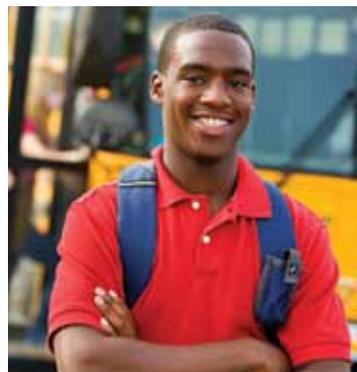
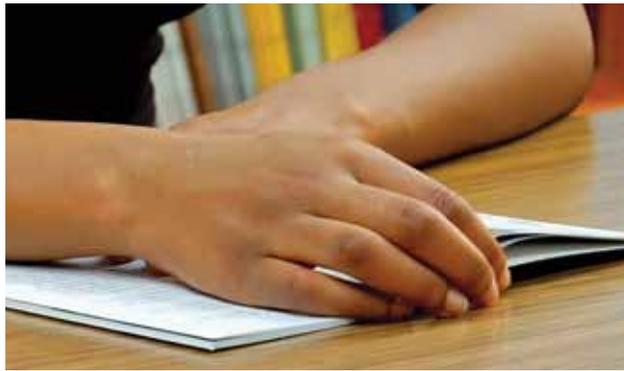


SpellRead™



*Proven Intervention
for Your Most
Struggling Readers*



SpellRead Builds Reading Success Once

The *SpellRead* Difference

PCI's reading intervention program doesn't just promise results, it delivers. *SpellRead* is purposefully designed for the most struggling readers in grades 2–12, including students two or more years behind in reading, special education students, and English language learners. *SpellRead* can make a difference and help your students become more confident readers.

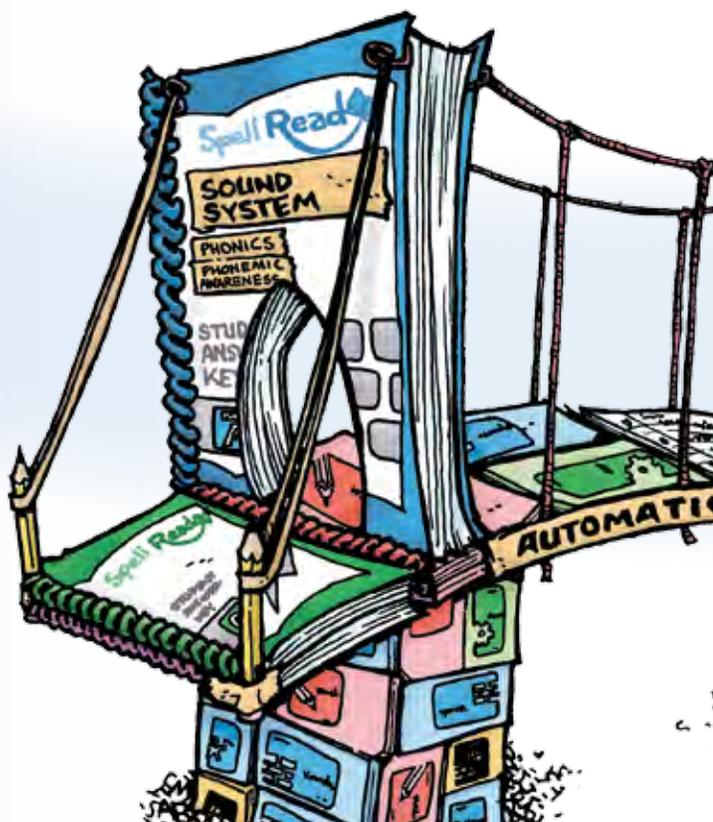


The Problem: A BROKEN FOUNDATION

Mastering the phonological coding system to a level of automaticity provides a strong reading foundation for reading in all content areas—without it students will continue to struggle throughout the grades. As texts become difficult, students become overwhelmed using compensatory strategies and fall further behind. *SpellRead* can end the cycle of failure.

