

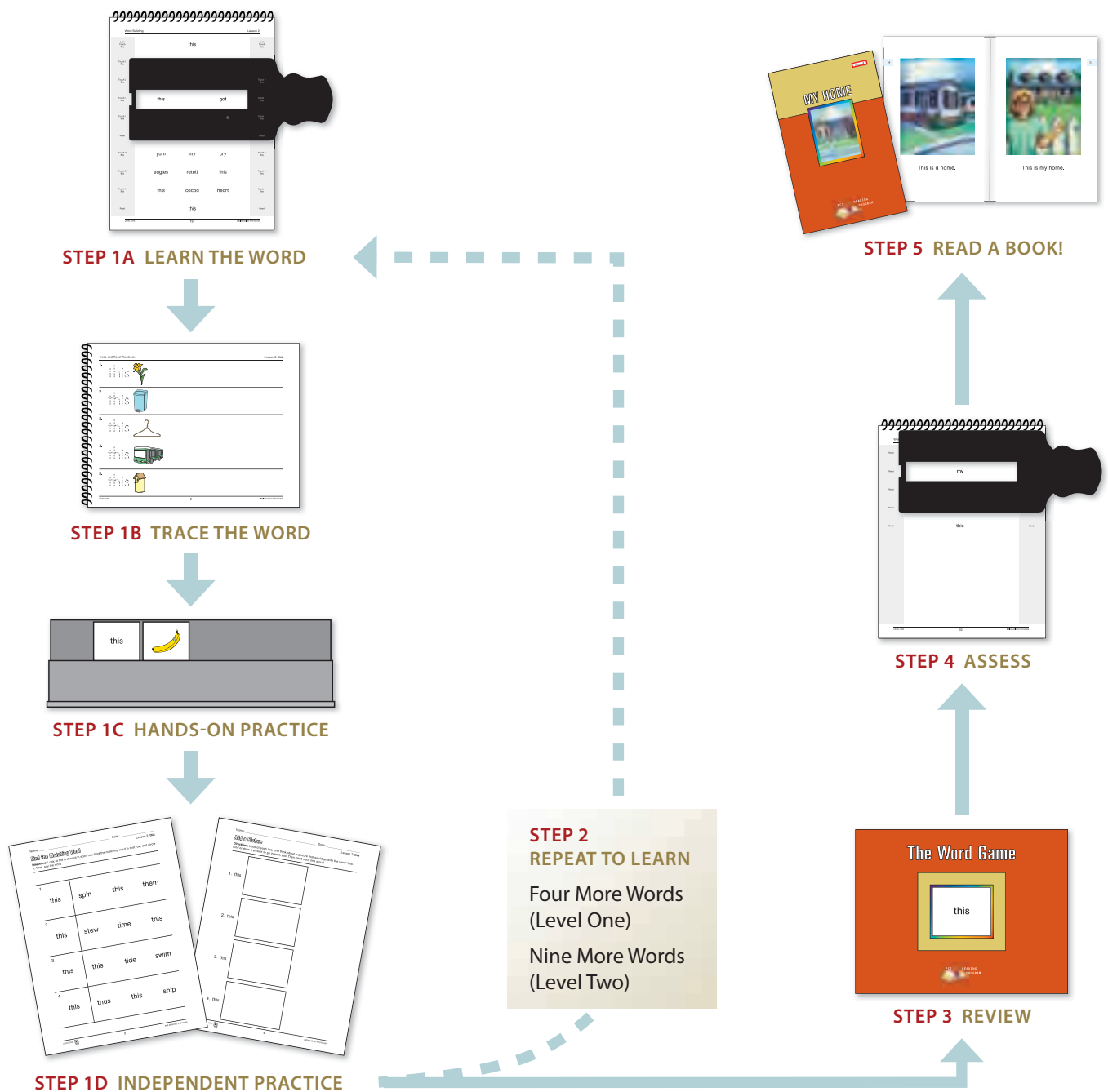
The *PCI Reading Program* is a scientifically research-based curriculum designed to help nonreaders become successful readers. Created specifically for students with developmental disabilities, autism, and significant learning disabilities, the three-level program incorporates high-frequency words and 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.

The *PCI Reading Program* is available in both print and software versions. The print version includes a variety of lessons, manipulatives, and activity sheets. Each print kit also includes a digital version of the initial visual discrimination lesson for each word and all of the assessments. Teachers may choose to use either the print or the software version of the program, or use both for additional review.

LESSON CYCLE

Levels One and Two of the *PCI Reading Program* teach nonreaders to automatically recognize 280 sight words and common nouns and verbs through visual discrimination. Several sight word lists were used to compile the words, including the Dolch and Fry word lists. All books and instructional materials are carefully controlled to include only words that students have learned, thereby promoting early reading success. Students read a book after every five words in Level One and after every ten words in Level Two, for a total of 42 books.

