACH WORD THROUGH:
Visual Discrimination
Errorless Teaching
Mastery-Based Learning
Repetition and Review

ASSESSES:
Short- and Long-Term Retention

Word Building Lessons

Janie Haugen-McLane
Janie Hohlt
Jill L. Haney

Book 1
Comprehensive Test
Lessons 1–22
Posttests 1–4

Level One

PCI READING PROGRAM

The Comprehensive Test can be found on pages 1–14 of the Word Building Lessons–Book 1. Words are listed in the order taught in the program with 10 words on a page.

ADMINISTERING THE COMPREHENSIVE TEST

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

1. Call the student to the designated Reading Program corner (see page 12).

2. Turn to page 1 of Word Building Lessons–Book 1 where the Comprehensive Test begins.

3. Say, **"Today, I am going to show you a list of words. You may or may not know the words. If you know a word when you see it, say it out loud. If you do not know the word, say 'Pass.' Do not worry if you do not know a word."**

4. Place the page so that the student can clearly see it, and position the plastic viewer to reveal the first word on the test.

5. Say, **"Read the word."**

6. Record a correct response with ✔ or an incorrect response or pass with ✘ in the appropriate column of the Comprehensive Test Checklist.

7. Move the plastic viewer down to reveal the next word, and repeat Steps 5 and 6 until the appropriate number of words has been tested.
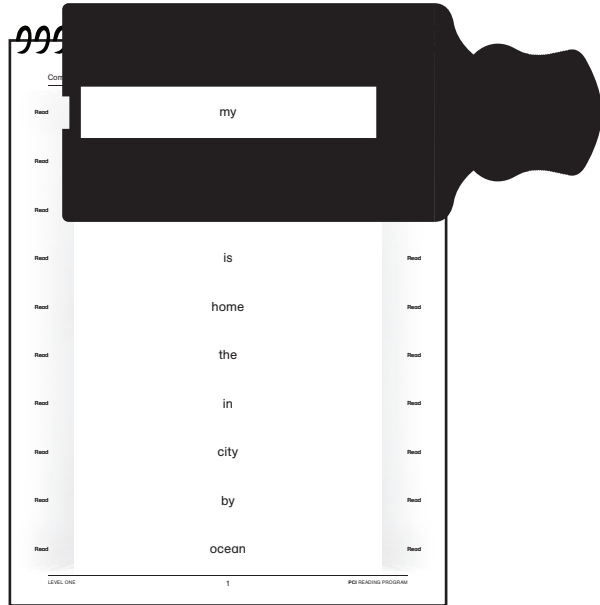
Note: Avoid giving the student any hints or guidance during the Comprehensive Test. The purpose of the test is to assess how many words a student automatically knows without assistance.

Comprehensive Test Checklist

| No.	Word	Initial Assessment 9/4/07	2nd Assessment 12/13/07	3rd Assessment 5/9/08
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	✘	✔	✔

Level One Lesson Cycle – *At a Glance*

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

1A: Word Building Lesson
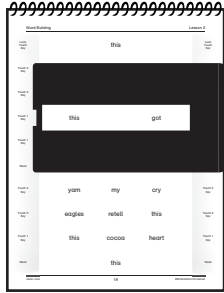
- The student identifies, repeats, and reads the new word and previously learned words.

- See pages 22–25 of this Teacher's Guide for a more detailed explanation.

1B: Trace and Read Workbook
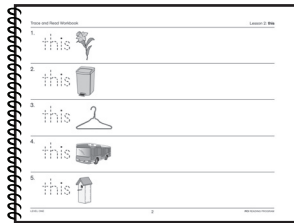
- The student traces the new word and reads it within the context of a phrase or sentence. The phrase or sentence may include one or more pictures.

- See pages 26 and 27 of this Teacher's Guide for a more detailed explanation.

1C: Guided Word Practice
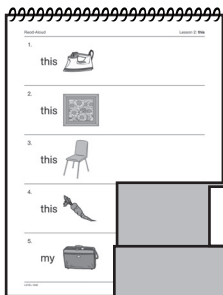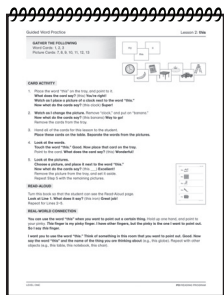
- The student builds phrases and sentences using Word and Picture Cards, reads phrases and sentences aloud, and participates in real-world, oral language activities. Every tenth lesson includes a comprehension-based matching activity using Text and Scene Cards.

  - A scripted lesson is provided.

  - See pages 28–31 of this Teacher's Guide for a more detailed explanation.

1D: Activity Sheets
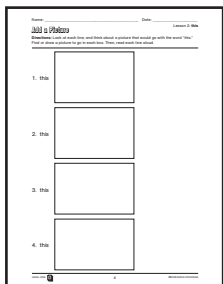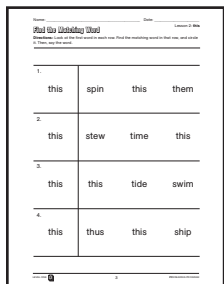
- The student completes visual discrimination and comprehension activities.

- See pages 32–35 of this Teacher's Guide for a more detailed explanation.

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

Level One Lesson Cycle – *At a Glance*

STEP 3: REVIEW THE WORDS WITH "THE WORD GAME"

The Word Game

Word Cards

- After every five words taught, the student reviews these words and up to 15 other previously learned words through an easy-to-play card game.

- See page 37 of this Teacher's Guide for a more detailed explanation.

STEP 4: ASSESS WORD RETENTION THROUGH A POSTTEST

Word Building Lessons

Book 1

Level One

- The student takes a posttest covering the most recently up to 15 previously learned words.

- See pages 38 and 39 of this Teacher's Guide for a more detailed explanation.

STEP 5: READ A BOOK
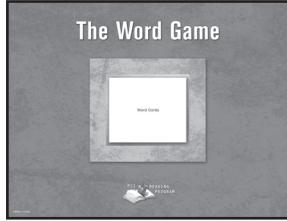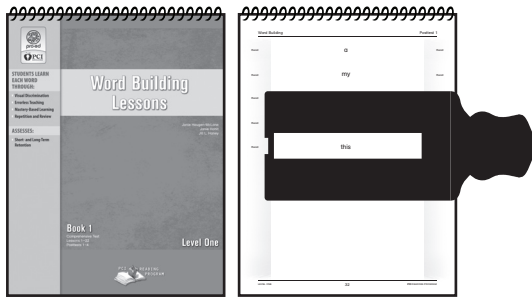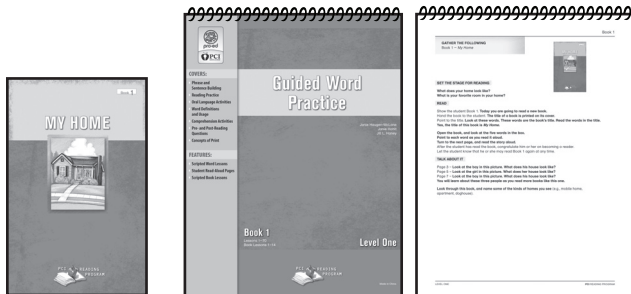
MY HOME

Guided Word Practice

Book 1

Level One

- After demonstrating mastery on the posttest, the student reads a controlled-vocabulary book independently.

- A scripted book lesson is provided.

- See pages 40–42 of this Teacher's Guide for a more detailed explanation.

BUILDING READING SKILLS BINDER

Building Reading Skills

SUPPLEMENTAL LESSONS AND ACTIVITIES

Level One
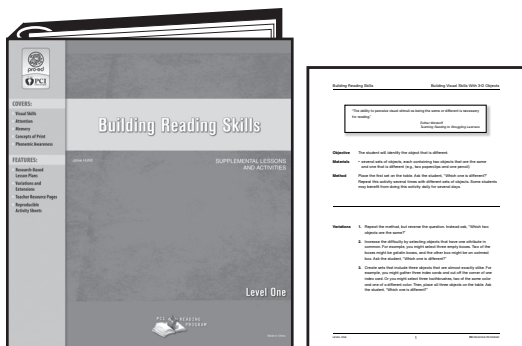
- This binder provides supplemental lesson plans that lay the building blocks for reading success. Units include:

  -Building Visual Skills
  -Building Attention
  -Building Memory
  -Building Concepts of Print
  -Building Phonemic Awareness

- See page 43 of this Teacher's Guide for a more detailed explanation.

Estimated Time to Complete Each Step

Students will complete each step of the *PCI Reading Program* at their own pace. However, based on field studies of the program, the authors have established time estimates for each component. Every tenth Guided Word Practice lesson incorporates a "Match on the Mat" activity. These lessons will take more time to complete than the standard Guided Word Practice lessons.

