

# Program Overview

## THE PCI READING PROGRAM

The *PCI Reading Program* is a scientifically research-based curriculum that helps turn nonreaders into successful readers. Created specifically for students with intellectual disabilities, autism, and significant learning disabilities, the program incorporates a high degree of repetition and review for each word taught and provides frequent reading opportunities through controlled-vocabulary books.

The *PCI Reading Program* was developed based on the five building blocks for teaching students to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each of these skills is woven into the lesson cycle over the course of the three-level program. Within Level One, comprehension is addressed through the following components:

- Real-World Connection in Guided Word Practice Lessons
- Match on the Mat Activities
- Activity Sheets
- Book Comprehension Lessons

The comprehension instruction in the core program focuses mainly on the words taught and their meanings. Assessments in the core program (both the Comprehension Test and Posttests) are based on identifying and reading the words in isolation.

Book Comprehension Lessons in the core program are included in the Guided Word Practice Books. These lessons provide a few suggested pre- and post-reading oral comprehension questions and are meant to take no more than 10–15 minutes to complete.



PCI Reading Program Level One

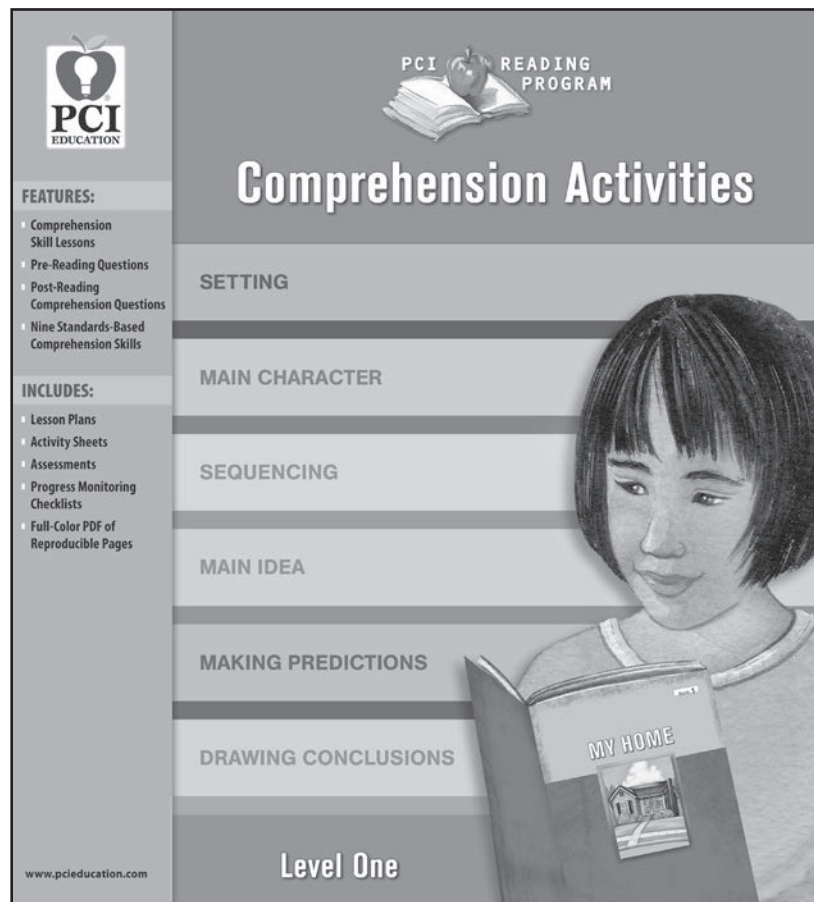
# Program Overview

## PCI READING PROGRAM COMPREHENSION ACTIVITIES

As a supplement to the core program, PCI has developed *PCI Reading Program Comprehension Activities* in order to provide more in-depth instruction in standards-based comprehension skills and strategies. This supplemental binder also includes a variety of comprehension activities that can be easily tracked and assessed.

For each of the 28 Level One books, this binder provides a scripted lesson that delivers explicit instruction in key comprehension skills and strategies. As the lessons are completed in order, students are also introduced to important literacy standards and skills, including:

- Concepts of Print
- Setting
- Main Character
- Character Traits
- Sequencing
- Main Idea
- Supporting Details
- Making Predictions
- Drawing Conclusions
- “Wh” Questions



*PCI Reading Program Comprehension Activities – Level One*

Four activity sheets follow each lesson for independent practice. These activities reinforce the skills taught in the lesson and help prepare students for the unit assessment, which includes key comprehension questions in a typical standardized-test format. Teachers can easily track student progress on these assessments using the reproducible checklists provided on pages T-14–T-17.

