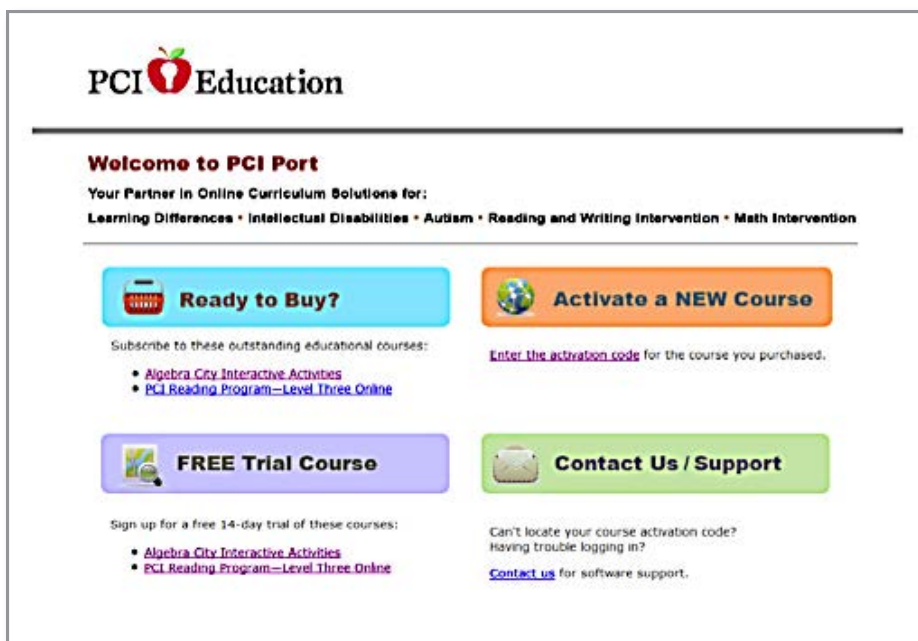# PCI Port QUICK START GUIDE

The course you subscribed to is accessed online through PCI Port. Follow the steps below to create a class in PCI Port and get your students working online.
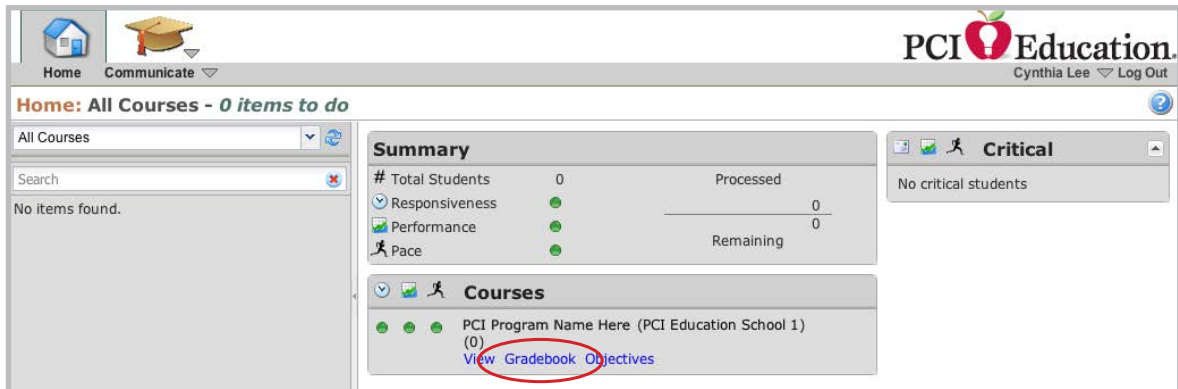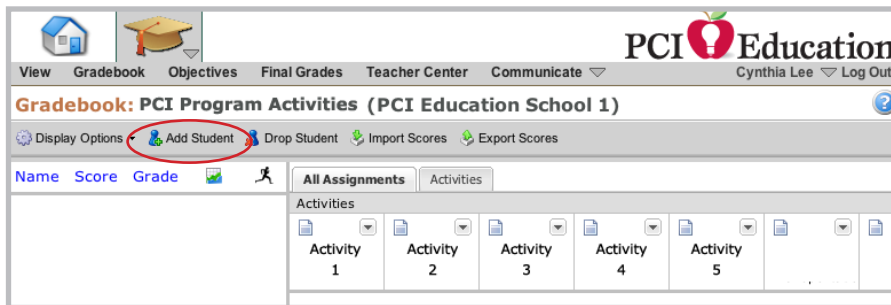
Create a Class