Step 1A	Word Building Lesson: **10 minutes**
Step 1B	Trace and Read Workbook: **5 minutes**
Step 1C	Standard Guided Word Practice Lesson: **15 minutes**
Step 1C	Guided Word Practice Lesson with a "Match on the Mat" activity: **20 minutes**
Step 1D	Activity Sheets: **10 minutes**
Step 3	"The Word Game" Review: **5 minutes**
Step 4	Posttest: **5 minutes**
Step 5	Book and Book Lesson: **15 minutes**

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

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

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

Implementation Suggestions

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

ONE WORD PER DAY

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

Day 1 (first word of five)	Day 2 (second word of five)	Day 3 (third word of five)	Day 4 (fourth word of five)	Day 5 (fifth word of five)	Day 6 (Review, Posttest, and Book)
Step 1A Word Building Lesson	**Step 1A** Word Building Lesson	**Step 1A** Word Building Lesson	**Step 1A** Word Building Lesson	**Step 1A** Word Building Lesson	**Step 3** "The Word Game" Review
Step 1B Trace and Read Workbook	**Step 1B** Trace and Read Workbook	**Step 1B** Trace and Read Workbook	**Step 1B** Trace and Read Workbook	**Step 1B** Trace and Read Workbook	**Step 4** Posttest
Step 1C Guided Word Practice	**Step 1C** Guided Word Practice	**Step 1C** Guided Word Practice	**Step 1C** Guided Word Practice	**Step 1C** Guided Word Practice	**Step 5** Book (if the posttest was mastered)
Step 1D Activity Sheets	**Step 1D** Activity Sheets	**Step 1D** Activity Sheets	**Step 1D** Activity Sheets	**Step 1D** Activity Sheets	

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

ONE WORD EVERY OTHER DAY

If you have only 15 to 20 minutes per day to work one-on-one with each student or if the student can only focus for short periods of time, implement the 11-day cycle illustrated below. Students who proceed at this pace will take more than a year to complete Level One.

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

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

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

Step 1: Learn a Word

1A: WORD BUILDING LESSON

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

OVERVIEW

Each word in the program is first introduced in isolation in a Word Building Lesson. The student then visually discriminates the target word from one and then two other words. Throughout the lesson, the student is asked to identify, say, and read the word. Beginning with Word Building Lesson 2, previous words are reviewed.

TEACHER CUES

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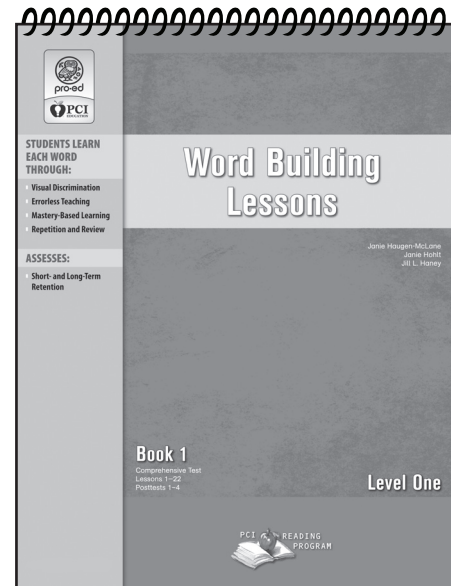
Look • Touch • Say

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

Touch • Say

This cue stands for **"Touch the word '___.' Say the Word '___.'"** For this type of cue, there will always be a number after the word "Touch." The number indicates the location of the target word on that line. For example, "Touch 1" means the target word is the first word in that line.

Read

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

ADMINISTERING THE WORD BUILDING LESSONS

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

Note: The following instructions are based on pages 18 and 19 of Word Building Lessons–Book 1, the lesson for the word "this."

1. Call the student to the designated Reading Program corner (see page 12).

2. • Turn to the appropriate Word Building Lesson (in this case, page 18 of Word Building Lessons–Book 1).
   • Say, **"Today you are going to learn the word ' this .' Watch as I touch the word ' this .'"**
   • Say, **"Now you touch the word ' this .'"** Pause to allow the student to touch the word. Guide the student to do so if necessary.
   • Praise the student for touching the word (e.g., **Good**).
   • Say, **"Now say the word ' this .'"** Pause for the student to respond.
   • Praise the student for saying the word.
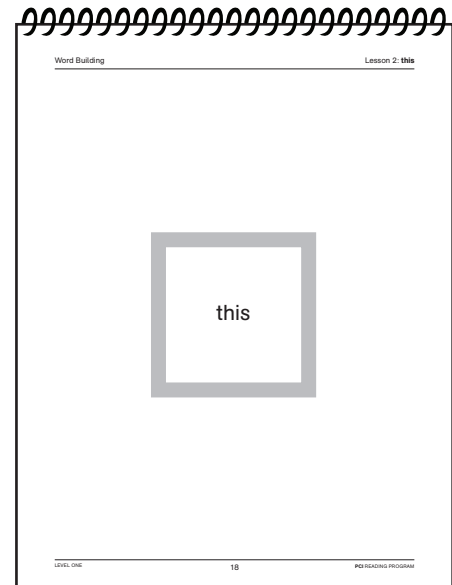
3. • Turn the page, and position the plastic viewer over the first line.
   • Say, **"Look in the Reading Box. Touch the word ' this .'"** Pause to allow the student to touch the word. Guide the student to do so if necessary.
   • Praise the student for touching the word.
   • Say, **"Say the word ' this .'"** Pause for the student to respond.
   • Praise the student for saying the word.

4. • Move the plastic viewer to the second line on the page.

   • Say, **"Touch the word ' this .'"** Pause to allow the student to touch the word. If the student touches an incorrect word, cover the incorrect word with an index card and repeat the direction, **"Touch the word ' this .'"**

   • Praise the student for touching the word.

   • Say, **"Say the word ' this .'"** Pause for the student to respond.

   • Praise the student for saying the word.

5. Repeat Step 4 for Lines 3–5 on the page.

6. • Move the plastic viewer to the sixth line on the page.

   • Say, **"Read the word."**

   • Do not say the target word this time, as you are assessing whether the student can read it without a model.

   • Praise the student if he or she reads the word correctly. If the student does not read the word correctly, repeat the direction, **"Read the word."**

   • If the student does not read the word correctly after the second attempt, say, **"This is the word ' this .' Read the word."**

   • Continue until the student successfully reads the word. Then, praise the student.
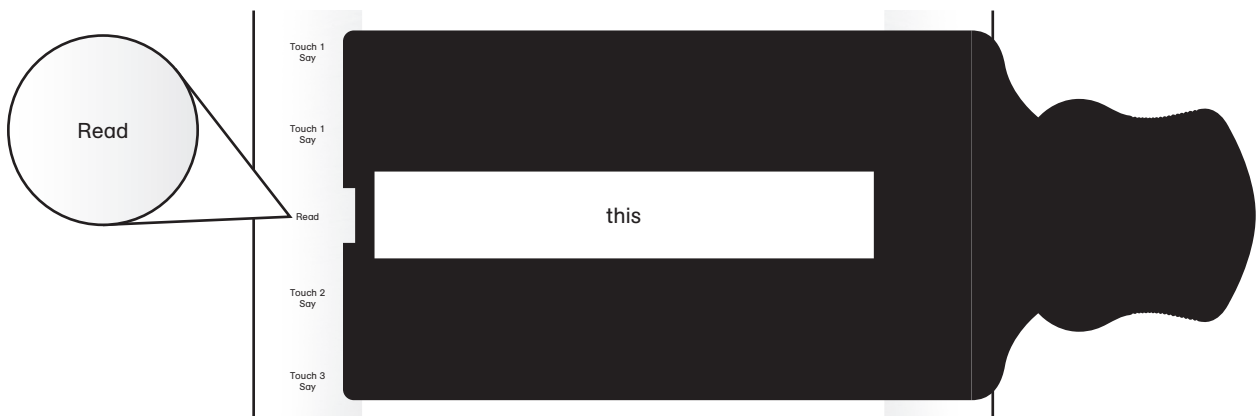
7. • Move the plastic viewer to the seventh line on the page.
   • Say, **"Touch the word '_my_.'"** Pause to allow the student to touch the word. If the student touches an incorrect word, cover the incorrect word with an index card and repeat the direction, **"Touch the word '_my_.'"** If the student touches the second incorrect word, cover both incorrect choices with index cards and repeat the direction, **"Touch the word '_my_.'"**
   • Praise the student for touching the word.
   • Say, **"Say the word '_my_.'"** Pause for the student to respond.
   • Praise the student for saying the word.