# Suggested Implementation

The lessons, activities, and assessments in this *Comprehension Activities* binder can be used either as a supplement to the book lessons provided in the core program or as a replacement for those lessons. The pre- and post-reading questions from the core program's book lessons have been included in the expanded comprehension lessons in this binder to promote easy integration into the core program. For an extended focus on comprehension, simply replace the Book Comprehension Lesson in the core program with the corresponding lesson and activities from this binder.

Book 1

**GATHER THE FOLLOWING**  
Book 1 – My Home

**SET THE STAGE FOR READING**  
What does your home look like?  
What is your favorite room in your home?

**READ**  
Show the student Book 1. Today you are going to read a new book.  
Hand the book to the student. The title of a book is printed on its cover.  
Point to the title. Look at these words. These words are the book's title. Read the words in the title.  
Yes, the title of this book is My Home.  
Open the book, and look at the five words in the box.  
Point to each word as you read it aloud.  
Turn to the next page, and read the story aloud.  
After the student has read the book, congratulate him or her on becoming a reader.  
Let the student know that he or she may read Book 1 again at any time.

**TALK ABOUT IT**  
Page 3 – Look at the boy in this picture. What does his house look like?  
Page 4 – 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).

Book 1 Lesson  
from Core Program

Book 1 Expanded Lesson from  
*Comprehension Activities* Binder

COMPREHENSION LESSON Book 1: My Home

**OBJECTIVES**

The student will:

- identify the front cover and the back cover of a book.
- identify the title of a book.
- use handprints to represent understanding of text.
- identify where to begin reading on a page.
- identify text as the part that tells the story.
- demonstrate comprehension of Book 1, My Home.

**COMPREHENSION SKILL: CONCEPTS OF PRINT**

Show the student Book 1. Today you are going to read this book.  
Point to the front cover. This is the front cover.  
Turn the book back to the front cover. Point to the title. Look at these words. These words are the book's title. Read the words. (My Home)  
Yes, the title of this book is My Home. The title is on the front cover of the book.  
Point to the cover illustration. Look at the pictures. You can see pictures to help you understand a story.  
Show the student page 2. Point to the first word. This is where you begin reading. The words tell the story. Move your finger under the words from left to right across the page. Go this way when you read.  
Close the book.

**SET THE STAGE FOR READING**  
What does your home look like?  
What is your favorite room in your home?

**READ**  
Now let's read the book.  
Hand the book to the student in a vertical position, spine toward the student.  
Prompt the student to hold the book correctly if needed.  
Read the words in the title. (My Home) Yes, the title of this book is My Home.  
Open the book, and look at the five words in the box.  
Point to each word as you read it aloud.  
Turn to the next page, and read the story aloud.  
After the student has read the book, congratulate him or her.

PCI READING PROGRAM COMPREHENSION ACTIVITIES – LEVEL ONE

COMPREHENSION LESSON Book 1: My Home

**FOCUS ON COMPREHENSION**

Let's read the book again and talk about what is happening on each page.

As the student reads the book, pause to discuss the details on each page using the script below.

Page 1: Point to the home. Pause for student response. Good!  
Page 2: Point to the boy. Pause for student response. Way to go! Point to the boy's home. Pause for student response. That's right! The boy lives in this home.  
Page 3: Point to the home. Pause for student response. West!  
Page 4: Point to the girl. Pause for student response. Great work! Point to the girl's home. Pause for student response. Correct! The girl lives in this home.  
Page 6: Point to the home. Pause for student response. Good!  
Page 7: Point to the boy. Pause for student response. Super! Point to the boy's home. Pause for student response. Excellent! The boy lives in this home.  
Page 8: Point to the doghouse. Pause for student response. You did it! Who lives here? The dog. You're right! The dog lives here. Is this doghouse a home? (yes) You're right! This doghouse is the dog's home.

Now read the book again. As you read, point to the home in each picture. Name the kind of home it is (e.g., one-story house, mobile home, apartment).

After the student has read the book again, turn to pages 3, 5, and 7 and point to the character on each page. You will learn about these three people as you read more books like this one.

**ASSESSMENT**

PCI READING PROGRAM COMPREHENSION ACTIVITIES – LEVEL ONE

## Flexible Pacing

When using the lessons in this binder as a replacement for the Book Comprehension Lessons in the core program, plan to take several days to complete the lesson and activities. Follow the suggested pacing on page T-11. It is up to the teacher whether to complete all of the expanded comprehension activities before moving on to the next word lesson in the core program or to integrate the expanded comprehension activities with the subsequent word lessons. In general, allowing students to move on to the next word in the core program while still having time to complete part of the book comprehension unit each day will help students retain the words and continue the momentum of the core program.

# Program Features

## COMPREHENSION LESSON

Each unit features a two-page scripted lesson printed in color on a tabbed sheet of cardstock. This allows a teacher to easily locate the lesson plan and remove it from the binder to use as a handy reference while working with students.