1. Open your browser and go to http://pcieducation.brainhoney.com.

2. Click on "Enter the activation code" in the [Activate a NEW Course] section and follow the online instructions.

3. We will send you an email with activation information. **Print out a copy of the email and save it for future reference**.

4. Enter your username and password. If this is your first course in PCI Port, it may take a few hours for the course to show up in the list of courses. You must wait for the course name to appear before you can move on to the next step.
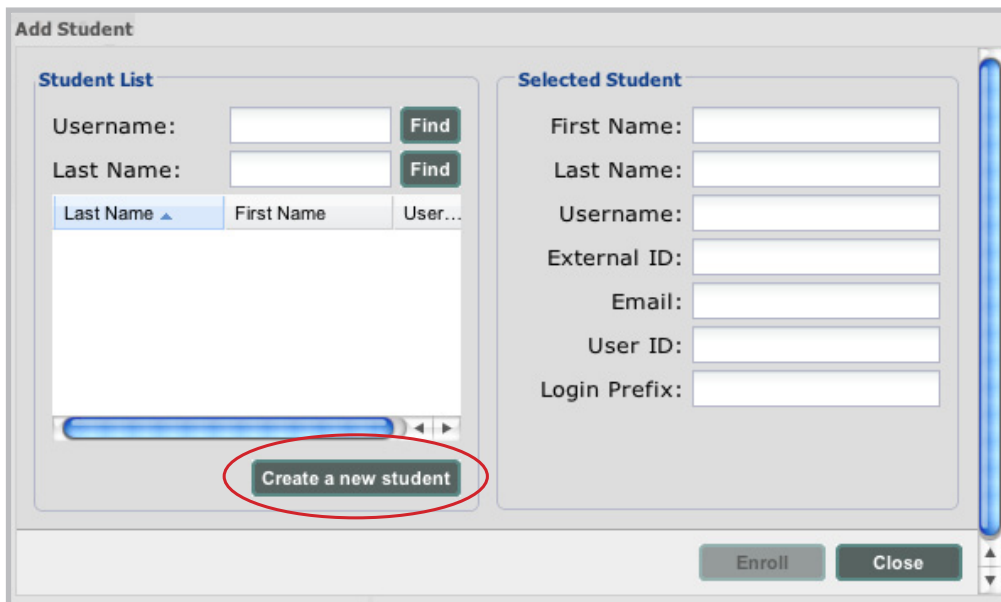
Enroll Students
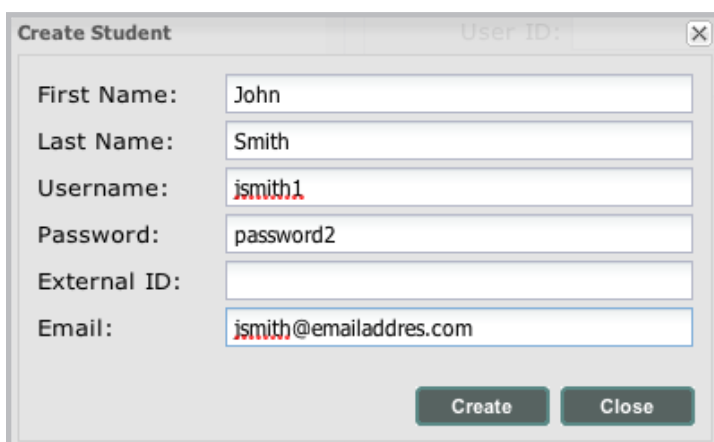
1. Click on "Gradebook."