8. Continue the Word Building Lesson, following the teacher cues on the sides of the page.

9. Record the date of the lesson, the number of word identification errors, and the number of reading errors on the student's Program Progress Chart (pages 54–60).

Program Progress Chart — Word Building Lessons

STUDENT: *Alexis R.*

| | | Attempt 1 | | Attempt 2 | | Attempt 3 | |
		Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors
1	my	9/7	2	2	9/8	0	1			
2	this	9/10	1	1						
3	a	9/12	0	0						
4	is	9/14	1	0						
5	home	9/17	0	1						

CRITERIA FOR MASTERY

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

Step 1: Learn a Word

1B: TRACE AND READ WORKBOOK

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

OVERVIEW

Following each Word Building Lesson, the target word is tactually reinforced using the trace and read technique in the workbook. Each workbook page includes five lines in one of two formats: a combination of words and pictures or all words. On each line, the new word appears in dotted lines. The student traces over these lines with a pen or pencil. A student who does not have the fine motor skills to grasp a pen or pencil may trace the words with his or her finger.

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

GUIDING A STUDENT THROUGH A WORKBOOK PAGE

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

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

2. • Point to the dotted word on Line 1.
   • Say, **"I want you to use a pencil to trace this word. Say the word as you trace it."**
   • Pause to allow the student to trace and say the word.
   • Praise the student for completing the task.

3. • Say, **"Look at Line 1. Read Line 1."**
   • Pause to allow the student to read the line.

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

5. If the student does not read the line correctly, model the words, and ask the student to read the line again.
   Note: If the student cannot identify a picture, assist him or her by naming the object. Misidentification of a picture is not considered a reading error.
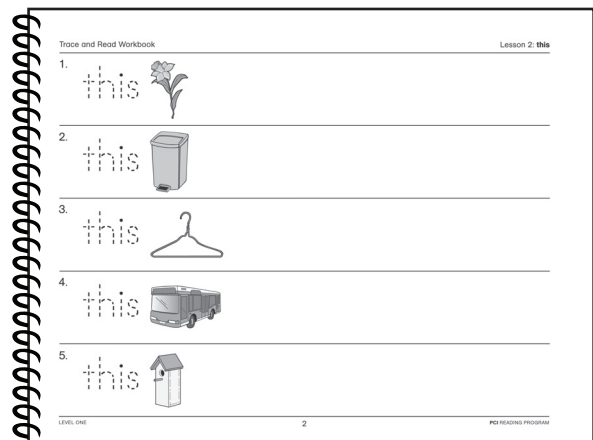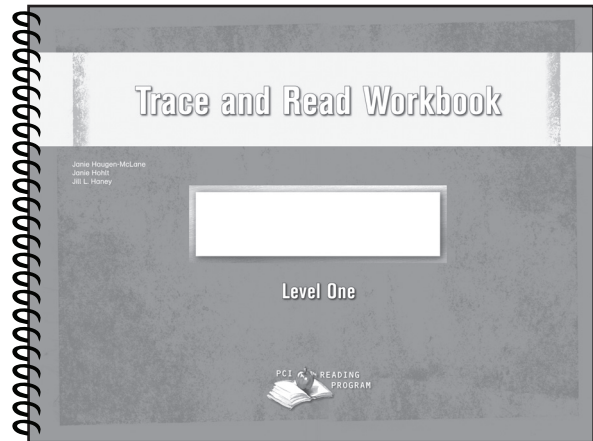
6. Repeat Steps 2–5 for the remaining lines.

7. • Once the student has completed all five lines, say, **"You've done a great job tracing the words and reading each line. Now I want you to read the entire page again, line by line."**
   • Pause to allow the student to read the page.
   • Praise the student for reading the page.

8. Record the student's successful completion of the workbook page on the Program Progress Chart (pages 54–60).

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

		Program Progress Chart				Word Building Lessons						Trace and Read Workbook Guide
STUDENT: Alexis R.				Attempt 1		Attempt 2			Attempt 3			
			Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors	
1	my		9/7	2	2	9/8	0	1				✔
2	this		9/10	1	1							✔
3	a		9/12	0	0							✔
4	is		9/14	1	0							A/✔
5	home		9/17	0	1							✔

CRITERIA FOR MASTERY

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

Step 1: Learn a Word

1C: GUIDED WORD PRACTICE

Purpose: To provide practice in building and reading controlled phrases and sentences, to explore the meaning and everyday usage of new words, to build oral language skills, and to provide comprehension practice.

OVERVIEW

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

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

In addition, every tenth lesson includes a comprehension activity called "Match on the Mat." In this activity, the student uses the Text and Scene Cards to match words to pictures or pictures to words.

BOOK DESIGN AND FORMATTING

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

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

PREPARING FOR A GUIDED WORD PRACTICE LESSON

At the top of every Guided Word Practice lesson is a list of the cards and items the teacher needs to gather prior to the lesson. Word Cards and Picture Cards are listed by number to facilitate easy retrieval from the card storage box. The cards are also pictured beside the materials list. Scene Cards and Text Cards are listed by set.
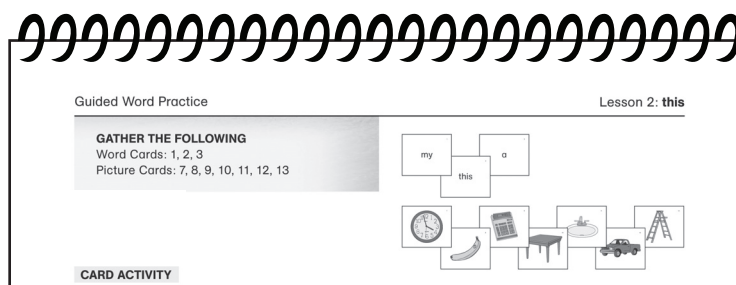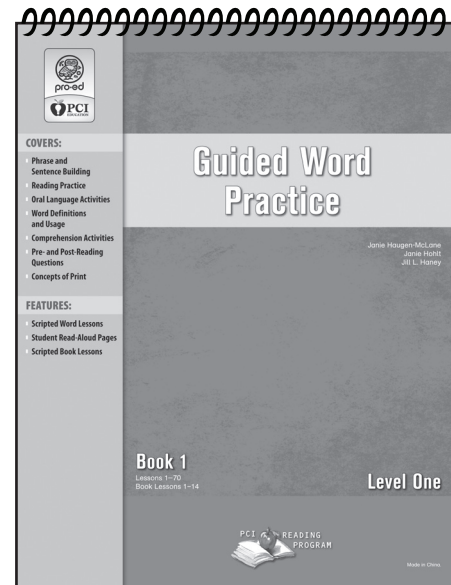
COMPLETING THE CARD ACTIVITY

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

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

> **CARD ACTIVITY**
> 1. Place the word "this" on the tray, and point to it.
> **What does the card say?** (this) **You're right!**
> **Watch as I place a picture of a clock next to the word "this."**
> **Now what do the cards say?** (this clock) **Super!**
> 2. **Watch as I change the picture.** Remove "clock," and put on "banana."
> **Now what do the cards say?** (this banana) **Way to go!**
> Remove the cards from the tray.

2. Follow the script, and place the designated card(s) on the tray.
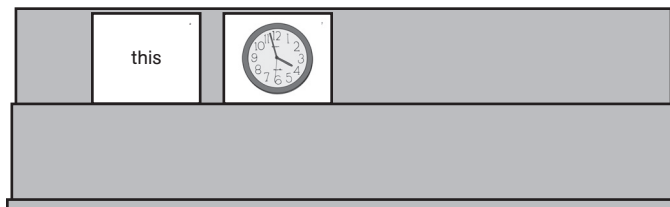
3. Say the bolded text.
Note: In the script, the words "next to" mean to the right of the designated card. The words "in front of" mean to the left of the designated card.

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

5. Record the student's successful completion of the Card Activity on the Program Progress Chart (pages 54–60).

Program Progress Chart   Word Building Lessons

STUDENT: Alexis R.		Attempt 1			Attempt 2			Attempt 3			Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word... Read-A...
		Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors			
1	my	9/7	2	2	9/8	0	1				✔	✔	
2	this	9/10	1	1							✔	✔	
3	a	9/12	0	0							✔	✔	

COMPLETING THE READ-ALOUD

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

> **READ-ALOUD**
> Turn this book so that the student can see the Read-Aloud page.
> **Look at Line 1. What does it say?** (this iron) **Great job!**
> Repeat for Lines 2–5.