**Learning objectives** include key print concept and comprehension skills that will be introduced or reviewed in the lesson and activity sheets.

Lessons are fully scripted and provide **explicit instruction** in one of the **comprehension skills** listed on page T-4.

Text is formatted as follows:

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

**COMPREHENSION LESSON** Book 6: I Like to Shop

**OBJECTIVES**

The student will

- use illustrations to support understanding of text.
- identify the title of a book.
- identify the setting of a book.
- identify the main character in a book.
- demonstrate comprehension of Book 6: *I Like to Shop*.

**COMPREHENSION SKILL: MAIN CHARACTER**

**LESSON NOTE:** This lesson requires Book 2.

Show the student Book 2. **Do you remember this book? What is this book's title?** (*My Home in a City*)  
**You're right! The title of this book is *My Home in a City*.**

Show the student page 4. Point to the city in the illustration. **Remember, the setting of a book is where most of the story happens. Where does most of this story happen?** (in a city) **Yes, the city is where most of the story happens. The setting of this book is a city.**

**A person in a book is called a character. The "star" of a book is called the main character.** Show the student page 2. Point to the boy in the illustration. **This is the boy whose home is in a city. He is the "star" of this book. He is the main character. Who is the main character in this book?** (the boy)  
**Yes, the boy is the main character in this book.** Set aside Book 2.

Show the student Book 6. **Today you are going to read this book.**

**Point to the title of this book.** Pause for student response. **Good.**

Show the student page 2. Point to the boy in the illustration. **Do you recognize this boy?** Pause for student response. **Yes, this is the boy whose home is in the city. He is the star of this book too. He is the main character.**

Point to the first line of print on page 3. **Remember, when you finish reading this line, (point to the beginning of the second line of print) look at the beginning of this line and read these words.** Move your finger under the words from left to right across the page. **Go this way when you read.** Close the book.

**SET THE STAGE FOR READING**

**What is the name of the last store where you shopped?**  
**Did you buy anything? If so, what?**  
**Do you like to go shopping?**

**READ**

**Now let's read the book.** Hand the book to the student.  
**Read the words in the title. (*I Like to Shop*) Yes, the title of this book is *I Like to Shop*.**  
**Open the book, and look at the five words in the box.**  
**Point to each word as you read it aloud.**  
**Turn to the next page, and read the story aloud.**  
After the student has read the book, congratulate him or her.

PCI READING PROGRAM COMPREHENSION ACTIVITIES – LEVEL ONE

Pre-reading questions help students **establish personal connections** to the text and **activate prior knowledge** of the book's topic.

The script for the initial reading of the book establishes a **familiar routine** that is repeated with each book. **Print concepts** such as title location and how to hold a book correctly are reviewed before students open the book to read it.

# Program Features

A **guided reading lesson** is provided with suggested questions for each page of the book. Literacy and comprehension skills are reviewed in the context of the book. Questions require the student to demonstrate comprehension of both **literal** and **inferential meaning** of the text.

**COMPREHENSION LESSON** Book 6:  
I Like to Shop

**FOCUS ON COMPREHENSION**

Let's read the book again and talk about what is happening on each page.

As the student reads the book, pause to discuss the details on each page using the script below.

**Page 2:** Point to the boy. Is this boy the "star" of this story? (yes) Correct! This boy is the "star" of this story. He is the main character.

**Where does the boy live?** (in a city by the ocean) That's right! The boy lives in a city by the ocean.

**Page 3:** Point to the store. What things do you see on this building? (e.g., soccer ball, uniform, baseball mitt) Yes, this building has pictures of things people use to play sports. This is a sporting goods store. Most of this story happens in this sporting goods store. Is this sporting goods store the setting of this book? (yes) Super! This sporting goods store is the setting of this book.

**What does the boy in this story like to do?** (shop) You're right! The boy likes to shop.

**Pages 4 & 5:** What kind of store did the boy go to? (a sporting goods store) Great job! The boy went to a sporting goods store. Is this store small or big? (big) Yes, this store is big.

**Page 6:** Point to some things you see in this store and name them. Pause for student response. Terrific!


**Page 7:** What does the boy see that he likes in the store? (shoes) Yes, the boy sees shoes that he likes.

**Page 8:** What did the boy buy at the store? (a pair of shoes) Excellent! The boy bought a pair of shoes at the store.


**Point to the main character in this story.** Pause for student response. Yes, the boy is the main character of this story. He likes to shop at this store.