The *SpellRead* Approach

SpellRead's multisensory approach bridges a student's sound system and oral language to build automaticity and trains the brain to efficiently process language read for understanding. Once through *SpellRead*, your students will have the skills they need to improve overall comprehension, and can confidently advance to more complex texts in all content areas. **Once in, once out!**

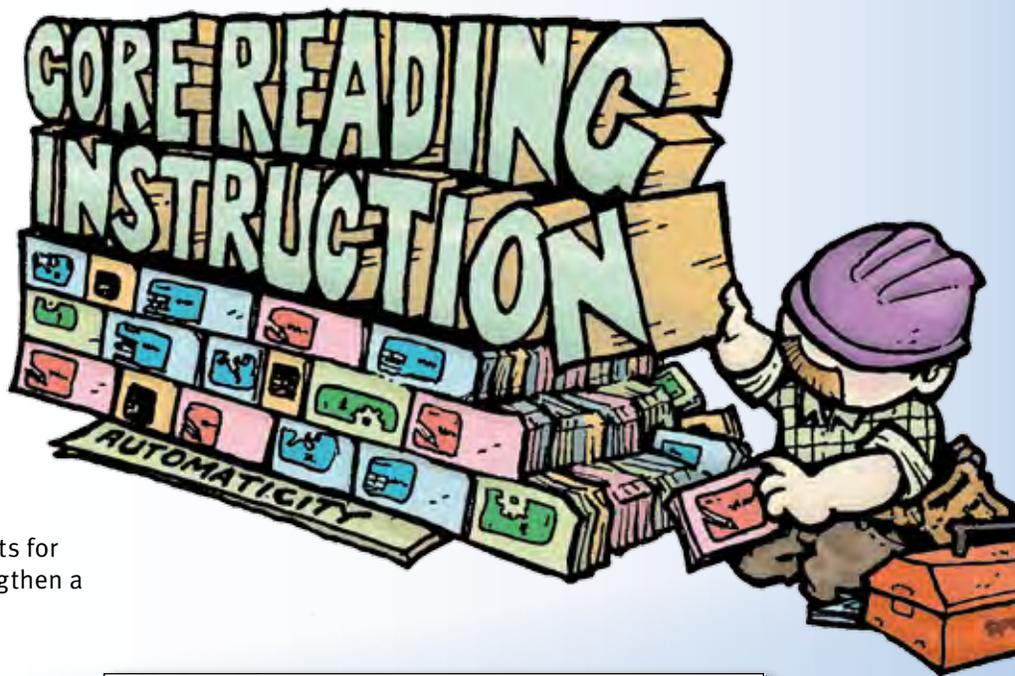


SS—

ce In, Once Out!

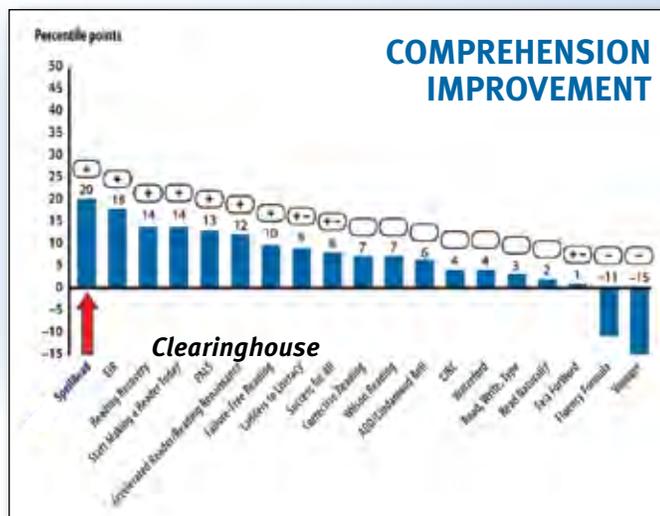
The Solution: *SPELLREAD*

SpellRead provides a clear path for students to master phonological automaticity and to become efficient and expert readers. This research-based program and instructional materials are specifically created to meet the needs of your struggling readers. With small groups, more time on task, and high-quality teacher training, *SpellRead* has all the necessary components for **effective intervention** that repair and strengthen a student's reading foundation.



