



# An Integrated Language Arts Curriculum for Nonreaders

Developed for Verbal and Nonverbal Students



Your Special Education Partner



# A Comprehensive, Differentiated Language Arts Curriculum



*Environmental Print Series—Level One*, by Janie Haugen-McLane, Jill L. Haney, and Elizabeth Stein, is a standards-based language arts curriculum for students with significant intellectual disabilities. It is also appropriate for students with mild to moderate intellectual disabilities who have been unsuccessful with phonetic or sight-words-based reading programs. Fully scripted, the program integrates forms of environmental print such as road signs and indoor signs into the story lines of books about adolescent characters.

The program includes a wide variety of manipulatives so that both verbal and nonverbal students can demonstrate comprehension and content mastery. Progress monitoring is seamlessly integrated into the program with an interactive web-based assessment tool that allows teachers to print student and class reports. All assessments can be administered online or through the scripted lessons and manipulatives included in the kit.

## Components

- 1 One-Year Subscription to EP Web-Based Interactive Assessment
- 2 Lesson Plan Books with 160 Scripted Lessons
- 16 Level A Books
- 16 Level B Books
- 48 Teaching Signs
- 5 Sets of 48 Student Signs with Velcro™
- 5 Sets of Student Sign Strips with Velcro™
- 16 Scene Posters with Velcro™
- 1 Reversible Retell Mat/Responder Mat
- 48 Sequence Cards
- 200 Response Cards
- 1 Activity Sheets Binder with 128 Reproducible Activities
- 1 School-Home Activities Booklet with 160 Activities
- 1 Teacher's Guide with Checklists and Assessments
- 1 PDF Disk with Digital Files of the Books, Posters, and Activity Sheets
- 1 Custom Storage Box

*“ I am not sure I have ever seen a curriculum program better meet the needs of my diverse students with significant special needs. First of all, this is the most differentiated program I have ever seen...My favorite thing about the program is how it integrates life skills with standards-based academics. ”*

**Kate Ahern, M.S.Ed.** Special Needs Teacher and Blogger  
[teachinglearnerswithmultipleneeds.blogspot.com](http://teachinglearnerswithmultipleneeds.blogspot.com)

For the complete post, please see [www.pcieducation.com/epnews](http://www.pcieducation.com/epnews)

# Standards-Based and Thematic

## Language Arts Standards

Developed with current state and common core standards in mind, Level One lessons focus on teaching and reinforcing the following language arts standards:

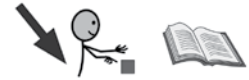
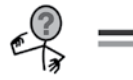
- Concepts of Print
- Main Character
- Character Traits
- Setting
- Main Idea
- Cause and Effect

## Program Themes

Level One teaches 48 signs, first through the context of a book and then generalized through a poster of a community scene and suggested community-based instruction activities. Each book and poster focuses on three signs in one of four environments:

