



PCI Reading Program, Levels 1 and 2

Level 1: PCI2300

Level 2: PCI2500

BENEFITS

The PCI Reading Program is a research-based curriculum created specifically to teach students with developmental disabilities, autism, and significant learning disabilities how to read. Levels One and Two teach 280 sight words and "real-world" nouns and verbs through a comprehensive system of repetition, "hands-on" practice, controlled-vocabulary reading, and high-interest activities. Nonreaders become successful readers word by word, reading 42 engaging, full-color books along the way.

FEATURES

PCI Reading Program Level One:

Research-Based with a Research Summary Available

Teaches 140 Sight Words and "Real-World" Words

Includes 28 Full-Color Controlled Vocabulary Books

Takes Nonreaders to a 1.0 Reading Level

Features the Five-Step Lesson Cycle on Pages 12 & 13

Every Word Practiced and Reviewed Over 100 Times

PCI Reading Program Level Two Includes Everything in Level One Plus:

Skill Discovery Lessons Book

4 Word Windows and 40 Word Strips

Teaches 140 Additional Sight Words "Real-World" Nouns and Verbs

Features 14 Controlled Vocabulary Books with 1-3 Paragraphs per Page

Takes Beginning Readers from a 1.0 Reading Level to a 2.5 Reading Level

Introduces New Skills, Including Wrapped Text, Inflectional Endings, and Compound Words

LEVELS:

Level One

Scripted Lessons

28 Books

5 Student Workbooks

Reproducible Activity Sheets

Read-Aloud Pages

Word Building Lessons CD

140 Word Cards

100 Picture

105 Matching Text and Scene Cards

2 Game Mats

Comprehensive

28 Posttests

Plastic Viewer

Plastic Card Tray

Supplemental Building Reading Skills

Checklists and Progress Charts

Level One is designed as a one-on-one program and takes at least one full school year to complete. In Level One, students learn 140 of the most basic sight words from the Dolch and Fry lists. Students progress from reading individual words to



8-12 word sentences. Level One includes 28 books, ranging in length from 8 to 12 pages. By the end of Level One, nonreaders will have progressed to approximately a 1.0 reading level.

Learn Five Words and Read a Book The five-step lesson cycle (see pages 12 and 13) is based on visual discrimination and is designed to teach students to automatically recognize and correctly pronounce one word at a time. As each new word is learned, previous words are constantly reviewed, which promotes both short- and long-term retention. For every five words learned in Level One, students are invited to read a full-color book about the everyday life of a contemporary adolescent character.

For Nonreaders of All Ages Designed for nonreaders ages 5 to adult, Level One features activities and books with realistic illustrations and story lines that encompass important life skills and lessons. Students do not need to know the alphabet to begin Level One. The only prerequisites for the program are:

- Students must be able to follow simple, one-sentence directions.
- Students must be able to respond to a teacher request either verbally or by pointing.
- Students must be able to visually discriminate between words.

LEVEL 2

Scripted Lessons

14 Books

5 Student Workbooks

Activity Sheets

Read-Aloud Pages

Word Building Lessons CD

4 Word Windows

40 Word Strips

280 Word Cards

100 Picture Cards

140 Matching Text and Scene Cards

2 Game Mats

Review Stories Book

Comprehensive Test

14 Posttests

Skill Discovery Lessons Book

Plastic Card Tray

Plastic Viewer

Supplemental Building Reading Skills Binder

Checklists and Progress Charts

Level Two is designed as the next step for students who have completed Level One. It teaches 140 additional sight words and "real-world" nouns and verbs, advancing students from a 1.0 reading level to a 2.0-2.5 reading level. While Level Two's focus is still on teaching words through visual discrimination, it also introduces students to wrapped text, common inflectional endings, such as -s, -ing, and -ed, and compound words.

Words Taught in Groups of Ten Level Two uses the same five-step lesson cycle that students became familiar with in Level One, but it teaches the words in groups of ten rather than five. Level Two includes 14 full-color books, one for every ten words learned. Each book features a different adolescent character in a typical everyday setting. Books range in length from 12 to 16 pages and move from one paragraph per page to up to three paragraphs per page.