SpellRead Delivers Results

*What Works
Clearinghouse
Report (U.S.
Dept. of
Education)*

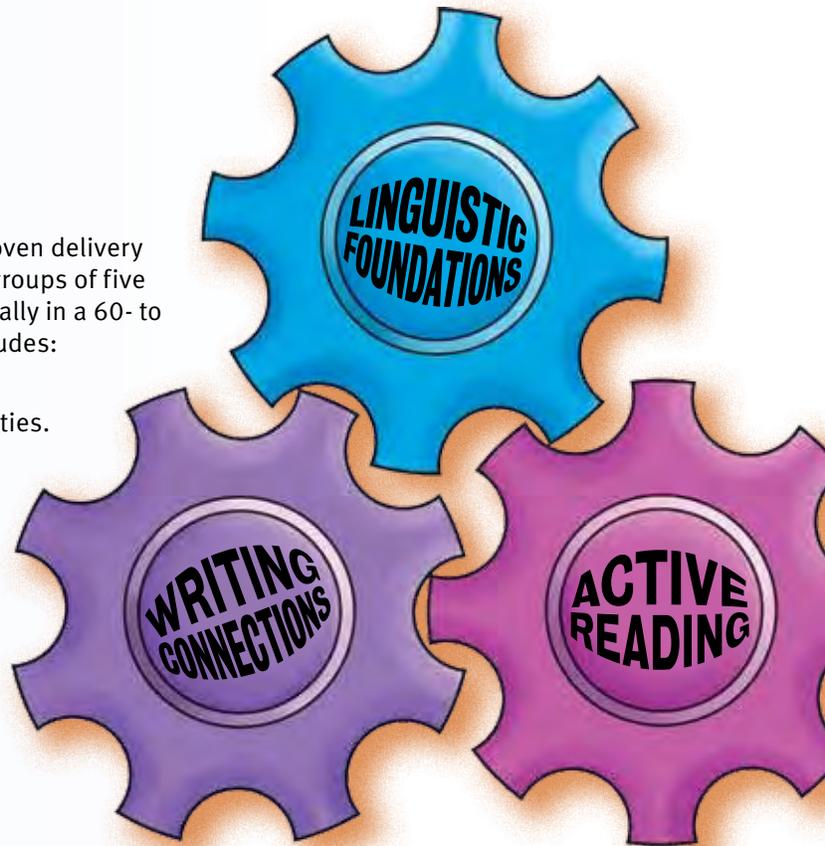


SpellRead Structured Activities D Automaticit

Comprehensive Instructional Cycle

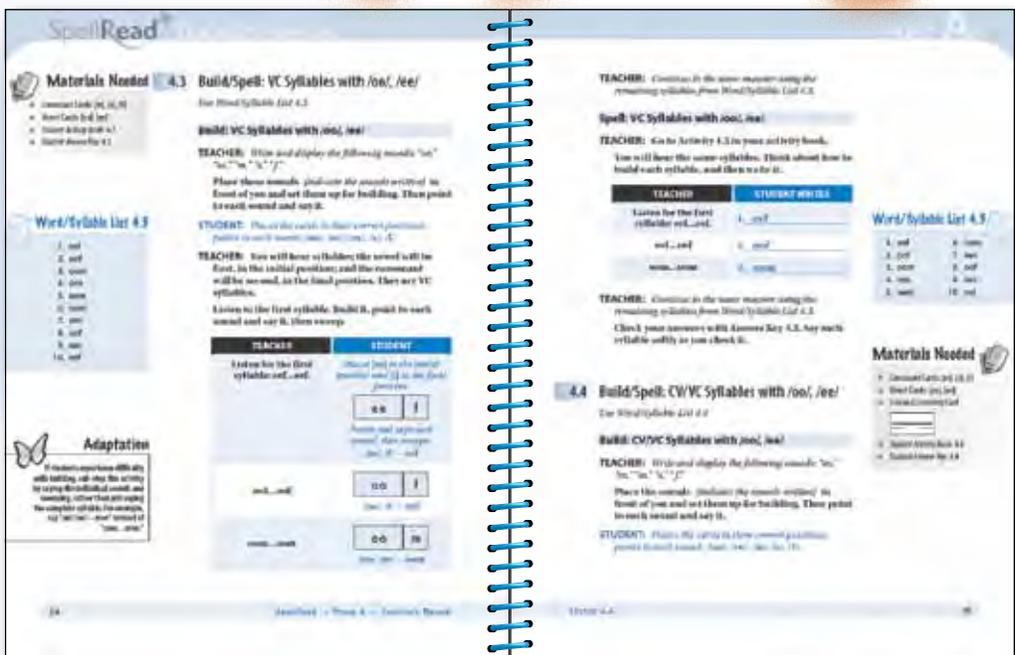
SpellRead combines effective reading instruction with a proven delivery method. This **intensive intervention** model is designed for groups of five students with one certified teacher or paraprofessional, ideally in a 60- to 90-minute instructional block. Daily instructional cycle includes:

- **Linguistic Foundations** builds automaticity with scaffolded phonics and phonemic awareness activities.
- **Active Reading** supports students' fluency through oral-reading practice using trade books and leveled readers.
- **Writing Connections** develops students' ability to turn oral language into written language.



Linguistic Foundations Approach

Linguistic Foundations is a **multi-sensory presentation** of phonemic awareness and phonics activities that occur side by side. The creative and varied array of exercises enhance student motivation while simultaneously working and reworking a skill to the point of automaticity.

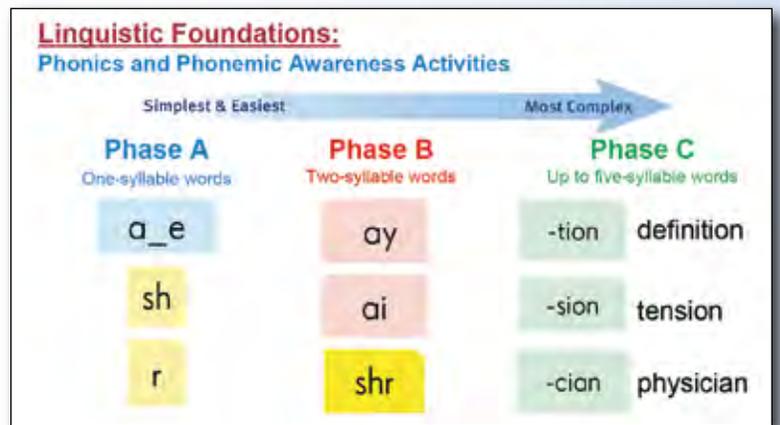


Develop Accuracy and Efficiency

Skills Progress Systematically

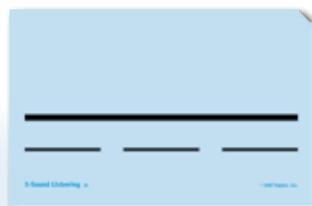
The *SpellRead* program, with 105 lessons, is divided into three phases: A, B, and C. All students start with the first lesson of phase A and progress systematically from simple to more complex sounds and words.

- Phase A:** 50 lessons
 Students learn the 44 sounds with a focus on single-syllable words.
- Phase B:** 30 lessons
 Students learn consonant blends, secondary vowel spelling and decode two-syllable words.
- Phase C:** 25 lessons
 Students learn nonphonetic common clusters, verb forms, and decode words of three or more syllables.

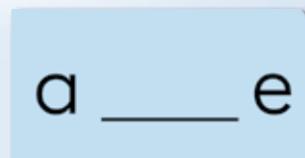
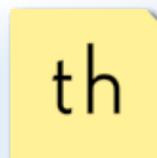


Focused Activities Lead to Mastery

Linguistic Foundations uses a consistent set of **phonemic activities** to build accuracy and automaticity.



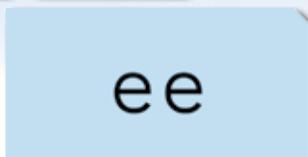
LISTEN: Students identify the initial, medial, or final position of a sound.



BLEND: Students hear two or more sounds and orally combine them, matching the sounds to the correct cards.



BUILD: Students identify the individual sounds in a syllable, and then use cards to reconstruct the syllable.



VISUALIZE: Students strengthen the auditory-visual link by recalling visual images.