- Streets and Roads
- Restaurants
- Work Places
- Community Places

1. Who is the main character in this story?



a. Jim



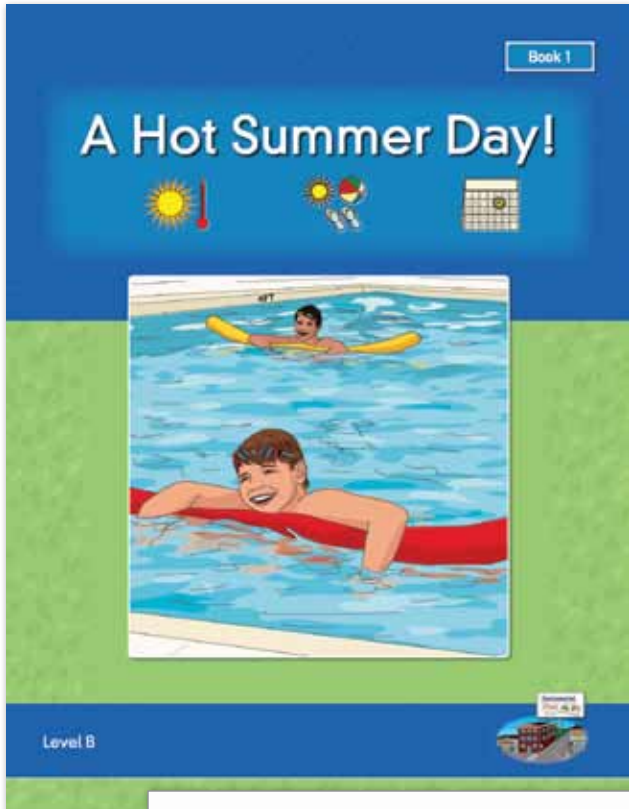
b. Maria



c. Bandit

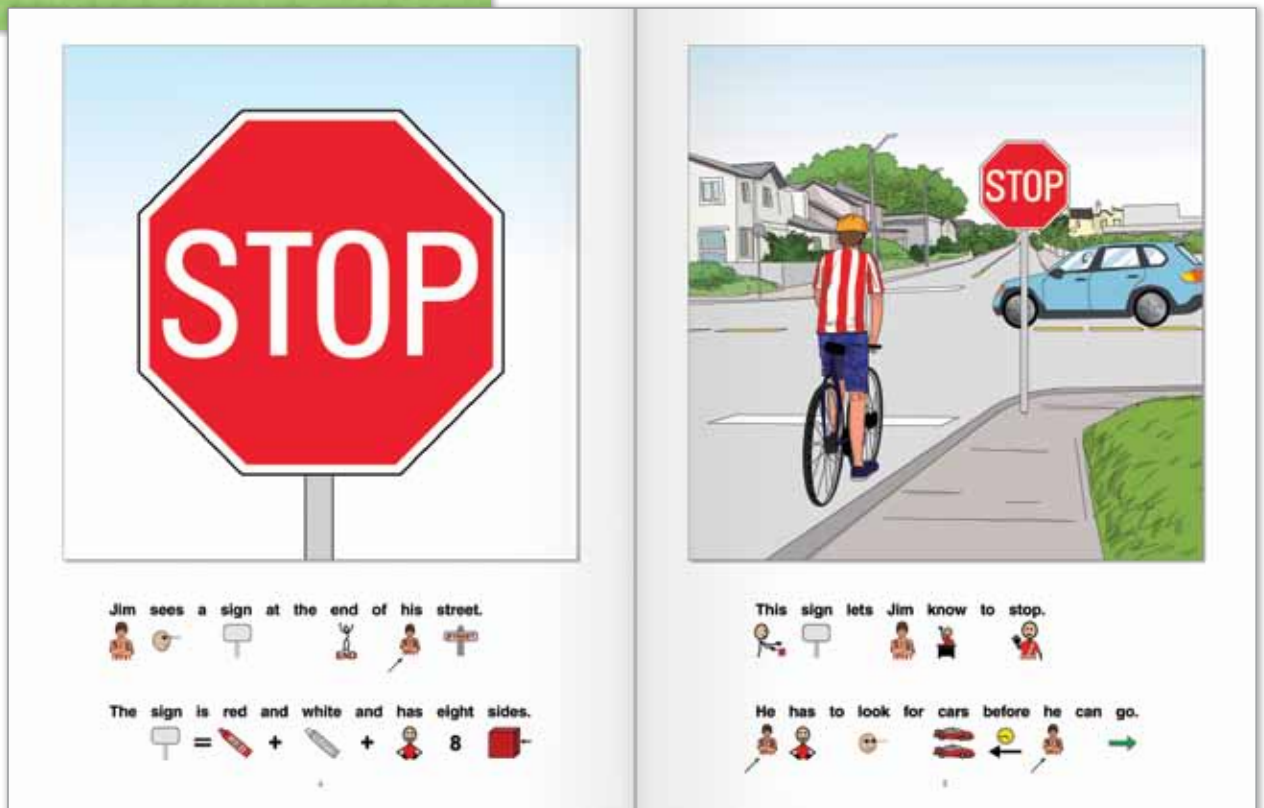


# Designed for Both Verbal and Nonverbal Students

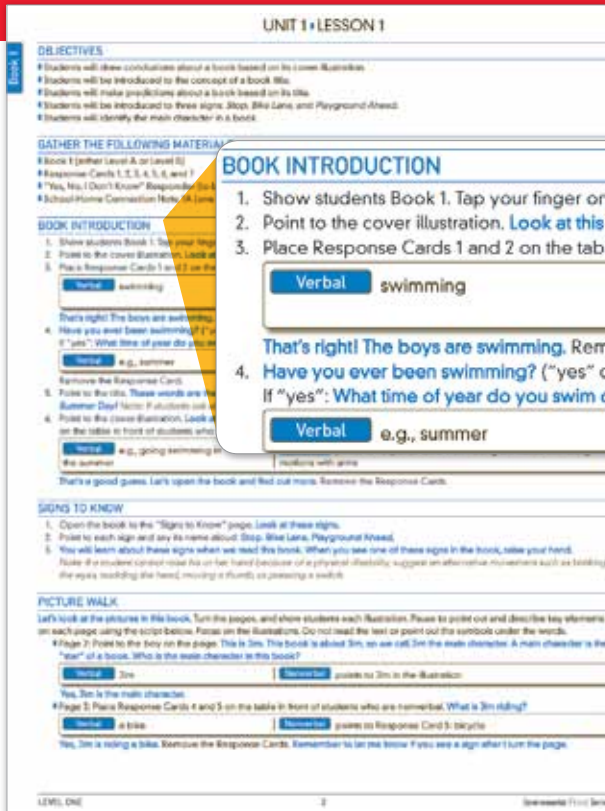


*Environmental Print Series—Level One* is built for classrooms that include a mix of students who are verbal and students who are nonverbal.

PCI has partnered with News-2-You® to create symbol-supported text for the program's books and activity sheets using SymbolStix®.







**BOOK INTRODUCTION**

1. Show students Book 1. Tap your finger on the cover. **This is our new book.**
2. Point to the cover illustration. **Look at this picture.**
3. Place Response Cards 1 and 2 on the table in front of students who are nonverbal. **What are the boys doing?**