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

3. Praise the student for a correct response.

4. If the student does not respond correctly, model the words and then ask the student to read the line again.
Note: If a student cannot identify a picture, assist him or her by naming the object. Misidentification of a picture is not considered a reading error.
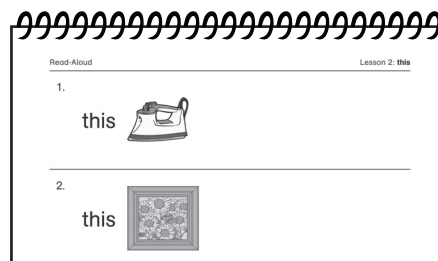
5. Repeat Steps 2–4 for the remaining lines on the Read-Aloud page.

6. Record the student's successful completion of the Read-Aloud on the Program Progress Chart (pages 54–60).

COMPLETING THE REAL-WORLD CONNECTION

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

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

REAL-WORLD CONNECTION

You can use the word "this" when you want to point out a certain thing. Hold up one hand, and point to your pinky. *This* finger is my pinky finger. I have other fingers, but the pinky is the one I want to point out. So I say *this* finger.

I want you to use the word "this." Think of something in this room that you want to point out. Good. Now say the word "this" and the name of the thing you are thinking about (e.g., this globe). Repeat with other objects (e.g., this table, this notebook, this chair).

2. Say the bolded text.

3. Perform the unbolded text.

4. Pause to allow the student to respond.
   Note: Questions are structured to ensure that the student will say the target word as part of the response. If the student does not say the target word, prompt him or her to restate the answer, using the target word.

5. Continue to follow the script until the Real-World Connection activity is completed.

6. Record the student's successful completion of the Real-World Connection on the Program Progress Chart (pages 54–60).

COMPLETING A "MATCH ON THE MAT" ACTIVITY

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

1. Say, **"Let's review some of the words you have learned."**

2. Set the "Match on the Mat" board on the table.

MAT ACTIVITY

Let's review some of the words you have learned.
Set the "Match on the Mat" board on the table, and place one Text Card in each of the long boxes. Spread out the Scene Cards in front of the student.

Point to the first Text Card. **Read the words.**
Now look at the pictures. Touch the picture that matches the words.
Good. Now place that picture next to the matching words.
Repeat with the remaining Text Cards.
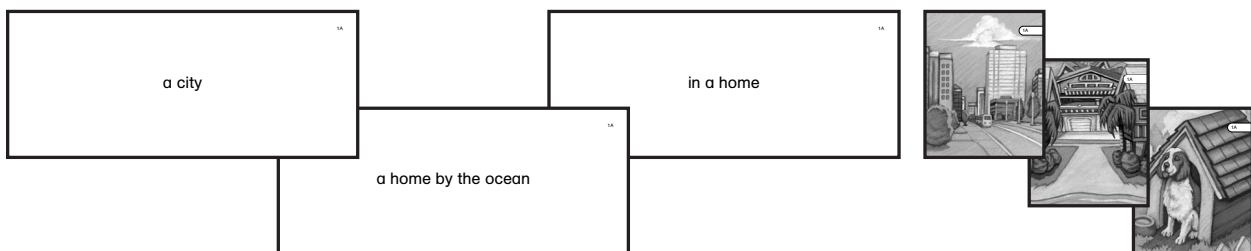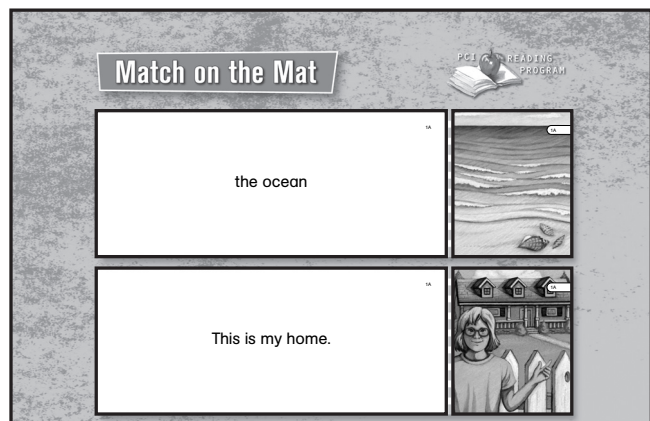
3. Continue to follow the script until the "Match on the Mat" activity is completed.
   Note: In lessons 10, 30, 50, 70, 90, 110, and 130, the teacher places the Text Cards on the mat and the student places the matching Scene Cards. In lessons 20, 40, 60, 80, 100, 120, and 140, the teacher places the Scene Cards on the mat and the student places the matching Text Cards.

4. • After the student has placed all of the cards, say, **"Now I want you to look at all of the matches and make sure they make sense."**
   • Pause to allow the student to review the matches.
   • If the student wishes to change any matches, allow him or her to do so.

5. • Review the matches.
   • If they are all correct, praise the student.
   • If they are not all correct, remove the incorrect matches and direct the student to think about those matches again. Work with the student until all the cards are correctly matched. Then, praise the student.

6. Record the student's successful completion of the "Match on the Mat" activity on the Program Progress Chart (pages 54–60).

CRITERIA FOR MASTERY

Students must have 100% mastery on all parts of the Guided Word Practice lesson in order to move on to Step 1D in the lesson cycle. If a student needs help with any of the activities, provide that assistance. Have the student continue to do each activity until 100% mastery is achieved.

Program Progress Chart			Word Buildin					
STUDENT: Alexis R.			**Attempt 1**			**Attempt 2**		
			Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors
1	my		9/7	2	2	9/8	0	1
2	this		9/10	1	1			
3	a		9/12	0	0			
4	is		9/14	1	0			
5	home		9/17	0	1			
Book 1 – My Home		✔						
6	the		9/20	0	0			
7	in		9/22	1	0			
8	city		9/25	2	3	9/26	1	1
9	by		9/28	0	1			
10	ocean		10/1	0	2			
Match on the Mat – Set 1A		✔						

Step 1: Learn a Word

1D: ACTIVITY SHEETS

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

OVERVIEW

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

COVERS:
- Word Identification
- Reading Practice
- Reading Comprehension

FEATURES:
- 7 Types of Activities
- 280 Reproducible Pages

USE FOR:
- Independent Activities
- Homework Assignments
- Word Review

Activity Sheets

Janie Hougen-McLane
Janie Hohtt
Jill L. Haney

Level One

PCI READING PROGRAM

Made in China.

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

There are seven kinds of activity pages. Descriptions of each can be found on pages 32–35. Directions at the top of each activity sheet should be read aloud to the student, and positive feedback should be provided after the student completes the activity.

CIRCLE THE WORD

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

Student Directions:

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

2. Say the target word.
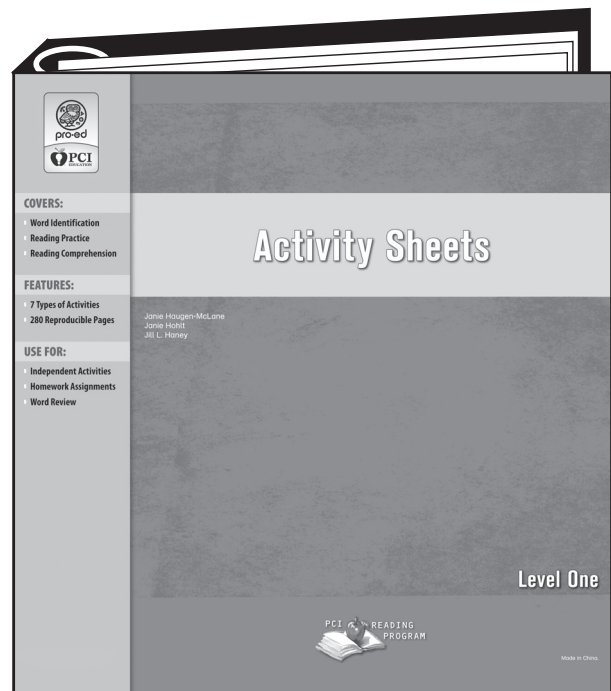
Name: _____ Date: _____

Lesson 1: **my**

Circle the Word

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

1.	mat	fly	my
2.	my	mom	may
3.	by	my	way
4.	me	yes	my

LEVEL ONE   1   PCI READING PROGRAM

FIND THE MATCHING WORD

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

Student Directions:

1. Look at the target word at the beginning of each row.

2. Find the matching target word in that row.

3. Circle the matching target word.

4. Say the target word.

ADD A PICTURE

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

For optimal personal connection with this activity, encourage the student to bring in photographs of objects from home. When this is not possible, have the student draw a picture or provide magazines the student can use to find and cut out appropriate pictures.