SpellRead[™] Students Become Active

E

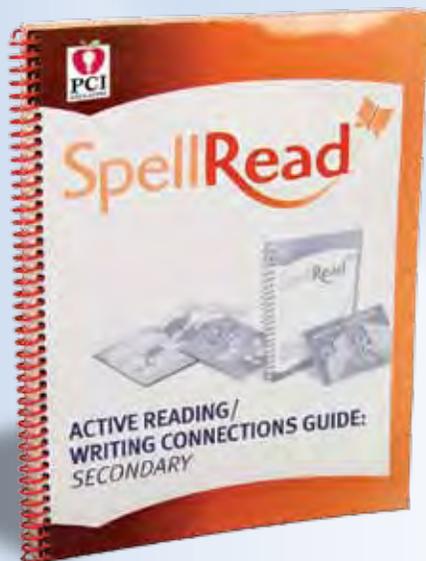


Active Reading Builds Fluency

Students read aloud daily from relevant and engaging books. They are able to synthesize and apply the skills they have been learning. The goal of Active Reading is to build students' fluency and to **improve overall comprehension**, while building oral language.



SpellRead includes **classroom libraries** that contain leveled readers as well as trade books. The books are matched to the group's instructional level, age, and interests, and represent a range of genres for reading success in all content areas.



Strategy Lessons Support the Instructional Cycle

As the class progresses through the instructional cycle, teachers **introduce explicit comprehension, vocabulary, and writing skills**. The *Active Reading/Writing Connections Guide* contains mini-lessons to teach struggling readers the strategies that are instinctively used by good readers to derive meaning from various types of texts.

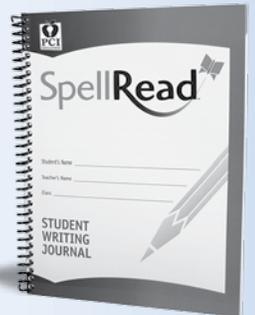
Five Readers Who Engage With Text



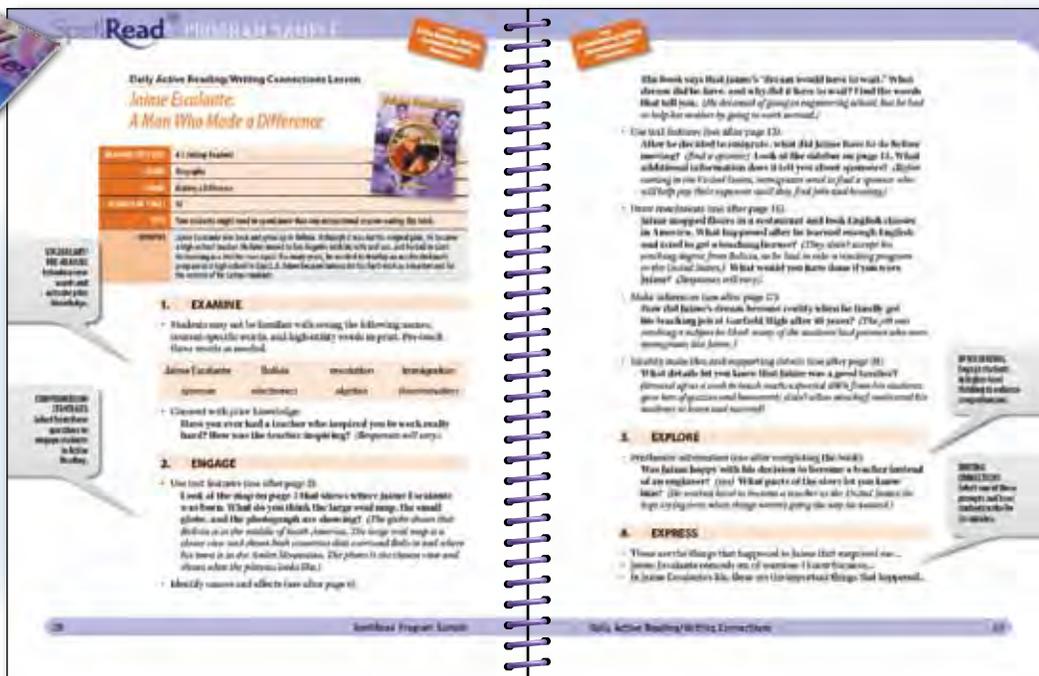
Writing Connections Links Oral and Written Language Skills



The final step in the instructional cycle is Writing Connections. Students **write each day in response to their reading** and with a specific purpose. Students use their growing sound/symbol knowledge to access their language base and to record their thoughts. The *Student Writing Journal* serves as a portfolio of student progress.