2. Click on "Add Student."

3. Click on "Create a new student."

4. Enter the student's first and last name, a username, and a password. Then click on "Create."

5. Repeat the process to enroll each of your students. Then click on "Close." Once you have selected "Close," you will be asked if you want to enroll the students in this course. Select "Yes," then "OK," and then close the Add Student box. The window will automatically refresh, and the students will be added to the course.
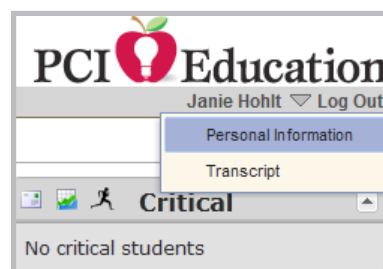
Prepare Student Computers

Enter the PCI Port URL into a browser on each student computer and bookmark the page. Add the bookmarked page to the browser's toolbar. **Enable browser pop-ups**.
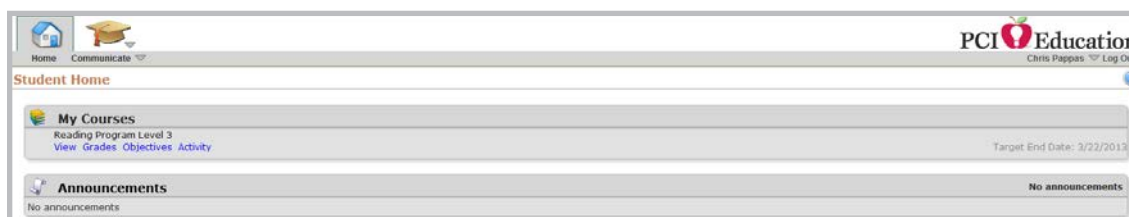
Get Students Working Online

Instruct students to open the web browser and select the PCI Port page from the bookmarked list or toolbar, and then enter their unique username and password.

Optional: Have students change the assigned password. Passwords can be changed by clicking on the name (e.g., Janie Hohlt) under the PCI Education logo and selecting "Personal Information" from the drop-down menu.

Locate the name of the course under "My Courses," and click on "View." A new window will appear listing activity names in the left bar, and directions for launching an activity in the main window.

PCI READING PROGRAM
LEVEL THREE ONLINE

PCI Reading Program—Level Three Online User's Guide

PCI Reading Program—Level Three Online is accessed through PCI Port. The software works in conjunction with a learning content management system to provide robust progress monitoring and reporting features for teachers as well as accessibility and preference settings for students.

System Requirements:
PCI Port is available 24/7/365 via Mac, PC, tablet*, or Interactive Whiteboard. Because PCI Port is entirely web-based, there are no specific operating system requirements, but you must have Adobe Flash Player v10.0 or higher and one of these common browsers that support Adobe Flash files:

Internet Explorer 8 and 9
Mozilla Firefox 3 and 4
Google Chrome (all versions)
Safari 3, 4, and 5

No matter which browser you use, <u>you must allow pop-ups</u>.

* The software will run on an iPad through a Flash enabled browser such as Puffin.