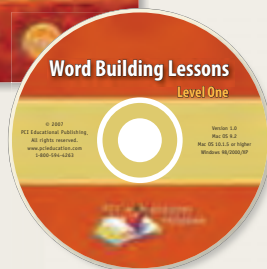
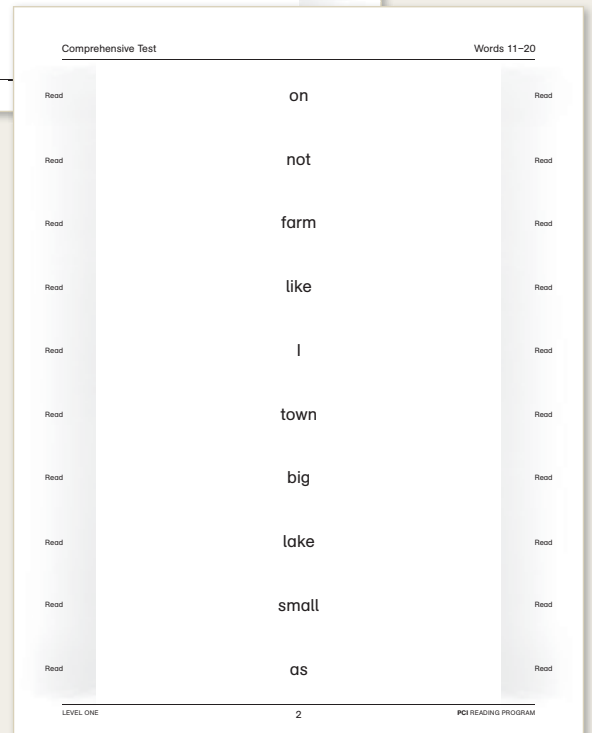
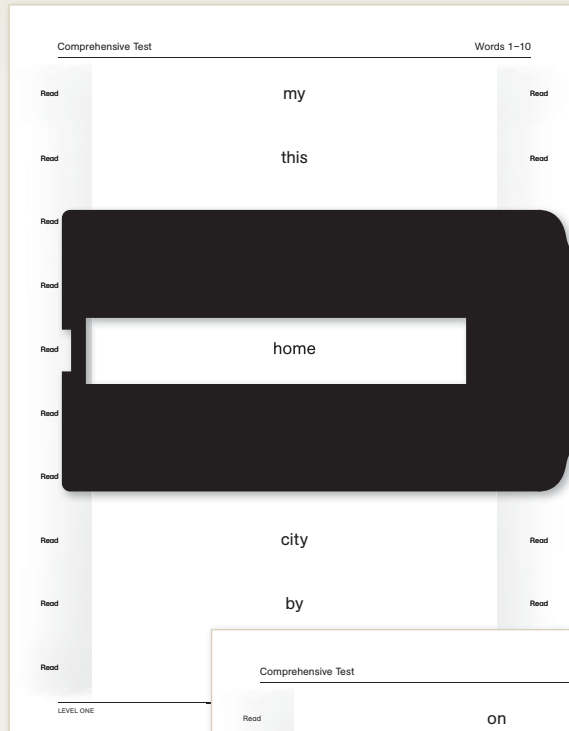
The lesson cycle for both Levels One and Two involves a four-step process to teach each word and provide the varied repetition and review to cement the word in short- and long-term memory. This four-step process is repeated until five words in Level One are learned, and then, the program provides a review game, an assessment and a book to read. In Level Two, the same lesson cycle is used, but students learn ten words before moving to review, assessment, and reading reward.



LEARN THE WORD

STEP 1A: WORD BUILDING LESSON

In Level One, students learn each word through visual discrimination. The Word Building Lessons serve as the foundation of this approach. Students identify, repeat, and read the new word and previously learned words. As an added bonus, the program provides these lessons in both print and software formats, allowing teachers to choose the best approach for each student. The two formats can also be used together for additional practice and review.








TRACE THE WORD

Trace and Read Workbook Lesson 5: home

1. my home
2. a home
3. this home
4. This is my home.
5. Is this a home?

LEVEL ONE 5 PCI READING PROGRAM

Trace and Read Workbook Lesson 6: the

1. the 
2. the 
3. the 
4. the 
5. the 





LEVEL ONE 6 PCI READING PROGRAM



STEP 1B: TRACE AND READ WORKBOOK

In this step, students trace the new word and then read it in a phrase or sentence. Tracing the word helps cement it in a student's mind, increasing recognition and recall. Reading the word in context helps reinforce its meaning. Each student has his or her own workbook to use throughout the program, which promotes a sense of accomplishment and encourages review of previously learned words.