The final step in the instructional cycle is Writing Connections. Students **write each day in response to their reading** and with a specific purpose. Students use their growing sound/symbol knowledge to access their language base and to record their thoughts. The *Student Writing Journal* serves as a portfolio of student progress.



Lesson Model

- **Examine:** Direct explanation of why the strategy works and when it can be used
- **Engage:** Modeling to show students how a reader “thinks aloud” to understand text
- **Explore:** Guided practice that helps the student achieve ownership of the strategy
- **Express:** Independent application of the strategy

Student Outcomes

SpellRead provides the “catch-up growth” that students need for improved comprehension in all content areas. By the end of the program, students will be able to automatically decode any grade-level text and focus their energy on getting meaning from the text.

Specifically, students will:

- demonstrate mastery of the sound system
- attack unfamiliar words easily
- read with fluency and comprehension



Built-In Assessment Tools

Monitoring progress in each element of the *SpellRead* instructional cycle is critical for student success.

- **Speed Reading** checks student progress in gaining automaticity with the skills learned and practiced in Linguistic Foundations.
- A **Fluency Rubric** is provided to evaluate students as they read aloud during Active Reading.
- A **Writing Proficiency Rubric** monitors student progress on four basic traits: conventions, sentence fluency, organization, and ideas and content.

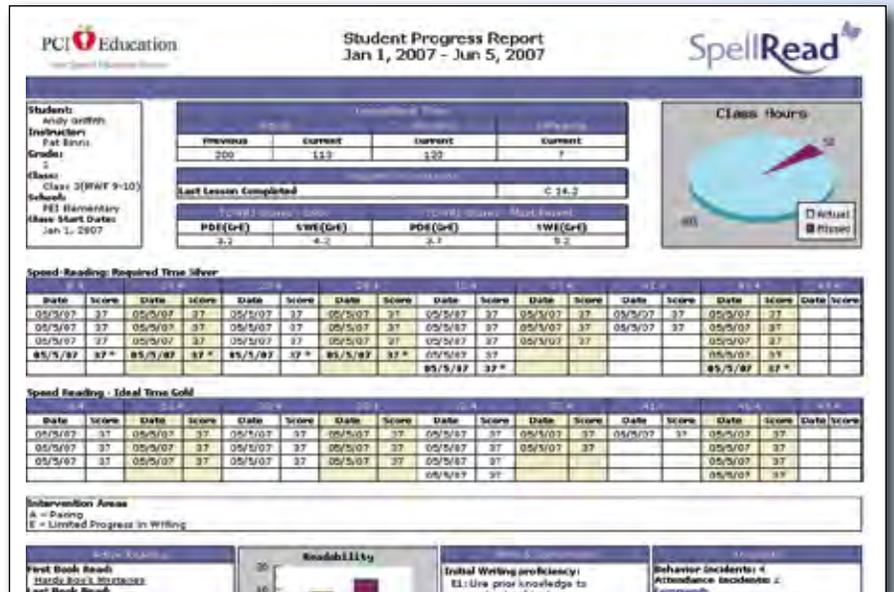
SCORE	FOUR BASIC TRAITS	
5 EXCELLENCE	CONVENTIONS • Spelling, punctuation, capitalization, grammar, and mechanics are used correctly and consistently. • Mechanics are consistent throughout the writing. SENTENCE FLUENCY • Sentences are well constructed, varied in structure, and appropriate. • Sentences begin with capital letters. • Sentences close with appropriate end punctuation.	ORGANIZATION • The structure is clearly defined and easy to follow. • The introduction and conclusion are clearly defined. • The topic is clearly defined. • Supporting details are clearly defined. • The topic is clearly defined. • The topic is clearly defined.
4 DEVELOPING	CONVENTIONS • Reasonable control over writing conventions. • Sometimes conventions errors distract from readability. • Spelling, punctuation, capitalization, grammar, usage, and paragraphing are usually correct.	ORGANIZATION • The structure is sufficiently organized for readers to move through the text with little confusion. • Introduction and conclusion moderately strong. • Supporting details are somewhat clear.
3 DEVELOPING	CONVENTIONS • Reasonable control over writing conventions. • Sometimes conventions errors distract from readability. • Spelling, punctuation, capitalization, grammar, usage, and paragraphing are usually correct.	ORGANIZATION • The structure is sufficiently organized for readers to move through the text with little confusion. • Introduction and conclusion moderately strong. • Supporting details are somewhat clear.
Level 6 EXCELLENT	Reads with ease, good intonation, and good phrasing.	
Level 5 GOOD	Reads smoothly with few hesitations.	
Level 4 SUB-GOOD	Often reads accurately with infrequent hesitations, repetitions, or errors.	
Level 3 FAIR	Generally reads smoothly with occasional choppy, some hesitations, repetitions, and errors.	
Level 2 HESITANT	Reads slowly, with poor phrasing, frequent choppy, hesitations, repetitions, and errors.	
Level 1 POOR	Reads word-by-word with many pauses, repetitions, and errors.	

