

PCI READING
PROGRAM

Level Three

BUILDING READING INDEPENDENCE

The *PCI Reading Program* is a comprehensive, evidence-based curriculum for students with intellectual disabilities that turns nonreaders into readers as it transitions from sight words to phonics. Using sight words learned in Levels One and Two, Level Three introduces students to **word analysis, word building,** and **decoding**. More reading opportunities await students in Level Three with **paired nonfiction and fiction** books using real-world themes and topics. Integrating all five of the **essential reading skills**—phonemic awareness, phonics, comprehension, vocabulary, and fluency—Level Three moves students toward true reading independence.

LEVEL THREE OVERVIEW

Word Decoding Through Phonics

**Explicit Instruction in Comprehension,
Fluency, and Writing**



PCI Reading Program – Level Three features:

- **A Uniquely Scaffolded Approach to Phonics**
- **An Array of Engaging Manipulatives**
- **More Reading Opportunities**
- **Integrated Comprehension, Fluency, and Writing**
- **Instruction That Takes Students to a 3.0–3.5 Reading Level**

FLEXIBLE PROGRAM STRUCTURE

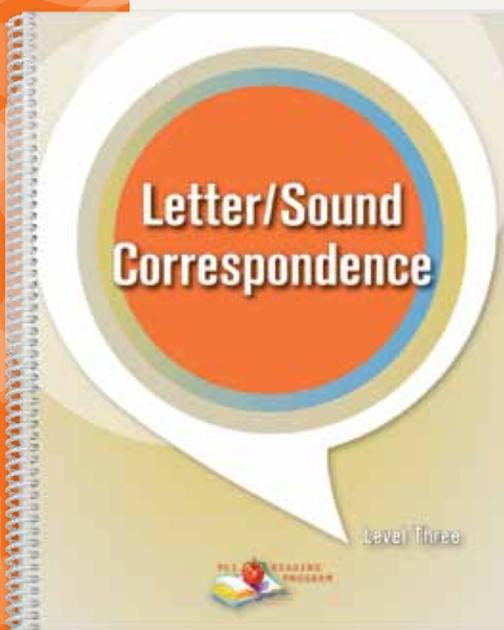
Level Three introduces 125 new words that students make by combining onsets and rimes (e.g., *b + at = bat*). Two major components form the basis for instruction: the Letter-Sound Correspondence Lessons and the Core Instruction Guide.

LETTER/SOUND CORRESPONDENCE LESSONS

This component contains direct instruction for 23 onsets (including initial consonants and digraphs) covering basic phonemic awareness, letter recognition, and letter-sound correspondence.

Onsets: *b, m, r, s, t, g, n, p, c, h, f, d, l, k, j, w, y, z, v, qu, ch, sh, th*

Teachers may teach all 23 onsets before beginning lessons in the Core Instruction Guide, or teach onsets as they are encountered in the core lessons.



Onset Lesson /b/ b

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

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

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

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

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

Listen to the word again: /b/ banana.

Make the sound you hear at the beginning of the word banana. (/b/) Yes!

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

3 Make the sound you hear at the beginning of the word bird. (/b/)

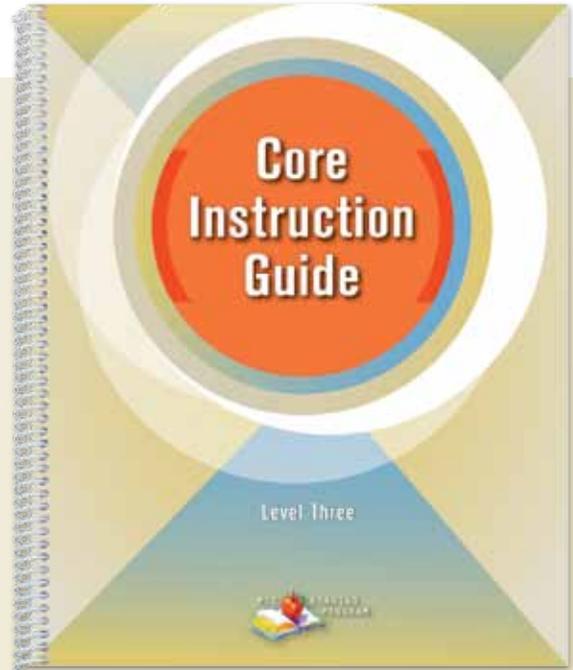
You did it! The word bird begins with the /b/ sound.