Student Directions:

1. Look at the word or words on each line.

2. Think about a picture that would go in each box.

3. Find or draw a picture to go in each box.

4. Read each line aloud.

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

CONNECT THE WORDS

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

Student Directions:

1. Touch each word on the page and say it.

2. Draw a line from the first word in the left column to its matching word in the right column.

3. Repeat Step 2 for the three remaining words.

FILL IN THE WORD

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

Student Directions:

1. Cut out the words at the bottom of the page.

2. Read each word.

3. Read each phrase or sentence and identify the missing word.

4. Place each word in the correct box to complete the phrase or sentence.
   Note: At this point, review the student's word placement and guide the student to correct any errors.

5. Glue or tape the words in the boxes.

6. Read each line aloud.

MATCH THE WORDS AND PICTURES

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

Student Directions:

1. Cut out the phrases or sentences.

2. Read each phrase or sentence one at a time and find its matching illustration.

3. Place each phrase or sentence in the box below its matching illustration.
   Note: At this point, review the student's work and guide the student to correct any errors.
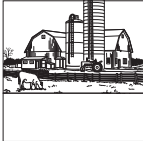
4. Glue or tape the phrases or sentences in the correct boxes.

CONNECT THE WORDS AND PICTURES

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

Student Directions:

1. Read the first phrase or sentence aloud, touching each word as it is read.

2. Draw a line from the phrase or sentence to its matching picture.

3. Repeat Steps 1 and 2 for the remaining three phrases or sentences.

CRITERIA FOR MASTERY

The student must have 100% mastery on the activity sheets in order to move forward in the program. If a student needs help completing an activity, provide assistance as needed. Upon successful completion of each activity sheet, record ✔ in the appropriate column of the student's Program Progress Chart (pages 54–60).

Program Progress Chart

Word Building Lessons

CODES: ✔ = Completed A = Attempted

STUDENT: **Alexis R.**

		Attempt 1		Attempt 2		Attempt 3		Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice	Read-Aloud	Guided Word Practice	Read-World Connection	Activity Sheets	Comments
		Date	Ident. Errors / Rdg. Errors	Date	Ident. Errors / Rdg. Errors	Date	Ident. Errors / Rdg. Errors								
1	my	9/7	2 2	9/8	0 1				✔	✔	✔	✔	A/✔	✔	9/9 – needed guidance with activity sheet directions
2	this	9/10	1 1					✔	✔	A/✔	✔	✔	✔	9/11 – student needed model before reading Read-Aloud
3	a	9/12	0 0					✔	✔	✔	✔	✔	✔	
4	is	9/14	1 0					A/✔	✔	✔	✔	✔	A/✔	9/14 – had to help guide tracing in workbook 9/15 – had to repeat 2nd activity sheet
5	home	9/17	0 1					✔	✔	A/✔	✔	✔	✔	9/17 – had student repeat Read-Aloud to improve fluency

Step 2: Repeat Step 1 for Four More Words

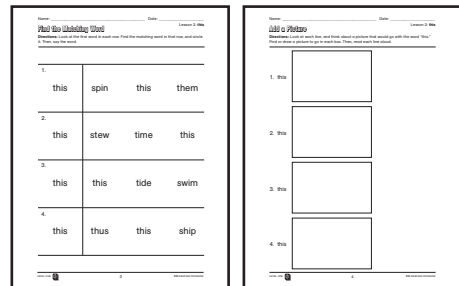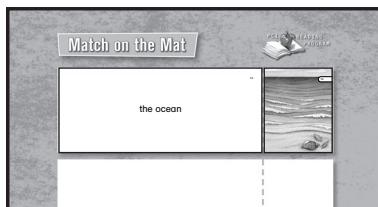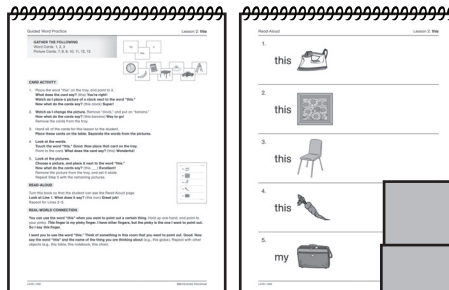### 1A: WORD BUILDING LESSON
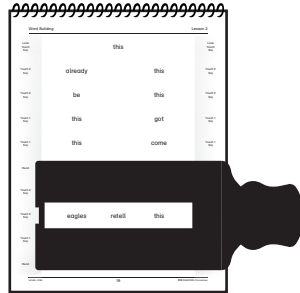
1B: TRACE AND READ WORKBOOK
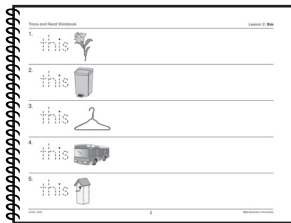
1D: ACTIVITY SHEETS

1C: GUIDED WORD PRACTICE

Step 3: "The Word Game"

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

OVERVIEW

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

Materials Needed: "The Word Game" board and Word Cards for the 15–20 most recently learned words.

Directions for Play:

1. Place the game board on a table or another flat surface.

2. Shuffle the Word Cards, and place them in a pile facedown in the center of the board.

3. Have the first player draw the top card from the pile.

4. Instruct the student to turn the card over and read the word aloud.

5. If the word is read correctly, allow the student to keep the card.

6. If the word is not read correctly, model the correct pronunciation and ask the student to repeat the word. Then, have all the players say the word together. Return the card to the bottom of the draw pile.

7. Play moves to the student to the left of the previous player.

8. Continue playing the game until all the cards have been successfully read.

9. Instruct the players to count the number of cards they have collected.
   Optional: You may designate the player with the most cards as the winner.
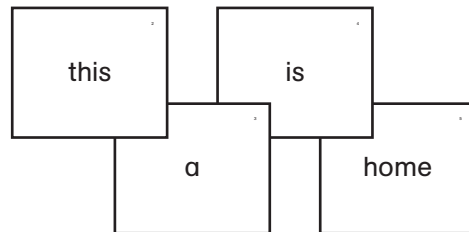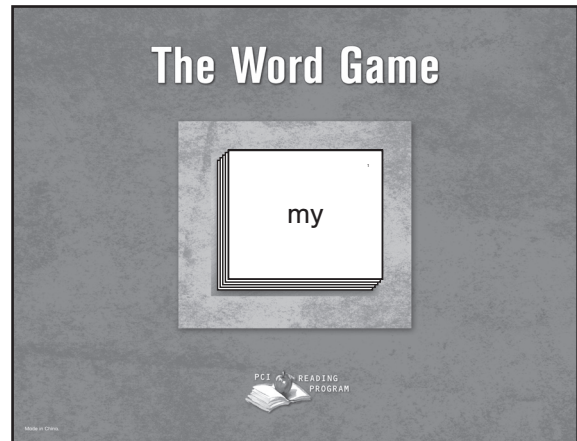
CRITERIA FOR MASTERY

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

Step 4: Posttest

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

OVERVIEW

A posttest is administered after every five words taught. Each posttest covers 20 words—the 15 most recently learned words and 5 previously learned words chosen at random (except for Posttests 1–3, as there are not enough previously learned words for these three tests to cover 20 words each).

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

ADMINISTERING THE POSTTEST

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

1. Call the student to the designated Reading Program corner (see page 12).

2. Turn to the correct posttest in the appropriate Word Building Lessons book.

3. Say, **"Today, I am going to show you a list of words. You should recognize all of these words. When I ask you to read a word, read it out loud. If you do not know the word, say 'Pass.'"**

4. • Place the posttest in front of the student.
   • Position the plastic viewer to reveal the first word on the list.

5. • Say, **"Read the word."**
   • Pause for the student to respond.

6. Move the viewer down to reveal the next word, and repeat Step 5 until the posttest is completed.
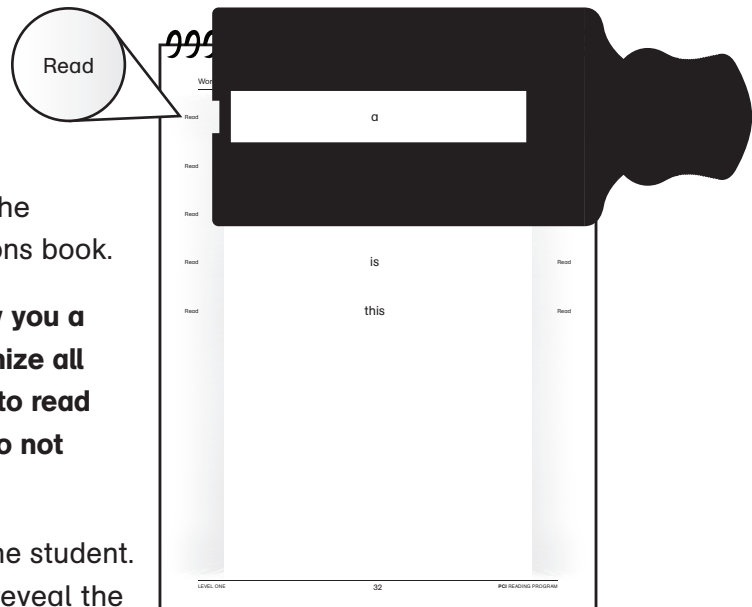
7. • Record the student's score in the appropriate column of the Posttest Progress Chart (pages 61–63).
 • List any words the student did not read correctly. These words should be reviewed before moving forward in the program.