Trace and Read Workbook Lesson 7: in

1. in the 
2. in the 
3. in a 
4. in this 
5. in my home

LEVEL ONE 7 PCI READING PROGRAM

HANDS-ON PRACTICE

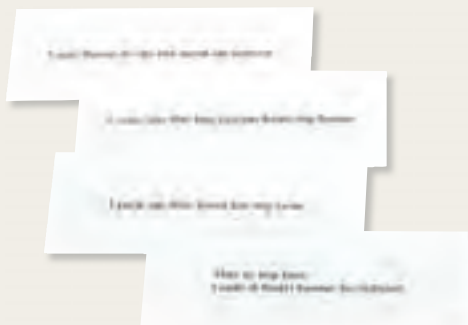
STEP 1C: GUIDED WORD PRACTICE

In this step, students engage in hands-on reading practice with the new word and previously learned words. Working with an instructor, students build and read phrases and sentences using picture and word cards. For ease of use, all of the Guided Word Practice activities are scripted in one-page lesson plans. The instructor can be any adult trained to administer the program, including a teacher, paraeducator, classroom volunteer, or parent.





A student read-aloud provides additional reading practice. A real-world connection activity provides oral practice in using the word correctly based upon its most common meanings. The final hands-on activity, "Match on the Mat," occurs every tenth lesson and emphasizes comprehension. Students match pictures to phrases and sentences using the most recently learned words along with as many previously learned words as possible. By the end of the Guided Word Practice lesson, students have practiced reading or saying the new word in at least 15 phrases and sentences.



INDEPENDENT PRACTICE

STEP 1D: ACTIVITY SHEETS

This step promotes independent word identification practice and review through reproducible activity sheets. These activities can be completed in the classroom or sent home for reinforcement. Varied activities include basic visual-discrimination as well as comprehension exercises. Two activity sheets are provided for every word.

Name: _____ Date: _____ Lesson 8: city

Connect the Words

Directions: Touch each word as you read it aloud. Then, draw a line from each word on the left to its matching word.



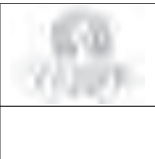

1. city	home
2. in	the
3. home	in
4. the	city

LEVEL ONE 16 PGI READING PROGRAM

Name: _____ Date: _____ Lesson 22: live

Match the Words and Pictures

Directions: Cut out the sentences at the bottom of the page. Read each sentence, and place it below its matching picture. Then, glue or tape the sentences in the boxes.

1. 	2. 
3. 	4. 

This is my home.	I live in a city.
I like my farm.	This town is small.

LEVEL ONE 44 PGI READING PROGRAM

Name: _____ Date: _____ Lesson 10: ocean

Fill in the Word

Directions: Cut out the words at the bottom of the page. Read each word, and place it in the correct box to complete the phrase or sentence. Glue or tape the words in the boxes. Then, read each line aloud.

1. by the <input type="text"/>
2. This <input type="text"/> the ocean.
3. in <input type="text"/> ocean
4. city <input type="text"/> the ocean





the
ocean

LEVEL ONE 20 PGI READING PROGRAM

Name: _____ Date: _____ Lesson 18: lake

Connect the Words and Pictures

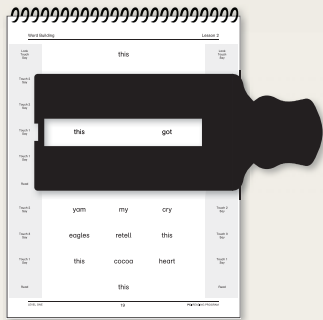
Directions: Read each phrase aloud. Then, draw a line from the phrase to its matching picture.

1. on the lake	
2. by a town	
3. the big city	
4. my farm	

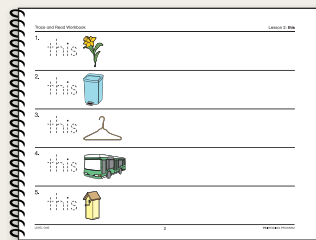
LEVEL ONE 36 PGI READING PROGRAM



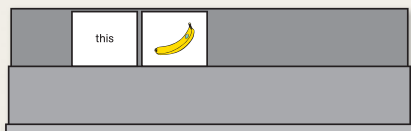
LEARN MORE WORDS



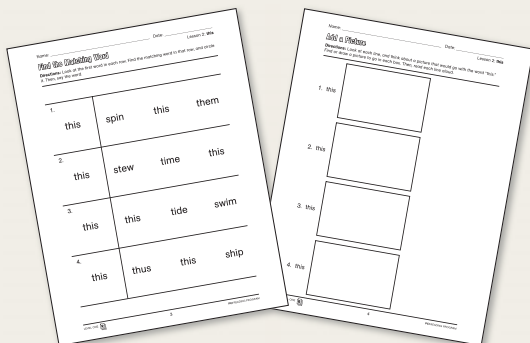
STEP 1A LEARN THE WORD



STEP 1B TRACE THE WORD



STEP 1C HANDS-ON PRACTICE



STEP 1D INDEPENDENT PRACTICE

STEP 2:

REPEAT THE STEP 1 ACTIVITIES TO LEARN MORE WORDS

Each of the Step 1 activities is repeated for four additional words in Level One and nine additional words in Level Two.

All four activities (Word Building Lesson, Trace and Read Workbook, Guided Word Practice, and Activity Sheets) are repeated for additional words. By teaching words in small groups, students are able to quickly see the connections between the words and gain a sense of accomplishment for each group of words learned.

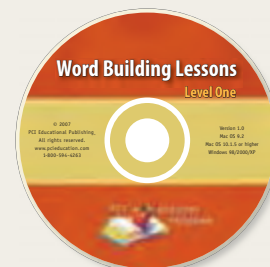
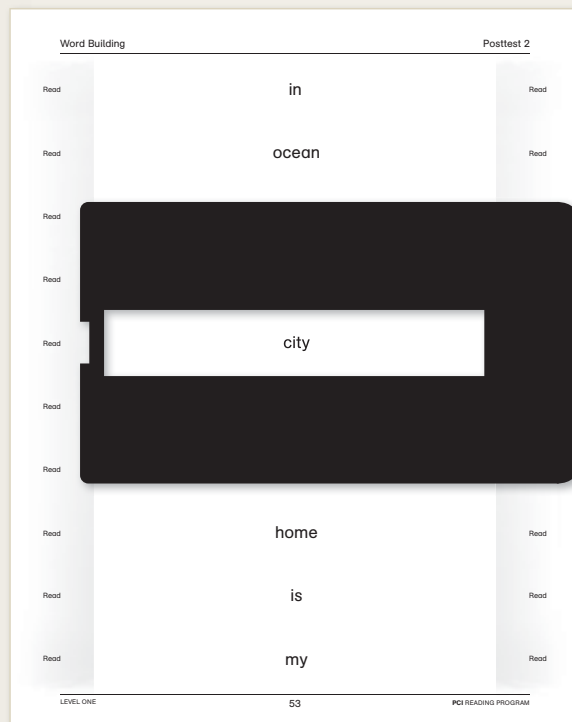
REVIEW & ASSESS

STEP 3: THE WORD GAME

After learning five words, students review the words in an interactive activity called The Word Game. This step provides a relaxed game atmosphere in which students can prepare for the posttest. It also allows more than one student to participate, encouraging peer interaction. The only prerequisite is that all players must have completed the lessons for the words to be reviewed. This helps guarantee a positive experience.

STEP 4: POSTTEST

Posttests allow the teacher to assess both short- and long-term retention of the newly learned words and previously learned words. Students are expected to score 100% on the posttest. Any word missed is to be reviewed and then reassessed. The posttests are available in both print and software formats.



READ A BOOK!

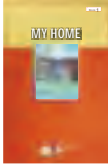
STEP 5: THE BOOKS

One of the motivational keys to the *PCI Reading Program* is the frequent availability of controlled vocabulary books for students to read. A new book is available after every five words are mastered, for a total of 28 books in Level One. In Level Two, a new book is provided after every ten words are mastered, for a total of 14 books. Because the books use only words that students have learned, reading success is guaranteed. In addition, the books focus on real-world characters and situations, adding an important life-skills feature to the program. Scripted lesson plans for each book build comprehension skills by providing both pre- and post-reading questions.



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 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).

LEVEL ONE PCI READING PROGRAM

BUILDING READING SKILLS BINDER

Lesson plans in this binder can be used to give students the foundational reading skills they will need to be successful readers. By focusing on basic pre-reading and reading skills, the binder allows teachers to individualize instruction based on a student's needs. Quotes from the research used to develop the units are provided throughout the lesson plans, and student objectives are provided for each lesson.

Building Reading Skills Building Visual Skills With 3-D Objects

"The ability to perceive visual stimuli as being the same or different is necessary for reading."
 Esther Minskoff
 Teaching Reading to Struggling Learners

Objective The student will identify the object that is different.