**Verbal** swimming | **Nonverbal** points to Response Card 1: swimming OR makes swimming motions with arms

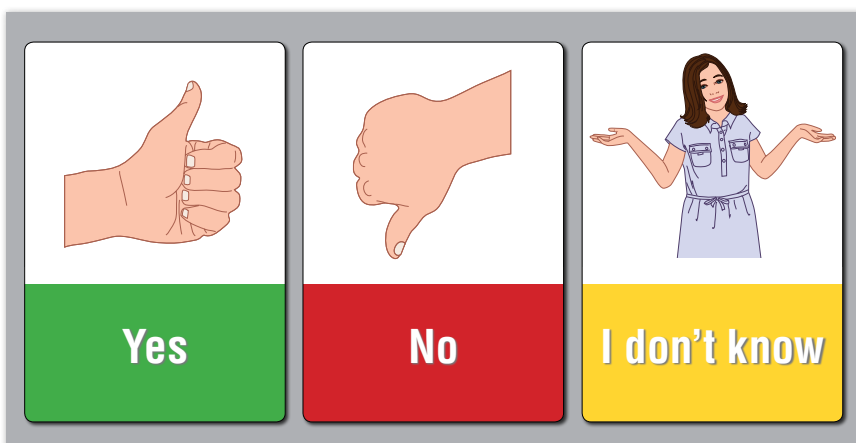
That's right! The boys are swimming. Remove the Response Cards.

4. **Have you ever been swimming?** ("yes" or "no") Place Response Card 3 on the table in front of students who are nonverbal. If "yes": **What time of year do you swim outside?**

**Verbal** e.g., summer | **Nonverbal** points to a season on Response Card 3 (e.g., summer)

Questions in the Lesson Plans can all be answered verbally or nonverbally, and suggested responses are noted.

The program's 200 Response Cards include realistic images to allow students who are nonverbal to indicate a picture answer to questions.



The Responder Mat allows students who are nonverbal to easily indicate "yes," "no," or "I don't know" to questions. Students can either touch or gaze at the response they want to indicate.