Progress Monitoring Wide Instruction

Online Instructor Support System

The *Instructor Support System (ISS)* is a user-friendly **information management system** that allows teachers and districts to:

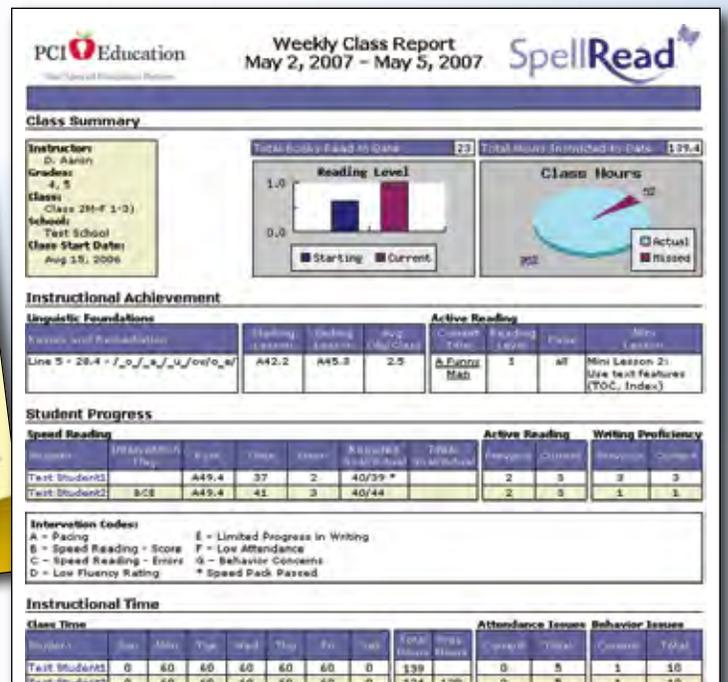
- generate reports to closely monitor student progress
- identify areas for targeted intervention
- select instructional resources and text-based lessons
- motivate student success with awards and certificates



The Student Progress Report tracks individual student achievement.

The Weekly Report tracks key metrics for an entire class.

Motivational tools provide messages of confidence and success.



SpellRead[™] is a Complete Program



Materials Support Teaching and Learning

Teacher materials are **easy to use** and provide a wealth of resources. Student materials facilitate learning and **active participation**.



Extensive Professional Development

As a result of PCI's comprehensive professional development program, teachers will become **masters of the SpellRead program** as they learn:

- the application of the program approach
- proven strategies for struggling readers
- effective program delivery and instruction
- progress-monitoring tools to ensure student success
- best classroom practices

Expert PCI consultants also provide ongoing support to answer questions, collaboratively solve problems, maintain program fidelity, and help with individual student needs.