Materials • several sets of objects, each containing two objects that are the same and one that is different (e.g., two paperclips and one pencil)






Method Place the first set on the table. Ask the student, "Which one is different?" Repeat this activity several times with different sets of objects. Some students may benefit from doing this activity daily for several days.

Variations

1. Repeat the method, but reverse the question. Instead ask, "Which two objects are the same?"
2. Increase the difficulty by selecting objects that have common. For example, you might select three erasable boxes might be gelatin boxes, and the other box is a box. Ask the student, "Which one is different?"
3. Create sets that include three objects that are an example, you might gather three index cards and one index card. Or you might select three toothbrushes and one of a different color. Then, place all three the student, "Which one is different?"

LEVEL ONE 1













Building Reading Skills Teacher Resource Page

1. 
2. 
3. 
4. 
5. 

LEVEL ONE 2

Name: _____ Date: _____

Directions: Look at the first line in each row. Find the matching line in that row, and circle it.

1. 		
2. 		
3. 		
4. 		

LEVEL ONE 22 PDR READING PROGRAM



LEVEL ONE WORD LIST

(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 |

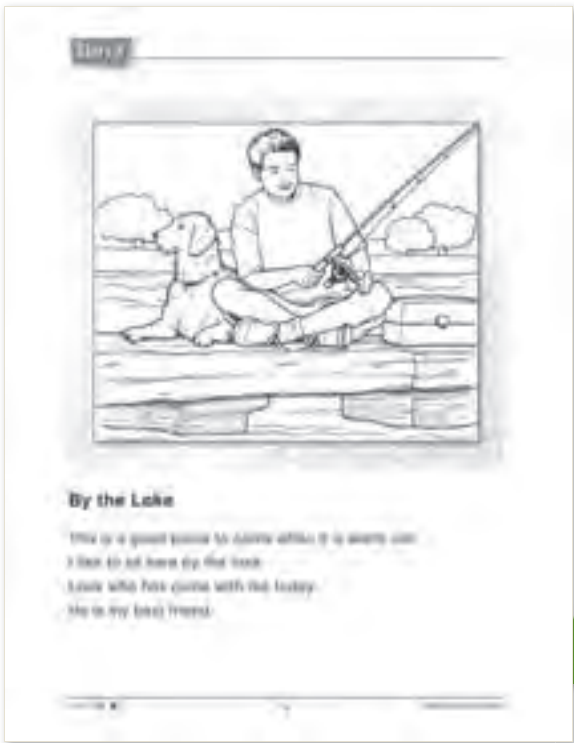
LEVEL TWO

- Takes Beginning Readers from a 1.0 Reading Level to a 2.5 Reading Level
- Teaches 140 New Words
- Uses the Same Basic Lesson Cycle as Level One
- Includes Everything in Level One Plus Three New Components:
 - Booklet of Review Stories for Level One Words
 - Skill Discovery Lessons Book
 - 4 Word Windows and 40 Word Strips
- Introduces New Skills:
 - Wrapped Text
 - End Punctuation Marks
 - Inflectional Endings
 - Compound Words
- Features a Book for Every Ten Words Learned
- Increases Reading Content in Every Component for Additional Practice
- Provides Building Reading Skills Lessons in Environmental Print, Fluency, and Writing

NEW COMPONENTS IN LEVEL TWO

REVIEW STORIES FOR LEVEL ONE WORDS

To prepare for Level Two, students read 14 reproducible short stories that use only the 140 words taught in Level One. Each of the 140 Level One words appears at least once in these stories, and many words are used multiple times. A word assessment chart has been provided so that teachers can easily track students' retention of the Level One words. Any words not retained should be reviewed before the student begins Level Two.



Word Assessment Chart

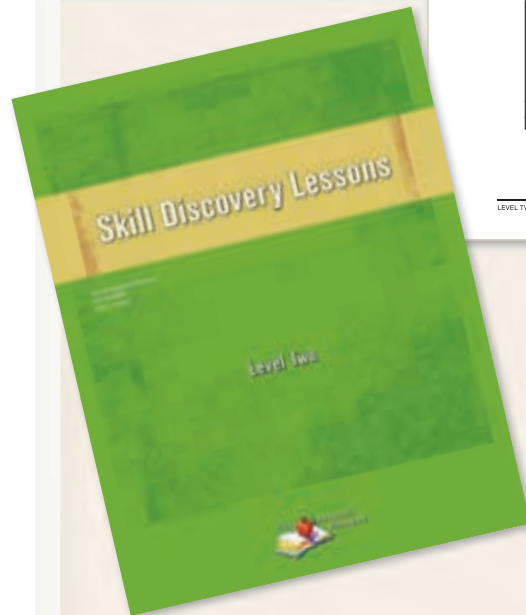
Word	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed
about											
across											
after											
again											
ago											
all											
also											
and											
any											
are											
as											
at											
away											
back											
bad											
be											
because											
become											
best											
but											
by											
can											
could											
day											
de											
do											
does											
down											
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SKILL DISCOVERY LESSONS BOOK