New Instructional Components A set of 14 reproducible stories is provided to help students review the words they learned in Level One before beginning Level Two. The review stories use all 140 of the Level One words. In addition, Level Two features a new instructional step in the Guided Word Practice lessons called Skill Discovery. The Skill



Discovery Lessons Book offers scripted lessons that teach students how to read wrapped text, interpret end punctuation marks, identify and read inflectional endings, and identify and read compound words. Word Strips and specially designed Word Windows are also included to help students practice reading words with inflectional endings and compound words.

What's Next? Along with the 140 new words taught, the new skills introduced in Level Two will prepare students for Level Three, which is in development. Level Three will serve as a "bridge" between reading through visual discrimination and reading through basic decoding strategies and word attack skills. PCI is also currently working on a software version of the complete Level One Reading Program. A software version of Level Two will follow.

STANDARDS

The following are standards that are included in the above product.

K.1 Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

- (B) respond appropriately and courteously to directions and questions (K-3);

K.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

- (A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);
- (B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);
- (C) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and
- (D) retell a spoken message by summarizing or clarifying (K-3).

K.5 Reading/print awareness. The student demonstrates knowledge of concepts of print.

- (A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);
- (B) know that print moves left-to-right across the page and top-to-bottom (K-1);
- (C) understand that written words are separated by spaces (K-1);
- (D) know the difference between individual letters and printed words (K-1);
- (E) know the difference between capital and lowercase letters (K-1);
- (F) recognize how readers use capitalization and punctuation to comprehend (K-1);
- (G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and
- (H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).

K.6 Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

- (A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);
- (B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);
- (C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
- (D) identify and isolate the initial and final sound of a spoken word (K-1);
- (E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and

(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

K.7 Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.

- (A) name and identify each letter of the alphabet (K-1);
- (B) understand that written words are composed of letters that represent sounds (K-1); and
- (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

K.8 Reading/vocabulary development. The student develops an extensive vocabulary.

- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and
- (C) identify words that name persons, places, or things and words that name actions (K-1).

1.1 Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

- (B) respond appropriately and courteously to directions and questions (K-3);

1.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

- (A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);
- (B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);
- (C) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and
- (D) retell a spoken message by summarizing or clarifying (K-3).

1.5 Reading/print awareness. The student demonstrates knowledge of concepts of print.

- (A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);
- (B) know that print moves left-to-right across the page and top-to-bottom (K-1);
- (C) understand that written words are separated by spaces (K-1);
- (D) know the difference between individual letters and printed words (K-1);
- (E) know the difference between capital and lowercase letters (K-1);
- (F) recognize how readers use capitalization and punctuation to comprehend (K-1);
- (G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and
- (I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).

1.6 Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

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- (B) identify, segment, and combine syllables within spoken words such as by clapping

- syllables and moving manipulatives to represent syllables in words (K-1);
- (C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
- (D) identify and isolate the initial and final sound of a spoken word (K-1);
- (E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and
- (F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.7 Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.

- (A) name and identify each letter of the alphabet (K-1);
- (B) understand that written words are composed of letters that represent sounds (K-1); and
- (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

1.11 Reading/vocabulary development. The student develops an extensive vocabulary.

- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and
- (C) identify words that name persons, places, or things and words that name actions (K-1).

2.1 Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

- (B) respond appropriately and courteously to directions and questions (K-3);

2.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

- (A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);
- (B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and
- (C) retell a spoken message by summarizing or clarifying (K-3).

2.5 Reading/word identification. The student uses a variety of word identification strategies.

- (A) decode by using all letter-sound correspondences within a word (1-3);
- (B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);
- (F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
- (G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

2.8 Reading/vocabulary development. The student develops an extensive vocabulary.

- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);
- (C) develop vocabulary through reading (2-3)

3.1 Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

(B) respond appropriately and courteously to directions and questions (K-3);

3.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

3.5 Reading/word identification. The student uses a variety of word identification strategies.

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Essence Statement: Uses strategies to identify words and confirm word meanings.