PCI READING PROGRAM LEVEL THREE 2 LETTER/SOUND CORRESPONDENCE LESSONS

CORE INSTRUCTION GUIDE

The Core Instruction Guide provides direct instruction for 20 rimes, or word families. The guide includes one 5-lesson unit per word family, through which the student learns to blend onsets and the designated rime to create new words.

Rimes/Word Families: *-ay, -all, -ake, -an, -at, -in, -it, -op, -ot, -ell, -ing, -in, -ide, -ore, -ack, -ill, -ick, -est, -ump, -aw*



UNIT 5 **-at**

Unit Objectives

- Recognize and correctly pronounce the /at/
- Blend and read /at/ family words by increasing and changing onset with rime /at/
- Segmentally read family words using on, onset, and full family words
- Identify /at/ family words in context
- Demonstrate the meaning of new decodable /at/ family words in context
- Practice writing /at/ family words in isolation and with the context of sentences and paragraphs
- Assess the comprehension skills of compare and contrast, and apply this skill to *How Many Words Can You Make?*
- Assess the student's skill of reading with expression

	Lesson	Review	Model	Guided Practice	Reading	Writing	Independent Practice
Focus on Prescribed Assessment/Process	1	Read known sight words in the /at/ family.	Discover /at/ in known sight words.	Blend /at/ with /at/ to make a new decodable word (bat).	Book About Read /at/ eight words in context (5 sentences).	"Meet a Cat" Identify, write, and read /at/ words.	"Find the Words" Identify and read /at/ sight words in context.
	2	Sort /at/ sight words from /at/ decodable words.	Clearly review unit onsets. Model onset onset, pronunciation of onsets.	Build /at/ family decodable words.	Word Window Blend and read /at/ family decodable word family.	"How Many Words Can You Make?" Select onsets to build and write /at/ family words.	"Build the Words" Correct a flow and on onset to write a word (eg. t + at = <u> </u>).
	3	Word Window: emphasize decoding and reading fluency of /at/ family words. Sort /at/ family from onset-ends.	Use auditory cues to combine /at/ onsets. Use the onset to build /at/ family words.	Use onset and auditory cues to generate /at/ family words.	Read About Read /at/ decodable words in context (5 sentences).	"It's in the Book" Use the Claze method to complete a paragraph.	"Write the Words" Use auditory onsets to determine the context of a substituted /at/ family word.
Focus on Comparison	4	Sort /at/ family words from onset-ends family words. Add inflectional endings to /at/ family words.	Explicit instruction and modeling of the comprehension skill compare and contrast.	Demonstrate understanding of the comprehension skill compare and contrast.	Build Prior Knowledge in Book 47 – A Different Kind of Home Set the purpose for reading. Read <i>How Many Words Can You Make?</i> (Book 47) Answer <i>Blend</i> comprehension questions.	"Complete the Sentences" Use the Claze method to complete sentences from Book 47.	"Answer the Questions" Answer Who, What, When, Where, Why, and How questions about <i>How 47</i> .
	5	Join rimes to onsets to correctly build the onsets in onsets lists.	Explicit instruction of the comprehension skill compare and contrast.	Demonstrate understanding of the comprehension skill compare and contrast.	Revisit Book 47 Answer compare and contrast questions. Review main idea, Practice Reading Expression. Assess Fluency.	"Think Beyond" Write in response to Book 47.	"Compare and Contrast" Compare to activity focused on the skill of compare and contrast.