To introduce new print concepts and decoding skills in Level Two, some of the Guided Word Practice Lessons incorporate a Skills Discovery Lesson. These lessons are fully scripted and provided in a separate book in the Level Two kit. Seven skills are covered, in the following order:

- Text Wrapping
- End Punctuation Marks
- Inflectional Ending Noun-s
- Inflectional Ending Verb-s
- Inflectional Ending Verb-ing
- Inflectional Ending Verb-ed
- Compound Words

Once students have been introduced to text wrapping and end punctuation marks, Level Two books and materials begin incorporating paragraphs. Inflectional-ending lessons and compound words incorporate decoding, expanding students' reading skills and preparing them for Level Three of the program. Both lesson plans and reproducible student pages are included in the Skill Discovery Lessons book.



For Use With Guided Word Practice Lesson 153

LESSON NOTE: This lesson requires a pencil and a photocopy of page 19.

OBJECTIVE: The student will discover that the letter s is added to the ends of some nouns to show that there is more than one.

1. Show the student the photocopy of page 19.
Point to the picture that shows one game. Pause for the student to respond. **That's right!**
Now read the word below the picture. (game) **Very good!**

Point to the picture that shows two games. Pause for the student to respond. **Super!**
Point to the word "games." **Look at this word.** Part of it is underlined. **The underlined part is the word "game."** Use a pencil to trace the letter s at the end of the word "game." Pause for the student to respond. **Excellent!**

Point to the word "games." **This is the word "games."**
An s added to the end of the word "game" makes the word mean more than one.

Now say the word "games." (games) **You did it!**

2. **Point to the picture that shows one store.** Pause for the student to respond. **That's right!**
Now read the word below the picture. (store) **Very good!**

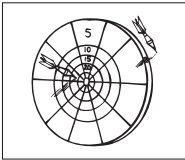
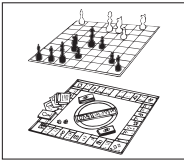
Point to the picture that shows many stores. Pause for the student to respond. **Super!**
Point to the word "stores." **Look at this word.** Part of it is underlined. **The underlined part is the word "store."** Use a pencil to trace the letter s at the end of the word "store." Pause for the student to respond. **Excellent!**

Point to the word "stores." **This is the word "stores."**
An s added to the end of the word "store" makes the word mean more than one.

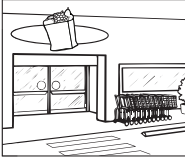

Now say the word "stores." (stores) **You did it!**

LEVEL TWO 19

For Use With Guided Word Practice Lesson 153

1.  

game games

2.  

store stores

LEVEL TWO 19 PCI READING PROGRAM

WORD WINDOWS AND WORD STRIPS



The Word Windows and Word Strips add a new hands-on component to Level Two. Integrated into some of the Guided Word Practice lessons as part of the read-aloud section, the 40 Word Strips provide reading practice with the inflectional endings presented in the program and with compound words. There are four Word Windows:

- Word Window for *-s*
- Word Window for *-ing*
- Word Window for *-ed*
- Word Window for Compound Words

Once a Word Strip has been introduced in a Guided Word Practice Lesson, students can continue to use it for review and independent practice.

BUILDING READING SKILLS BINDER

Like Level One, Level Two includes a Building Reading Skills binder that introduces students to new literacy skills that are critical for reading success. The units in the Level Two binder are:

- Building Print Recognition
- Building Letter-Sound Knowledge
- Building Fluency
- Building the Writing Connection
- Building the Home Connection

Within the units, 38 lesson plans incorporate research-based strategies and differentiated instruction to build each skill one step at a time. A total of 62 reproducible student pages include environmental print samples that use the words from the program; sight word lists, sentence lists, and reading samples to build fluency; and writing practice sheets. Three different assessment charts to track rate and accuracy are included in the fluency unit. The final unit features five reproducible, take-home books to build the school-home connection.

Name: _____ Date: _____

Use after Lesson 235.

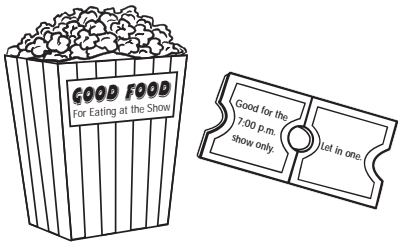
Directions: Look at the movie theater items below. Read the words aloud to your teacher.