3.8 Reading/vocabulary development. The student develops an extensive vocabulary.

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Essence Statement: Expands vocabulary

4.3 Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

4.4 Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);

4.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

4.6 Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);

(B) use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6); and

4.7 Reading/fluency. The student reads with fluency and understanding in texts at appropriate

difficulty levels. The student is expected to:

- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);
- (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);
- (C) demonstrate characteristics of fluent and effective reading (4-6);
- (D) adjust reading rate based on purposes for reading (4-8);
- (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and
- (F) read silently with increasing ease for longer periods (4-8).

4.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

- (A) develop vocabulary by listening to selections read aloud (4-8);

Essence Statement: Expands vocabulary

5.3 Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:

- (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);

5.4 Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8)

5.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

- (F) use effective rate, volume, pitch, and tone for the audience and setting (4-8);
- (G) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

5.6 Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:

- (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);
- (B) use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6); and

5.7 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);
- (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fifth grader reads approximately 100 wpm) (5);
- (C) demonstrate characteristics of fluent and effective reading (4-6);
- (D) adjust reading rate based on purposes for reading (4-8);
- (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and

(F)read silently with increasing ease for longer periods (4-8).

5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) develop vocabulary by listening to selections read aloud (4-8);

Essence Statement: Expands vocabulary

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

6.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Essence Statement: Expands vocabulary.

6.10 Reading/comprehension. The student comprehends selections using a variety of strategies.

Essence Statement: Uses strategies to comprehend texts for basic understanding.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

7.6 Reading/word identification. The student uses a variety of word recognition strategies.

Essence Statement: Uses strategies to identify words and confirm word meaning.

7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Essence Statement: Expands vocabulary.

7.10 Reading/comprehension. The student comprehends selections using a variety of strategies.

Essence Statement: Uses strategies to comprehend texts for basic understanding.

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

7.11 Reading/literary response. The student expresses and supports responses to various types of texts.

Essence Statement: Uses text evidence to support responses.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

8.6 Reading/word identification. The student uses a variety of word recognition strategies.

Essence Statement: Uses strategies to identify words and confirm word meaning.

8.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Essence Statement: Expands vocabulary.

8.10 Reading/comprehension. The student comprehends selections using a variety of strategies.

Essence Statement: Uses strategies to comprehend texts for basic understanding.

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

8.11 Reading/literary response. The student expresses and supports responses to various types of texts.

Essence Statement: Uses text evidence to support responses.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

Eng I/Grade 9 (6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary.

Essence Statement: Uses strategies to identify words and build vocabulary.

Eng I/Grade 9 (7) Reading/comprehension. The student comprehends selections using a variety of strategies.

Essence Statement: Uses strategies to comprehend texts for basic understanding.

Eng I/Grade 9 (8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature.

Essence Statement: Reads a variety of genres for different purposes.

Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

Eng I/Grade 9 (10) Reading/literary response. The student expresses and supports responses to various types of texts.

Essence Statement: Uses evidence from literary text to support responses.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

Eng II/Grade 10 (6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Essence Statement: Uses strategies to identify words and build vocabulary.

Eng II/Grade 10 (7) Reading/comprehension. The student comprehends selections using a variety of strategies.

Essence Statement: Uses strategies to comprehend texts for basic understanding.

Eng II/Grade 10 (10) Reading/literary response. The student expresses and supports responses to various types of texts.

Essence Statement: Uses evidence from literary text to support responses.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

Eng III/Grade 11 (6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Essence Statement: Uses strategies to identify words and build vocabulary.

Eng III/Grade 11 (7) Reading/comprehension. The student comprehends selections using a variety of strategies.

Essence Statement: Uses strategies to comprehend texts for basic understanding.

Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse

Eng III/Grade 11 (10) Reading/literary response. The student expresses and supports responses to various types of texts.

Essence Statement: Uses evidence from literary text to support responses.