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

Posttest Progress Chart				
STUDENT: *Alexis R.*				
No.	1st Attempt	Words Missed	2nd Attempt	Words Missed
1	Date: 9 / 9 /07 4 /5	*home*	Date: 9 /10 /07 5 /5	
2	Date: 10 / 3 /07 8 /10	*this* *ocean*	Date: 10 / 5 /07 10 /10	

CRITERIA FOR MASTERY

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

Step 5: Read a Book

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

OVERVIEW

Level One includes 28 books, one for every five words learned in the program. Books 1–16 are eight pages long while Books 17–28 are twelve pages long.

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

- a list of the five most recently learned words on page 1

- built-in repetition and review of new and previously learned words

- single line sentences with no wrapped text

- full-color illustrations that support the text on each page

ADOLESCENT CHARACTERS

The books feature three adolescent characters who live in three distinct settings:

- a boy from a large coastal city

- a girl with Down syndrome who lives on a farm

- a boy who lives in a small town

These characters were chosen to appeal to both elementary and secondary students. As the books follow the characters in their daily lives, readers learn underlying life lessons.
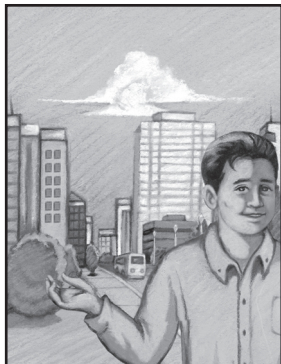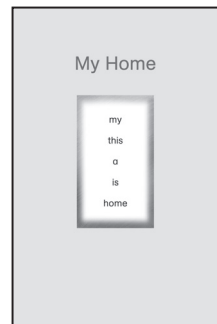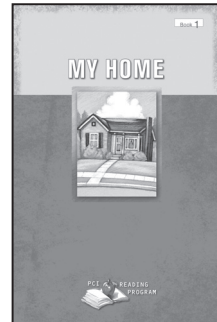
BOOK LESSONS

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

CONDUCTING A BOOK LESSON

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

1. Call the student to the designated Reading Program corner (see page 12).

2. Turn to the appropriate Book Lesson page in the Guided Word Practice book.

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

4. • Read the first pre-reading question.
   • Pause to allow the student to respond.

5. Repeat Step 4 for the remaining pre-reading question(s).

6. Turn the Guided Word Practice book so that you can read the teacher lesson page and the student can see the book cover on the opposite side.

7. Follow the script, reading the bolded words and performing the unbolded actions. **Note:** When going over the word list at the beginning of the book with a student, it is important that the student correctly pronounce all the words on the list. If the student does not pronounce a word correctly, model the word for the student and consider reviewing the word before moving forward with reading the book.

8. Have the student read the book aloud. **Note:** If a student stumbles over a word while reading a book, model the word and have the student repeat the word. Then, have the student go back to the beginning of the sentence in which the word appears and read the sentence again.

9. • Turn to the page in the book listed next to the first discussion question.

    • Read the first discussion question.

    • Pause to allow the student to respond.

TALK ABOUT IT

Page 3 – **Look at the boy in this picture. What does his house look like?**
Page 5 – **Look at the girl in this picture. What does her house look like?**
Page 7 – **Look at the boy in this picture. What does his house look like?**
You will learn about these three people as you read more books like this one.

Look through this book, and name some of the kinds of homes you see (e.g., mobile home, apartment, doghouse).

10. Repeat Step 9 for the remaining discussion questions.

11. Record the student's successful reading of the book on the Program Progress Chart (pages 54–60).

CRITERIA FOR MASTERY

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

Program Progress Chart — Word Buildin

STUDENT: *Alexis R.*

		Attempt 1			Attempt 2		
		Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors
1	my	9/7	2	2	9/8	0	1
2	this	9/10	1	1			
3	a	9/12	0	0			
4	is	9/14	1	0			
5	home	9/17	0	1			
Book 1 – *My Home*		✔					

Building Reading Skills Binder

Purpose: To build some of the basic prerequisite skills necessary for reading success.

OVERVIEW

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

The units in the *Building Reading Skills* binder focus on different emergent reader skills, each of which is considered a prerequisite to reading success. Teachers can individualize instruction by selecting lesson plans that teach the specific skills a student needs to work on, at the appropriate level of instruction. Lessons include a variety of activities that incorporate different learning styles. Each lesson provides one or more variations that teachers can use for extension or review.

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

- **Building Visual Skills** (initial experiences in visual discrimination)

- **Building Attention** (strategies for gaining and maintaining student attention)

- **Building Memory** (rehearsal, visualization, and association)

- **Building Concepts of Print** (book care, directionality, pagination, and uppercase and lowercase letters)

- **Building Phonemic Awareness** (sound discrimination, rhyme, and initial sounds)

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

CRITERIA FOR MASTERY

There are no specific criteria for mastery in the *Building Reading Skills* binder. However, since the lessons are scaffolded and intended to move the student step-by-step to greater independence with each skill, it is suggested that teachers use the variations to provide additional practice at each skill level when appropriate.
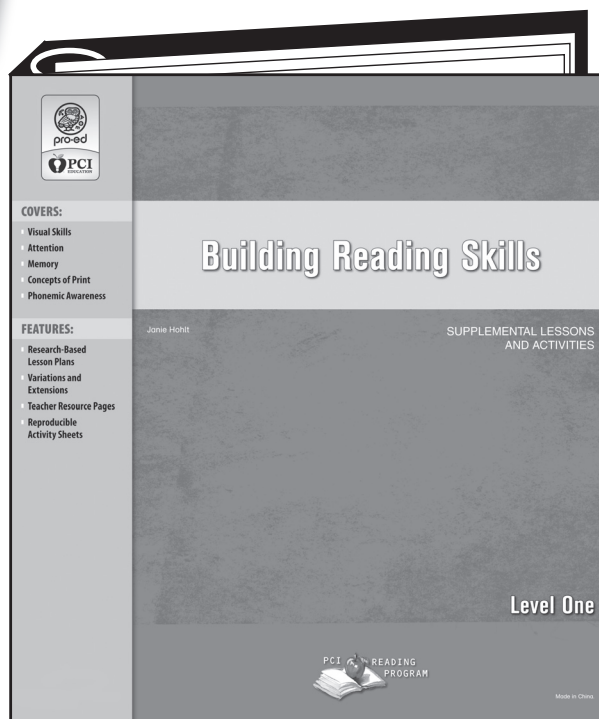
For Additional Visual-Discrimination Practice

BUILDING READING SKILLS BINDER

Use any of the lesson plans and activity pages in Unit 1 of the *Building Reading Skills* binder. These lessons are scaffolded so that students move step-by-step from discriminating between three-dimensional objects to discriminating between letters and words.

MATCHING GAME

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

For Additional Practice in Learning the Words

TACTILE WORD CARDS

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

For Additional Word-Comprehension Practice

PICTURE THE PHRASE

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

For Additional Practice in Reviewing the Words

WORD WALL

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

FLASHLIGHT REVIEW

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

POCKET CHART REVIEW

Print or write each word on an index card. Place the cards in groups of ten inside the pockets of a pocket chart or in library pockets affixed to a bulletin board. Label each pocket with the numbers of the words inside, for example "Words 1–10" or "Words 11–20." Periodically, go to the pocket chart at the beginning of class and pull out a set of words you know the entire class has learned. Pass out the ten cards to various students in the classroom. Then, have each student hold up his or her card and read the word aloud. Model the word for any student who needs help.

For Additional Oral-Reading and Fluency Practice

RECORD THE STORIES

To improve fluency, use a tape recorder to record yourself reading the program's 28 books, modeling a slow, steady pace with good expression. Explain that you want students to listen to the tapes and follow along in the books by touching each word as they hear it. When appropriate, have the students periodically record themselves reading the books using the fluency and inflection modeled on the teacher recordings. Provide frequent opportunities for students to use the recorded stories.

For Additional Book-Comprehension Practice

PARTNER RETELL

Once the student finishes reading one of the program's 28 books, pair him or her with another student who has recently read the same book. Have the partners take turns retelling the story in their own words.