Show Time

(811) 555-0102

see_a_show.com
All night shows begin at 7:00 p.m.

<p>Run to Win! (G) (11:30 2:15 4:45) 7:00 9:55</p> <p>Out in the Cold (PG-13) (12:40 3:05 5:10) 7:00 10:10</p> <p>The Happy Dog (G) (11:50 2:20 4:50) 7:00 9:30</p>	<p>Night Things (PG-13) (12:05 2:20 4:35) 7:00 9:45</p> <p>My Brothers (PG) (11:45 2:45 4:55) 7:00 9:15</p> <p>The Last Man Out (PG-13) (12:20 2:50 5:20) 7:00 10:30</p>
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LEVEL TWO

Building Reading Skills
Building Print Recognition Using Style Variations

Objective The student will understand that a letter can be represented in a variety of printed fonts, colors, styles, and sizes.

Materials

- scissors
- tag board cut into a 3"x8" strip
- an assortment of alphabet stickers
- a 35" piece of yarn
- duct tape

Preparation Use the scissors to cut five V-shaped notches down the left and right sides of the tag board strip. The notches should be about a quarter of an inch wide and should be equally spaced vertically. Select five letters for review, and choose an alphabet sticker for each letter. Place a sticker beside the point of each notch on the left. Then choose five more alphabet stickers that show the review letters using different fonts, colors, styles, and sizes. Place the stickers in a different order beside the points of the notches on the right. Turn the tag board strip over. Place one end of the piece of yarn near the top edge of the tag board strip in the center. Use a piece of duct tape to attach the yarn to the tag board.

Method Wrap the yarn around the tag board and through the first notch on the left. Ask the student to name the letter beside the notch. Then direct the student to point to that same letter on the right side of the tag board. Draw the yarn around the front of the tag board and into the notch by the matching letter. Wrap the yarn around the back of the tag board and bring it up through the second notch on the left. Give the student the tag board, and ask him or her to continue wrapping the yarn around the tag board by matching the letters on the left to the letters on the right.

Variations

1. Make several versions of the game featuring different letters on each. Allow the student to repeat the activity frequently using different versions.

series of alphabet stickers across the length of an 8"x3" tag board. Be sure to repeat some of the letters several times using a variety of colors, styles, and sizes. The letters may look something like this:

s a m p s c A a h S a t s a b t h A a

Place the tag board in front of the student, and ask him or her to touch all the letters on both upper- and lowercase. Repeat the activity, having the student match the letters.

10
PGI READING PROGRAM



LEVEL TWO WORD LIST

(IN THE ORDER TAUGHT)

141. new	176. him	211. brother	246. until
142. under	177. write	212. hour	247. morning
143. book	178. name	213. ball	248. cat
144. read	179. egg	214. made	249. year
145. ask	180. pay	215. run	250. street
146. her	181. always	216. fast	251. through
147. room	182. because	217. am	252. white
148. about	183. keep	218. sure	253. said
149. does	184. move	219. his	254. paper
150. know	185. was	220. yell	255. could
151. let	186. little	221. better	256. ready
152. think	187. win	222. went	257. bike
153. bed	188. night	223. doctor	258. even
154. dog	189. both	224. told	259. those
155. just	190. blue	225. woman	260. saw
156. took	191. last	226. leg	261. job
157. each	192. week	227. hurt	262. water
158. need	193. man	228. were	263. far
159. day	194. sister	229. began	264. soon
160. thing	195. kind	230. fall	265. different
161. fun	196. turn	231. should	266. three
162. red	197. watch	232. your	267. found
163. got	198. next	233. came	268. sad
164. long	199. begin	234. flower	269. been
165. boy	200. an	235. green	270. own
166. two	201. every	236. say	271. animal
167. sleep	202. way	237. nice	272. most
168. old	203. party	238. feel	273. stay
169. why	204. family	239. call	274. near
170. bring	205. together	240. side	275. zoo
171. their	206. table	241. done	276. drink
172. cake	207. goes	242. yard	277. open
173. while	208. car	243. tree	278. may
174. talk	209. stop	244. clean	279. such
175. another	210. too	245. away	280. no

SUPPLEMENTAL MATERIALS

The authors of the *PCI Reading Program* have created the following supplements to provide additional repetition and practice with the words in the program. These supplements can be used as literacy centers in a classroom. The reproducible books can also be sent home for additional reading practice.

COMPREHENSION ACTIVITIES BINDERS

To extend and assess comprehension on the program's books, lessons and reproducible activities are now available in two binders. Each binder includes reading comprehension lessons; reproducible activities that focus on sequencing, details (who, what, where), and main idea; and reproducible assessments. Progress monitoring charts are included. The Level One binder covers all 28 Level One books. The Level Two binder covers all 14 Level Two books.