**Now look through this book, and name something in the store that you would like to have.**

**COMPREHENSION ACTIVITIES**  
Have students complete the activity sheets.



**ASSESSMENT**  
Administer the unit assessment to each student.



PCI READING PROGRAM COMPREHENSION ACTIVITIES - LEVEL ONE

Students can complete these **activity sheets** in class or at home. At least one of the sheets will focus on the comprehension skill being taught.

Each unit includes a **comprehension assessment** provided in a **standardized-test format**. This assessment should be conducted one-on-one, with the teacher reading each item aloud and allowing the student to indicate the answer.

# Program Features

## ACTIVITY SHEETS

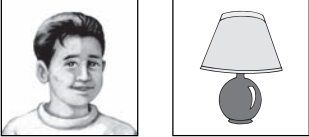
Four reproducible activity sheets are included in each unit. Each activity sheet provides additional practice in comprehension related to the book. At least one activity in each unit specifically targets the literacy skill addressed in that unit's lesson.


Directions to the student are meant to be read aloud by the teacher.


Name: \_\_\_\_\_ Date: \_\_\_\_\_


**Circle the Main Character** Book 6

**DIRECTIONS:** Look at the pictures in each row. Circle the picture that shows the main character in this story.

1. 

2. 

3. 

4. 

PCI READING PROGRAM COMPREHENSION ACTIVITIES – LEVEL ONE 26

All activities are designed for **independent practice**. Only words that have been previously taught are included in the student text. Pictures are used to represent words students may not yet know how to read.

Many activities require students to circle a picture or an answer. Others require some cutting. If a student is not physically able to use scissors, cut out the items for the student to manipulate on the activity sheet.

# Program Features

## ASSESSMENT

Each unit assessment features three to four questions that cover the key skills addressed in the lesson and activity sheets. One question always addresses a key detail from the book. Some questions are literal; others require making inferences about the book based on clues in the story.

Directions are written to the teacher.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Unit Assessment** Book 6

**TEACHER DIRECTIONS:** Read the question aloud. Then, have the student read or look at each answer choice and fill in the circle next to the correct answer.




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1. Who is the main character in this story? ◀

a.   b.   c. 

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2. Which picture shows the setting of this book?

a.   b.   c. 

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3. What does the boy in this story like to do?




a. go to a farm ◀


b. shop

c. see the small town

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4. What does the boy buy at the store?

a.   b.   c. 

 PCI READING PROGRAM COMPREHENSION ACTIVITIES – LEVEL ONE 30

Questions are meant to be read by the teacher, as they include words the student will not yet be able to read.

To help students prepare for the **format of most standardized tests**, fill-in circles are provided.

Answer choices are either illustrations or text that includes only words that have been previously taught.

# Program Features

## ASSESSMENT CHECKLISTS

Two reproducible assessment checklists are provided. The Concepts of Print Assessment Checklist on page T-14 will be used for Units 1, 2, 5, 8, and 15 to assess each student's mastery of basic concepts such as title location, book-handling skills, and left-to-right reading progression. The Reading Comprehension Assessment Checklist on pages T-15–T-17 will be used to document student performance on each of the unit assessments.

Photocopy both of these checklists for each student. Place the forms in the student's *PCI Reading Program* assessment folders. As students complete each assessment, write the date of the assessment and indicate on the forms whether each response was correct or incorrect.

Concepts of Print Assessment Checklist			Book 1		Book 2		Book 5		Book 8		Book 15		CODES: ✓ = Correct ✗ = Incorrect
STUDENT:	Prompt		OK	Wrong	OK	Wrong	OK	Wrong	OK	Wrong	OK	Wrong	Comments
1	Book orientation	"Show me the right way to hold this book."											
2	Front cover	"Show me the front cover of this book."											
3	Back cover	"Show me the back cover of this book."											
4	Title	"Show me the title of this book."											
5	Print tells the story (NOTE: Open book to page 2)	"Show me the part that tells the story."											
6	Beginning of text	"Show me where to begin reading."											
7	Left to right	"Show me which way to go as I read this page."											
8	Return sweep (NOTE: Top line to bottom line)	Point to the end of the first line. "Show me where to go after I finish reading this line."											

Concepts of Print Assessment Checklist

Reading Comprehension Assessment Checklist							CODES: ✓ = Correct ✗ = Incorrect
STUDENT:	Date	Question 1	Question 2	Question 3	Question 4	Total Score	Comments
1	My Home	___/___				___/4	
2	My Home in a City	___/___				___/4	
3	My Home on a Farm	___/___				___/4	
4	My Home in a Small Town	___/___				___/4	
5	Where Do You Live?	___/___				___/4	
6	I Like to Shop	___/___				___/4	
7	I Help With the Work	___/___				___/4	
8	We Play in the Park	___/___				___/4	
9	The Bus Ride	___/___				___/4	
10	We Go for a Ride	___/___				___/4	

Reading Comprehension Assessment Checklist