Technical Support: 1-800-897-3202

                        HELP menu
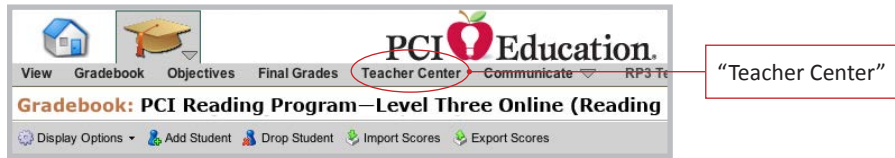
About the Program

In this online addition to the award-winning *PCI Reading Program* family of print and software products, students learn the basics of word analysis, word building, and word decoding using 23 onsets and 20 word families selected from words taught in Levels One and Two. Level Three serves as the bridge between the whole-word visual discrimination approach of Levels One and Two and the decoding required of independent readers. To promote student success, instruction is carefully scaffolded to introduce students to the process of decoding by unveiling sounds embedded within the sight words they already know how to read.
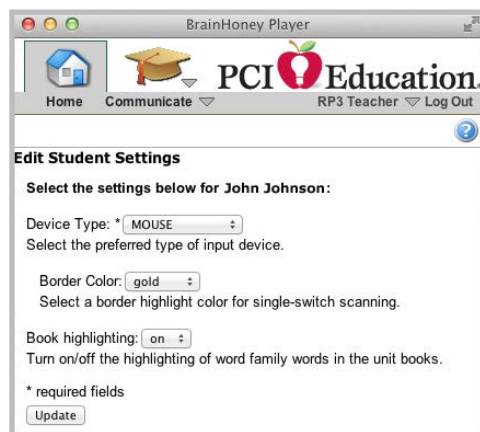

Upon entry to the program, students are invited into a word-building factory where a short animation introduces them to the metaphor of building. The animation demonstrates at a concrete level how small units of language can create larger units of meaning (i.e., sounds and letters are put together to build words, words are connected to build phrases and sentences, and sentences are combined to form paragraphs). Students are then encouraged to use the factory's wacky machines to build words.

Accessibility Options

The "Teacher Center" presents options to create a customized learning environment for each student. Preferences are associated with student logins, so you must have students enrolled in the course before you can set preferences (see PCI Port Quick-Start Guide).

"Teacher Center"

A. Click on "Teacher Center."

B. Click on "PCI Reading Program—Level Three Online Accessibility Options."

C. Select a student name from the list, and the "Edit Student Settings" pop-up window will open.

D. At the "Edit Student Settings" window, use the drop-down selection boxes to:

- select a device type (mouse or single-switch)

- select a scanning box border color

- turn book highlighting ON/OFF (when ON is selected, words in the targeted rime family for the unit are highlighted)

E. Click on "Update" to save your selections.

> **TIP**: You can toggle word highlighting on and off by pressing H on the keyboard during a book lesson.

Viewing the Course Syllabus of Activities

The first time the student uses the application, you will need to select the starting activity. Log in using the student username and password, and then click on "View" below the program title in the "My Courses" area.

A class syllabus listing all of the activities within the application will appear in the left bar. Open the Unit 1–*ay* folder and select Onset Pre-Assessment. A picture of the the Onset Pre-Assessment will appear in the right field. To launch the Onset Pre-Assessment, click on the link above the picture.

Click here to start the activity

As the student completes an activity, the application automatically advances to the next activity in the sequence. Upon subsequent logins, the next activity will be highlighted in the syllabus. The student will simply "Click here" to begin.

You can change the sequence of presentation at any time by selecting a different activity for the student.

TIP: To establish a baseline measurement before beginning Unit 1, you may want the student to take the Comprehensive Test and/or the Onset Pre-Assessment (all onsets).

About the Curriculum

PCI Reading Program—Level Three Online contains:

- a Pre-Assessment covering the identification and sounds of 23 onsets

- three Letter/Sound Correspondence Activities for each of the 23 onsets

- 20 rime Units each comprised of a sequence of activities covering word decoding, reading, comprehension, modified writing, fluency, and pre- and post assessments

- a digital Library of 10 fiction and 10 nonfiction vocabulary-controlled books

- 20 Unit Tests assessing word decoding, word comprehension in context, book comprehension, and targeted comprehension skills