COMPREHENSION LESSON Book 1: My Home

OBJECTIVES

Students will:

- identify the title of a book.
- use illustrations to support understanding of text.
- identify the front cover and the back cover of a book.
- 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 a new book.**
Point to the front cover. **This is the front cover.**
Point to the back cover. **This is the back 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. **Here is a picture. You can use pictures to help you understand the story.**
Show the student page 2. Point to the first word. **This is where you start reading. The words tell the story.**
Move your finger under the words from left to right across both pages. **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 c
After the student has read the book, congr

COMPREHENSION LESSON Book 1: My Home

FOCUS ON COMPREHENSION

Now 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 home. Pause for student response. Excellent!

Page 3: 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 4: Point to the home. Pause for student response. Wonderful!

Page 5: 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. Yes! 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 doghouse is the dog's home.
Now read the book again. As you read, point to the home in each picture.

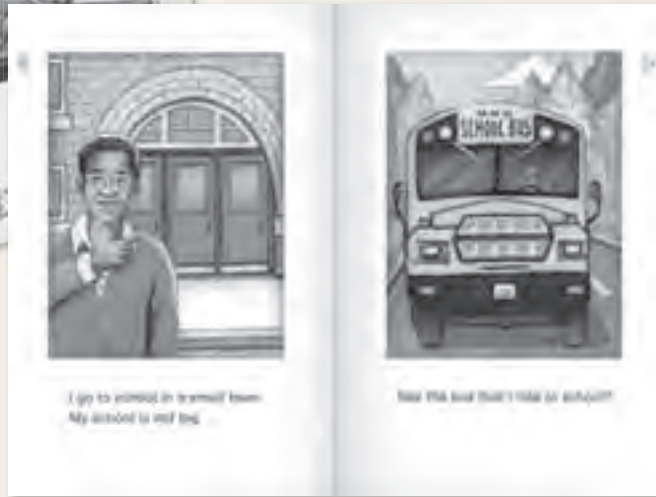
COMPREHENSION ACTIVITIES
Have students complete the activity sheets.

ASSESSMENT
Administer the unit assessment to each student.

COMPREHENSION LESSON Book 1: My Home

PROGRESS MONITORING Use this chart to monitor the student's progress on the lesson. Record the student's score on each activity in the boxes below.

Below the chart are several small images of houses and a doghouse.



REPRODUCIBLE BOOKS

The 28 Level One books and the 14 Level Two books are also available in reproducible format in two supplemental binders. The reproducible books are identical to the program books, except they are in black and white. Use the books in the classroom or as reading reinforcement activities to send home.

AUDIO CARDS

Audio cards of the words in Level One and Level Two help students build fluency as they practice hearing and reading the words. Each level contains 140 cards. Used with the *Califone CardMaster* (sold separately), the audio cards provide teachers with a hands-on auditory and visual practice center that can be used independently.

A NOTE TO EDUCATORS, ADMINISTRATORS,

STUDENT PREREQUISITES

To begin Level One, students need to be able to follow simple, one-sentence directions and demonstrate their understanding of a teacher's 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. They need to 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 One of the Building Reading Skills binder.

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. This program is not intended for general education. It was developed 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 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 for students with developmental disabilities and significant learning differences, short- and long-term memory is often one of the problems that make it difficult to learn and retain skills.

With these students in mind, the authors carefully constructed the activities to include over 100 practice and review opportunities for every word taught. Words are introduced and reviewed continually in every step of the program. This repetition is varied, involving every

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major learning modality, including visual, auditory, tactile and kinesthetic. As a result, short- and long-term retention is virtually assured. When a student does demonstrate a lack of retention, teachers can remediate this immediately by having a student redo the appropriate Word Building or Guided Word Practice Lesson. The included software version of the Word Building Lessons also provides an excellent means of additional review.

FOR NONREADERS OF ALL AGES

The authors developed the *PCI Reading Program* with nonreaders of all ages in mind. All three levels of the program are supported by realistic illustrations of everyday objects and settings. The books provided in each leveled kit feature contemporary adolescent characters and age-appropriate story lines. Ultimately, the program is appropriate for students ages 5 to adult.

While this program was specifically created for students with special needs, it is also appropriate for English language learners who have a learning disability. It is important to note, however, that the high level of repetition and review in the program is not appropriate for some English language learners.

AN INDIVIDUALIZED PROGRAM

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

Because of the one-on-one nature of the program, students can complete the program at their own pace. As a result, it is not uncommon for a classroom using the *PCI Reading Program* to have every student at a different point in the curriculum, even if all of the students started the program on the same day.