m that Delivers Results

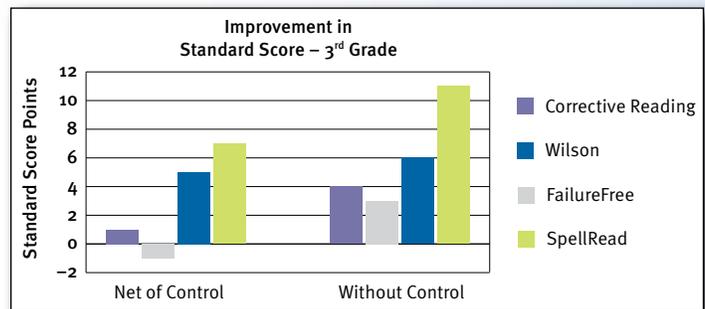
Strong Research Base

SpellRead's combination of intensive intervention strategies, a systematic approach to instruction, and comprehensive materials delivers results. Research shows that *SpellRead* provides “catch-up growth” and **narrows the gap for the most struggling readers.**

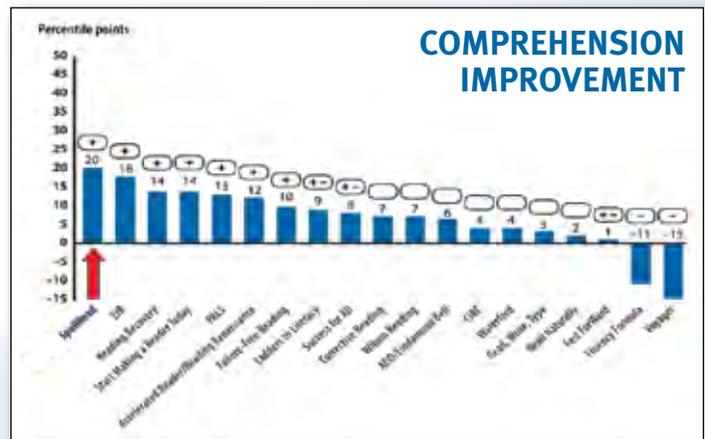
Florida Center for Reading Research

The FCRR found *SpellRead* to be “...a reading intervention that offers instruction in phonemic awareness, phonemic decoding, spelling, reading fluency, reading comprehension, and writing... content and design are aligned with current scientifically based reading research...creative and varied array of exercises that enhance student motivation...”
NO weaknesses were noted.

Power4Kids: a gold-standard study

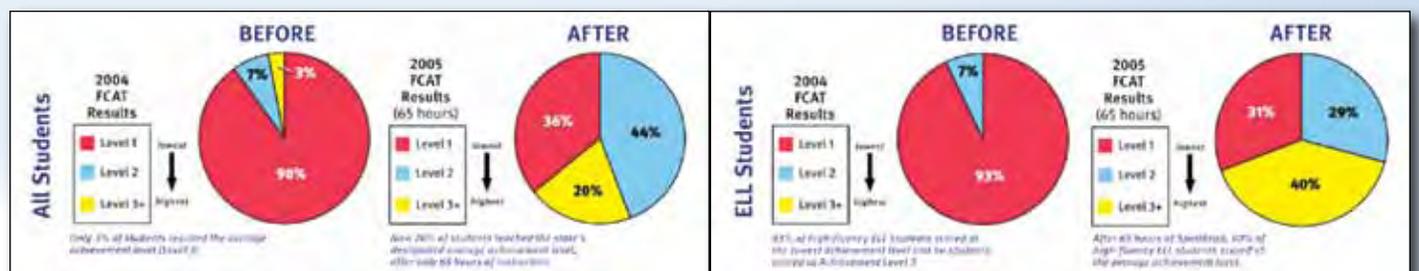


What Works Clearinghouse (WWC)



Link to State Test Results

Success in *SpellRead* transfers to students' other classes and, ultimately, to state testing.





FOCUSED ON RESULTS

SpellRead is a small-group reading intervention program that focuses on phonological automaticity and reading fluency for struggling readers. Backed by independent research, **SpellRead** combines intensive phonemic and phonetic activities with leveled readers and award-winning trade books to build students' reading comprehension.

SpellRead delivers results.

- ✓ Results that provide “catch-up growth” and narrow the gap
- ✓ Results from one year of a structured, intense, rigorous program of proven strategies—once in, once out
- ✓ Results delivered by your teachers, with comprehensive professional development and ongoing program support from PCI
- ✓ Results that enable the most struggling learner to achieve as never before



Your Special Education Partner

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