- three Comprehensive Tests to check long-term word retention (one for each level of the *PCI Reading Program*)
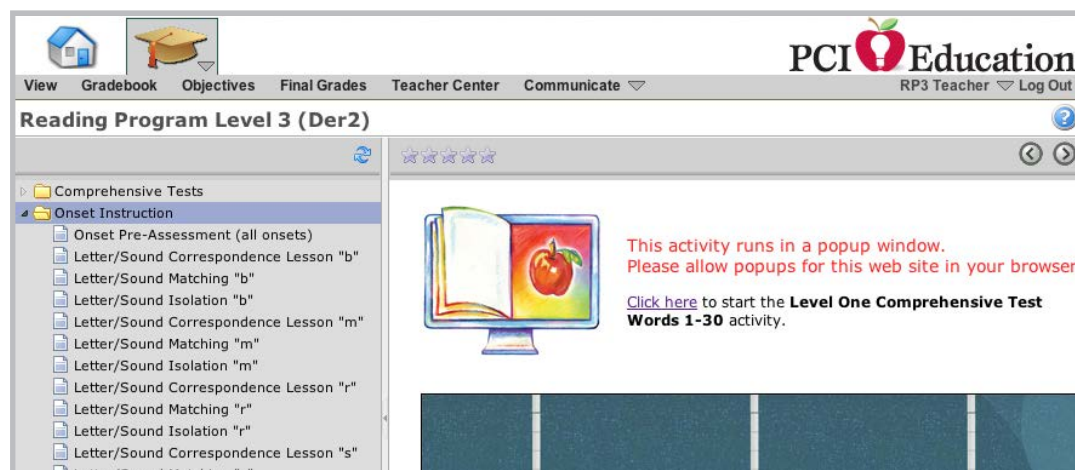
The Comprehensive Tests

The Comprehensive Tests can be used to assess the long-term retention of the 280 words in Levels One and Two and to establish a baseline measurement of the 125 words introduced in Level Three. Each Test is broken up into smaller sets of no more than 30 words so that administration can be completed over several sessions.

> **TIP**: Administer the Comprehensive Tests to students who have learned to read using other sight words-based programs to determine which words, if any, the student should be taught before entering the Level Three program.

Onset Instruction

Use "Onset Pre-Assessment (all onsets)" to establish a baseline measurement before beginning Letter/Sound Correspondence Instruction. Have the student complete the three letter/sound activities for each item missed on the test. The Letter/Sound Correspondence Lessons and activities guide students from sound discrimination to identification and isolation.
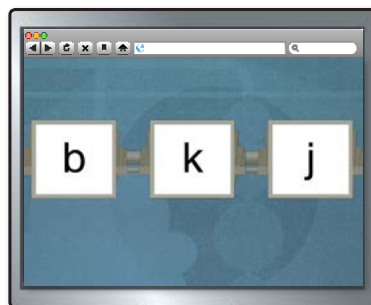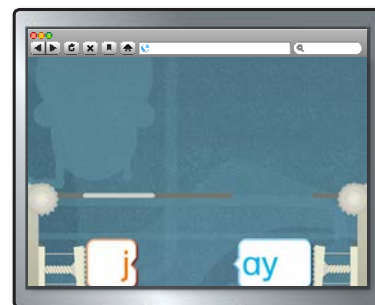
Rime Instruction Units

Each unit is comprised of a series of instructional activities that cover word building, blending, decoding, reading, comprehension, and fluency. Below are highlights from Unit 1 –*ay:*

Highlights from
Unit 1-*ay*
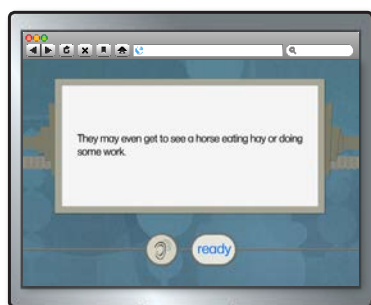
Pre-Assessment

Blending Instruction

Word Building

Modified Writing

Reading Practice

Comprehension

Fluency

Post-Assessment

TIP: If a student cannot successfully complete a lesson within a rime unit because he or she has forgotten an onset letter sound used in the unit, briefly stop the unit instruction. Review the necessary letter sound using the Letter/Sound Correspondence activities, and then place the student back into the rime unit.

Comprehension Skills Practice

Each unit includes a two-part comprehension activity. The comprehension activity follows a reading of the controlled-vocabulary book for the unit. Part 1 of the comprehension practice is a comprehension check of the book's content.

A click on the book button below the picture will reveal a portion of a book icon text from the book. The text highlighted in blue contains the answer to the comprehension question.