NAME THE SETTING

The books in Level One revolve around three distinct settings: a city, a farm, and a small town. As the program progresses, decorate a bulletin board or fill a learning center with images and objects that reflect one of these three settings. Have the students study the display and determine which setting it reflects. Discuss how each object is connected to that particular setting. Repeat this activity until you have explored all three settings.

STORY ROLE-PLAY

Once the student finishes reading one of the program's 28 books, have the student role-play his or her favorite part of the story. If appropriate, encourage the student to wear story-related clothing and use props. This role-play could be performed for just the teacher, for a small group, or for the entire class, depending on the student's comfort level.

ILLUSTRATE THE STORY

Once several students finish reading one of the program's 28 books, hand each student a sheet of construction paper with the words from one of the pages in the story printed near the bottom. Have each student read the words and then use markers to illustrate the words on the page. When all of the students have finished, staple the pages together in the order of the story to make a book. Place the book in the classroom library, and encourage the students to read it as often as they like.

CHARACTER CATEGORIES

Once the student has read several books in the program, help him or her get to know the three main characters and settings more completely. Fill three shoe boxes with items that reflect the characters (one box for each character). For example, for the boy who lives in a big city by the ocean, include seashells, sand, a picture of a city bus, a picture of a city skyline, etc. Have the student open one character category box at a time and guess which character goes with the items in the box.

Date: ____/____/____

Dear Parent (or Guardian):

This school year, your child will be learning to read using Level One of the *PCI Reading Program*. With this systematic, whole word approach, your child will:

- learn to read 140 high-frequency words

- read 28 books

- build phrases and sentences using word and picture cards

- complete independent reading activity sheets

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

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

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

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

I look forward to working with your child this year. Reading is a key to success, and this year we are going to unlock your child's potential.

Sincerely,

PCI READING PROGRAM

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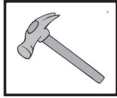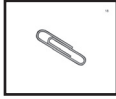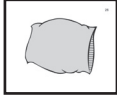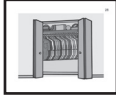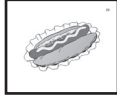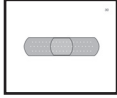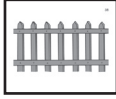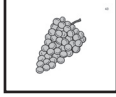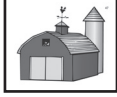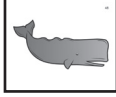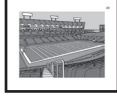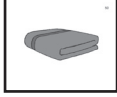
1. my	36. we	71. very	106. best
2. this	37. play	72. these	107. make
3. a	38. there	73. up	108. place
4. is	39. park	74. before	109. did
5. home	40. much	75. them	110. back
6. the	41. that	76. give	111. game
7. in	42. ride	77. cow	112. end
8. city	43. bus	78. want	113. any
9. by	44. look	79. use	114.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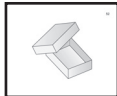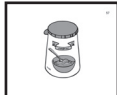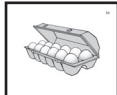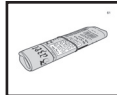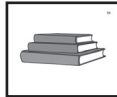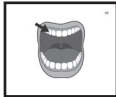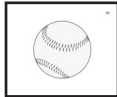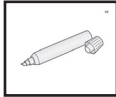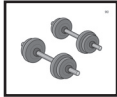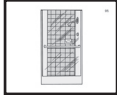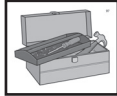
The following list of words includes all 140 words taught in Level One in alphabetical order. Following each word in parentheses is its lesson number, which reflects the order in which the word is introduced in the program.

A
a (3)
after (89)
again (116)
all (33)
almost (128)
also (50)
and (46)
any (113)
are (122)
around (57)
as (20)
at (54)

B
back (110)
be (103)
before (74)
best (106)
big (17)
bus (43)
but (101)
by (9)

C
can (65)
city (8)
cold (95)
come (67)
cow (77)

D
dad (127)
did (109)
do (23)
down (97)

E
eat (59)
end (112)

F
farm (13)
find (87)
first (134)
food (60)
for (48)
friend (47)
from (63)

G
game (111)
garden (61)
get (52)
girl (138)
give (76)
go (26)
good (80)

H
had (137)
happy (123)
has (99)
have (31)
he (118)
help (34)
here (93)
home (5)
horse (49)
how (82)

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

J
jump (133)

L
lake (18)
like (14)
live (22)
look (44)

M
make (107)
many (124)
me (45)
mom (66)
money (81)
more (85)
much (40)
must (140)
my (1)

N
not (12)
now (130)

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

P
park (39)
people (131)
pick (64)
place (108)
play (37)
put (83)

R
ride (42)

S
same (136)
school (51)
see (21)
she (139)
shop (27)
show (86)
sit (90)
small (19)
so (96)
some (69)
store (29)

T
take (70)
tell (129)
than (115)
that (41)
the (6)
them (75)
then (58)
there (38)
these (72)
they (121)
this (2)
time (91)
to (28)
today (92)
town (16)

U
up (73)
us (88)
use (79)

V
very (71)

W
walk (56)
want (78)
warm (100)
we (36)
what (30)
when (53)
where (24)
which (132)
who (125)
will (94)
with (35)
work (32)
would (120)

Y
yellow (119)
you (25)

1. toothbrush	**2.** hammer	**3.** dog	**4.** computer	**5.** comb
6. desk	**7.** clock	**8.** banana	**9.** calculator	**10.** table
11. sink	**12.** truck	**13.** ladder	**14.** pretzel	**15.** quarter
16. sandwich	**17.** tree	**18.** paper clip	**19.** motorcycle	**20.** pencil
21. ring	**22.** door	**23.** mailbox	**24.** bird	**25.** soap
26. pillow	**27.** backpack	**28.** closet	**29.** hot dog	**30.** bandage
31. lawnmower	**32.** oven	**33.** swimming pool	**34.** washing machine	**35.** bed
36. front porch	**37.** sofa	**38.** fence	**39.** school bus	**40.** refrigerator
41. cap	**42.** goldfish	**43.** grapes	**44.** ice cream	**45.** teacher
46. garbage truck	**47.** barn	**48.** whale	**49.** football stadium	**50.** towel

51. eraser	**52.** box	**53.** pizza	**54.** lamp	**55.** mall
56. belt	**57.** yogurt	**58.** apples	**59.** eggs	**60.** broccoli
61. newspaper	**62.** grocery store	**63.** school	**64.** library	**65.** markers
66. books	**67.** money	**68.** teeth	**69.** baseball	**70.** football
71. escalator	**72.** taxi	**73.** earrings	**74.** stairs	**75.** salad
76. cell phone	**77.** milk	**78.** pie	**79.** tissues	**80.** picture
81. medicine	**82.** street	**83.** ceiling fan	**84.** coat	**85.** candles
86. garbage	**87.** flower	**88.** highlighter	**89.** trampoline	**90.** weights
91. police officer	**92.** screwdriver	**93.** cookbook	**94.** car	**95.** shower
96. bicycle	**97.** toolbox	**98.** gifts	**99.** perfume	**100.** swimsuit

Comprehensive Test Checklist

STUDENT:

CODES: ✔ = Correct x = Incorrect

No.	Word	Initial Assessment ___/___/___	2nd Assessment ___/___/___	3rd Assessment ___/___/___
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			

No.	Word	Initial Assessment ___/___/___	2nd Assessment ___/___/___	3rd Assessment ___/___/___
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			

No.	Word	Initial Assessment ___/___/___	2nd Assessment ___/___/___	3rd Assessment ___/___/___
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			

Comprehensive Test Checklist

STUDENT: _____

No.	Word	Initial Assessment __/__/__	2nd Assessment __/__/__	3rd Assessment __/__/__
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			

No.	Word	Initial Assessment __/__/__	2nd Assessment __/__/__	3rd Assessment __/__/__
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			

No.	Word	Initial Assessment __/__/__	2nd Assessment __/__/__	3rd Assessment __/__/__
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			

Notes:

Program Progress Chart

STUDENT: _____

CODES: ✔ = Completed A = Attempted

Word Building Lessons

#	Word	Attempt 1 Date	Ident. Errors	Rdg. Errors	Attempt 2 Date	Ident. Errors	Rdg. Errors	Attempt 3 Date	Ident. Errors	Rdg. Errors	Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Real-World Connection	Activity Sheets	Comments
1	my															
2	this															
3	a															
4	is															
5	home															
Book 1 – My Home																
6	the															
7	in															
8	city															
9	by															
10	ocean															
Match on the Mat – Set 1A																
Book 2 – My Home in a City																
11	on															
12	not															
13	farm															
14	like															
15	I															
Book 3 – My Home on a Farm																
16	town															
17	big															
18	lake															
19	small															
20	as															
Match on the Mat – Set 1B																
Book 4 – My Home in a Small Town																