Real-World Connection Book 47 – *A Different Kind of Home*: This book compares and contrasts the homes and lifestyles of early settlers and modern ones. Before beginning this unit, collect pictures that show some of the different kinds of homes people have lived in throughout history (eg. caves, igloos, tipis, log cabins). Talk about how each kind of home was made from things readily available in the environment. This book is paired with Book 48 – *Will I See a Star?* in that book, the student will read about how that life in space.



Unit Test
Assess ability to decode words from the /at/ end, on families. Assess comprehension of Book 47 and the skill of compare and contrast.

CONSISTENT LESSON CYCLE

CORE INSTRUCTION

The Level Three lesson cycle **integrates phonics, comprehension, fluency, and writing** into a seamless system of instruction. Within each unit, there are five lessons. The first three focus on phonics. The last two focus on comprehension.

LESSON
1

Introduce rime from known words

LESSON
2

Build new decodable words using the rime

LESSON
3

Practice reading and applying new decodable words

LESSON
4

Explicit comprehension instruction and literal comprehension of unit book

LESSON
5

Review higher-order comprehension skill and apply it to unit book

Focus on
Phonemic
Awareness/
Phonics

Focus on
Comprehension

EXPLICIT INSTRUCTION

Unit 5 **-at** Lesson 2

Gather the Following

Word Family Labels: *-at, -an*
Magnet Board

Word Magnets: *at, bat, cat, that;*
fan, pan, ran, tan, van

Onset Magnets: *b, f, h, m, p, r, s, ch*

Rime Magnets: *-at (8)*

Picture Cards: 21–28

Step 1

REVIEW

Students review and practice previously learned concepts.

Review: *-at, -an*

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

<i>-at</i>	<i>-an</i>
at	fan
bat	pan
cat	ran
that	tan
	van

Step 2

MODEL

Teachers demonstrate a new skill.

Model: Onset Sounds

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

b	f	h	m
p	r	s	ch

Step 3

GUIDED PRACTICE

Students review and practice previously learned concepts.

Guided Practice

1. You have learned to put two word parts together to make a new word.
2. Place Onset Magnet *b* and Rime Magnet *-at* on the board as shown. Point to onset *b*, and say /b/. Point to rime *-at*, and say /at/. Slide the two parts together, and say *bat*.
3. **Now it's your turn.** Slide onset *b* and rime *-at* apart. **Point to the letter *b*.** Pause for student response. **Say /b/.** (/b/) **Point to *-at*.** Pause for student response. **Say /at/.** (/at/) **Now slide the two parts together.** Pause for student response. **Read the word.** (*bat*) **Terrific!**
4. Point to the word *bat*. **This is the word *bat*.** Show the student Picture Card 21: *bat*. **This is a picture of a *bat*.** **The word *bat* is made up of two parts: /b/ and /at/.**

b	at
bat	
	

The **Core Instruction Guide** provides fully scripted lessons that move learners toward reading independence. Every lesson includes the same six steps for consistent instruction.

Unit 5 -at Lesson 2

Word Strip 9 and Word Window for -at
 Write and Read Workbook
 Activity Sheet: p. 91

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



Reading

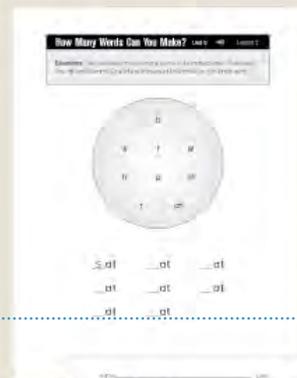
1. Place Word Strip 9 into the Word Window for -at.
2. Ask the student to read each word.

Writing

1. Open the *Write and Read Workbook* to page 23.
2. Read the directions aloud.
3. Support the student in writing and reading words with -at.

Independent Practice

1. Give the student Activity Sheet page 91.
2. Read the directions aloud.
3. Support the student as he or she completes the first item by combining word parts to make -at family words.
4. Allow the student to complete the remaining items independently.



Step 4

READING

Students practice reading new words.

Step 5

WRITING

Students write the new words.

Step 6

INDEPENDENT PRACTICE

Students apply the new skill in independent activities.