Part 2 of the comprehension activity gives students practice in one of these reading comprehension skills:

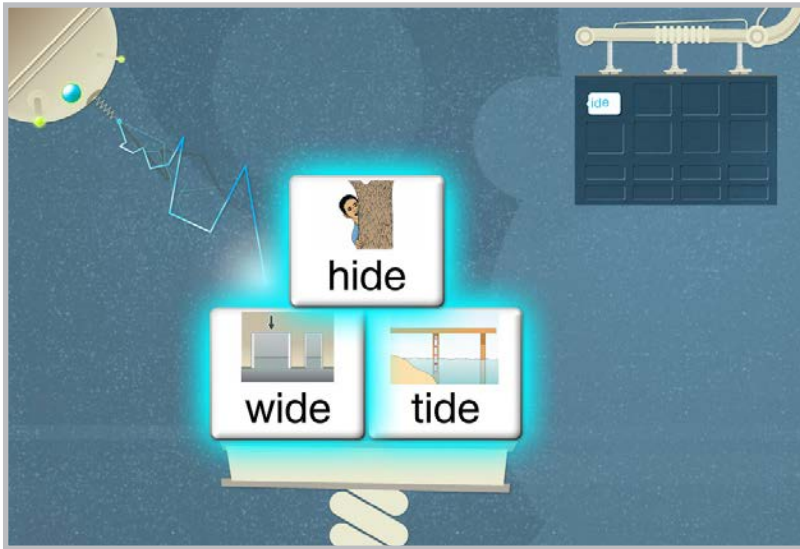|	
Setting	Fluency
Character Traits	Identifying Nonfiction and Fiction
Main Idea	Cause and Effect
Supporting Details	Sequencing
Compare and Contrast	Cause of Conflict
Compare and Contrast Across Texts	How Resolution Affects Characters
Using Graphic Sources	Identifying How-to Steps
Fact and Opinion	Identifying the Outcome of How-to Steps

Fluency Practice

The fluency activity provides practice in five skill areas: Accuracy, Rate, Phrasing, Smoothness, and Expression.

First the student views a passage selected from the book they just read. The narrator defines the fluency skill, (e.g., "Reading with accuracy means to read each word correctly.") and then reads the passage aloud, modeling fluency. Next, the student practices the fluency skill. When a student is prepared, he or she reads the passage aloud to the teacher to demonstrate the skill.
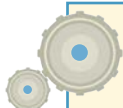
The Word Wall

At the end of some activities, words are zapped to the Word Wall. As a student progresses through the activities, the Word Wall grows giving the student a sense of accomplishment.

The words on the wall are separated by rime family, but the student can navigate to any rime family.
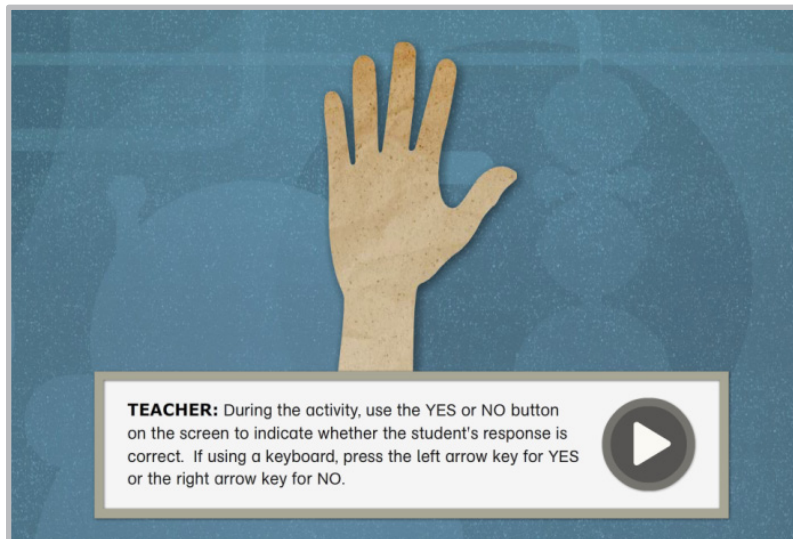
At the Word Wall, students can view:

- words associated with the rime family
- pictures that represent the meaning of each word
- words combined with inflectional endings
- empty spaces that represent words the student has yet to master