STUDENT: _____

Word Building Lessons

CODES: ✔ = Completed A = Attempted

		Attempt 1			Attempt 2			Attempt 3			Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Real-World Connection	Activity Sheets	Comments
		Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors						
21	see															
22	live															
23	do															
24	where															
25	you															
Book 5 – Where Do You Live?																
26	go															
27	shop															
28	to															
29	store															
30	what															
Match on the Mat – Set 1C																
Book 6 – I Like to Shop																
31	have															
32	work															
33	all															
34	help															
35	with															
Book 7 – I Help With the Work																
36	we															
37	play															
38	there															
39	park															
40	much															
Match on the Mat – Set 1D																
Book 8 – We Play in the Park																

55

Program Progress Chart

STUDENT: _____

		Word Building Lessons														Comments
		Attempt 1			Attempt 2			Attempt 3			Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Real-World Connection	Activity Sheets	
		Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors						
41	that															
42	ride															
43	bus															
44	look															
45	me															
Book 9 – *The Bus Ride*																
46	and															
47	friend															
48	for															
49	horse															
50	also															
Match on the Mat – Set 1E																
Book 10 – *We Go for a Ride*																
51	school															
52	get															
53	when															
54	at															
55	of															
Book 11 – *My School*																
56	walk															
57	around															
58	then															
59	eat															
60	food															
Match on the Mat – Set 1F																
Book 12 – *At the Park by the Ocean*																

Program Progress Chart

STUDENT: _____

		Word Building Lessons							Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Real-World Connection	Activity Sheets	Comments
		Attempt 1		Attempt 2			Attempt 3							
		Date	Ident. Errors · Rdg. Errors	Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors · Rdg. Errors						
61	garden													
62	our													
63	from													
64	pick													
65	can													
Book 13 – *Food From Our Farm*														
66	mom													
67	come													
68	it													
69	some													
70	take													
Match on the Mat – Set 1G														
Book 14 – *We Shop for Food*														
71	very													
72	these													
73	up													
74	before													
75	them													
Book 15 – *At the Ocean*														
76	give													
77	cow													
78	want													
79	use													
80	good													
Match on the Mat – Set 1H														
Book 16 – *My Cow*														

Program Progress Chart

STUDENT: _____

		Word Building Lessons										
		Attempt 1		Attempt 2			Attempt 3			Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Real-World Connection	Activity Sheets	Comments
		Date	Ident. Errors · Rdg. Errors	Date	Ident. Errors · Rdg. Errors		Date	Ident. Errors · Rdg. Errors							
81	money														
82	how														
83	put														
84	one														
85	more														
Book 17 – *How I Get Money*															
86	show														
87	find														
88	us														
89	after														
90	sit														
Match on the Mat – Set 1I															
Book 18 – *At the Show*															
91	time														
92	today														
93	here														
94	will														
95	cold														
Book 19 – *Before I Go to School*															
96	so														
97	down														
98	off														
99	has														
100	warm														
Match on the Mat – Set 1J															
Book 20 – *It Is Cold Today*															

Program Progress Chart

STUDENT: _____

		Word Building Lessons									Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Real-World Connection	Activity Sheets	Comments
		Attempt 1			Attempt 2			Attempt 3								
		Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors	Date	Ident. Errors	Rdg. Errors						
101	but															
102	out															
103	be															
104	or															
105	only															
Book 21 – *Time to Go*																
106	best															
107	make															
108	place															
109	did															
110	back															
Match on the Mat – Set 1K																
Book 22 – *A Warm Home*																
111	game															
112	end															
113	any															
114	other															
115	than															
Book 23 – *The Best Game in Town*																
116	again															
117	into															
118	he															
119	yellow															
120	would															
Match on the Mat – Set 1L																
Book 24 – *A Walk in the Park*																

Program Progress Chart

CODES: ✔ = Completed   A = Attempted

STUDENT: _____

#	Word	Word Building Lessons — Attempt 1 Date	Ident. Errors	Rdg. Errors	Attempt 2 Date	Ident. Errors	Rdg. Errors	Attempt 3 Date	Ident. Errors	Rdg. Errors	Trace and Read Workbook	Guided Word Practice Card Activity	Guided Word Practice Read-Aloud	Guided Word Practice Real-World Connection	Activity Sheets	Comments
121	they															
122	are															
123	happy															
124	many															
125	who															
Book 25 – A Look Around My Farm																
126	if															
127	dad															
128	almost															
129	tell															
130	now															
Match on the Mat – Set 1M																
Book 26 – Out on the Lake																
131	people															
132	which															
133	jump															
134	first															
135	over															
Book 27 – We Did Our Very Best																
136	same															
137	had															
138	girl															
139	she															
140	must															
Match on the Mat – Set 1N																
Book 28 – Out to Eat																

60

Posttest Progress Chart

STUDENT:						
No.	**1st Attempt**	**Words Missed**	**2nd Attempt**	**Words Missed**	**3rd Attempt**	**Words Missed**
1	**Date:** __/__/__ ___/5	_____ _____ _____ _____	**Date:** __/__/__ ___/5	_____ _____ _____ _____	**Date:** __/__/__ ___/5	_____ _____ _____ _____
2	**Date:** __/__/__ ___/10	_____ _____ _____ _____	**Date:** __/__/__ ___/10	_____ _____ _____ _____	**Date:** __/__/__ ___/10	_____ _____ _____ _____
3	**Date:** __/__/__ ___/15	_____ _____ _____ _____	**Date:** __/__/__ ___/15	_____ _____ _____ _____	**Date:** __/__/__ ___/15	_____ _____ _____ _____
4	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____
5	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____
6	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____
7	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____
8	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____
9	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____
10	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____	**Date:** __/__/__ ___/20	_____ _____ _____ _____

Posttest Progress Chart

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

Posttest Progress Chart

STUDENT: _____

No.	1st Attempt	Words Missed	2nd Attempt	Words Missed	3rd Attempt	Words Missed
21	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____
22	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____
23	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____
24	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____
25	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____
26	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____
27	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____
28	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____	**Date:** __/__/__ __/20	_____ _____ _____ _____

Word of the Day Award

For _____

Today I learned the word _____.

PCI READING PROGRAM

_____
Teacher Signature

_____
Date

Posttest Award

For _____

I read all _____ words correctly today!

PCI READING PROGRAM

_____
Teacher Signature

_____
Date

Good Reader Award
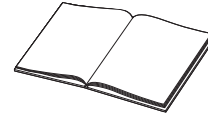
For _____

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

PCI **READING PROGRAM**

_____
Teacher Signature

_____
Date

I Did It!

For _____

**I have completed Level One of the *PCI Reading Program*.
I can read 140 words!**

PCI **READING PROGRAM**
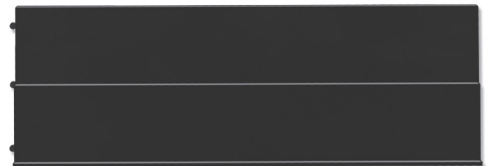
_____
Teacher Signature

_____
Date
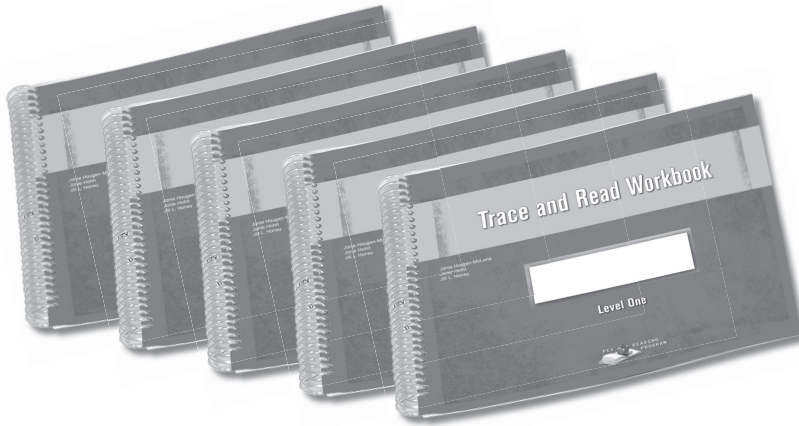
ADDITIONAL TRACE AND READ WORKBOOKS (IN SETS OF 5)

ADDITIONAL BOOKS (IN COMPLETE SETS)

ADDITIONAL PLASTIC VIEWERS

ADDITIONAL PLASTIC CARD TRAYS