TIP: Teachers can use the Word Wall for ongoing progress monitoring. A small gear in the bottom right corner of a word represents the number of times the student built or selected the word correctly on the first click. A teacher can use these numbers as an indication of the size of a student's reading vocabulary.
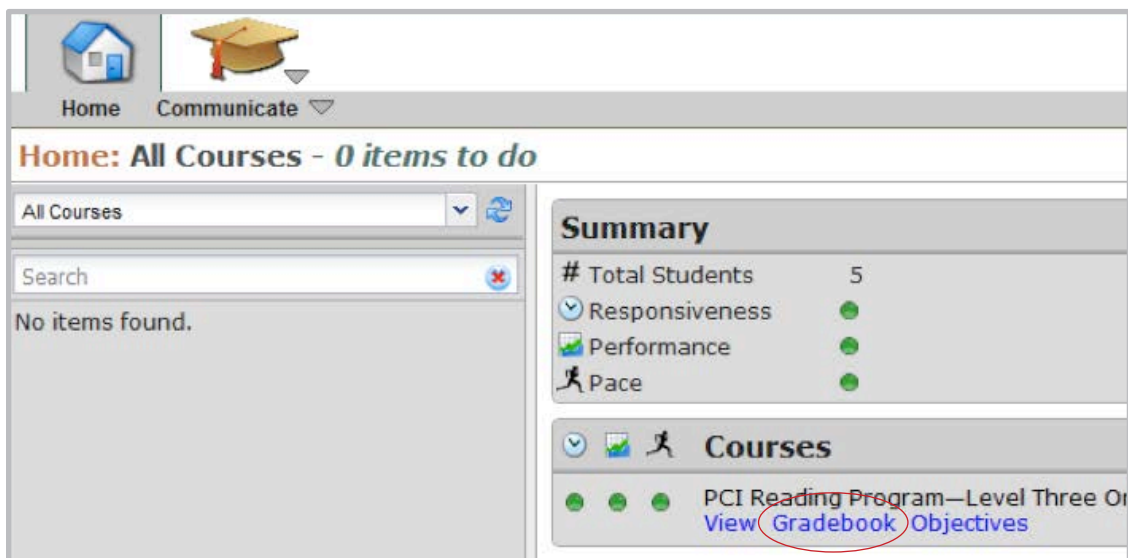
The Call Your Teacher Screen

A few activities require a teacher or paraprofessional to be present to judge the correctness of a student's answer (e.g., a student is asked to make the sound of a letter). These activities are preceded by a Call Your Teacher Screen. When a student gets to a Call Your Teacher Screen, he or she should ask for assistance. Teacher directions for the activity are in the white box at the bottom of the page. When you are ready for the student to begin, click on the arrow key. After each question, YES and NO buttons will appear in the bottom right of the screen. Click on YES for correct answers and NO for incorrect answers.
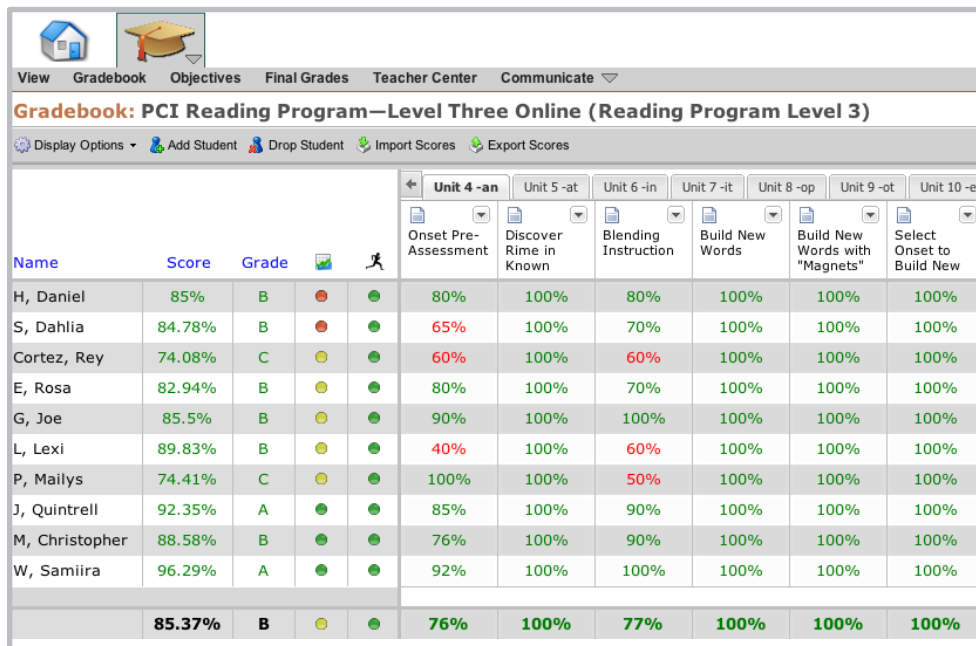

The Gradebook

As students complete activities, grades appear in the Gradebook. At the teacher Home page, click on "Gradebook."
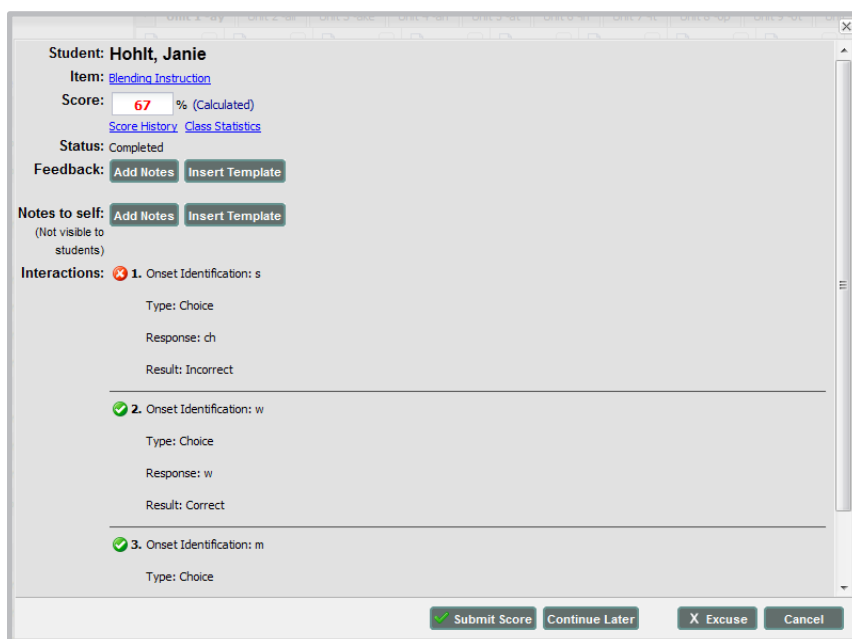
In the Gradebook, you can:

- view class grades and averages

- view student scores and details about performance

There are options for the display of class data. For example, you can view scores as a percentage, grade, or point system. The options you select will appear in the left bar and/or along the bottom of the window.

To view a detailed report about the student's performance on a particular activity, including the answer selected for each question, click on a student's score.

The "Objectives" link in the Gradebook gives you an at-a-glance review of the progress of your students toward mastery of the Common Core Standards aligned with *PCI Reading Program*—Level Three Online activities.

Details for 'Dev1 Stud1': PCI Reading Program—Level Three Online

Student:	**Dev1 Stud1**
Score:	**80.13%**
Target end date:	**3/28/2013**
Completed:	**52%**

ID	Mastery	Description
3.L.2.f.	56%	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Review
3.L.4.a.	54%	Use sentence-level context as a clue to the meaning of a word or phrase.
3.L.6.	24%	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
3.RF.4.a.	48%	Read on-level text with purpose and understanding.
3.RF.4.b.	48%	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3.RF.4.c.	41%	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.RI.1.	64%	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2.	64%	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.8.	64%	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.10.	32%	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
3.RL.1.	40%	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2.	40%	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.3.	40%	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.RL.10.	24%	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
3.SL.2.	28%	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.