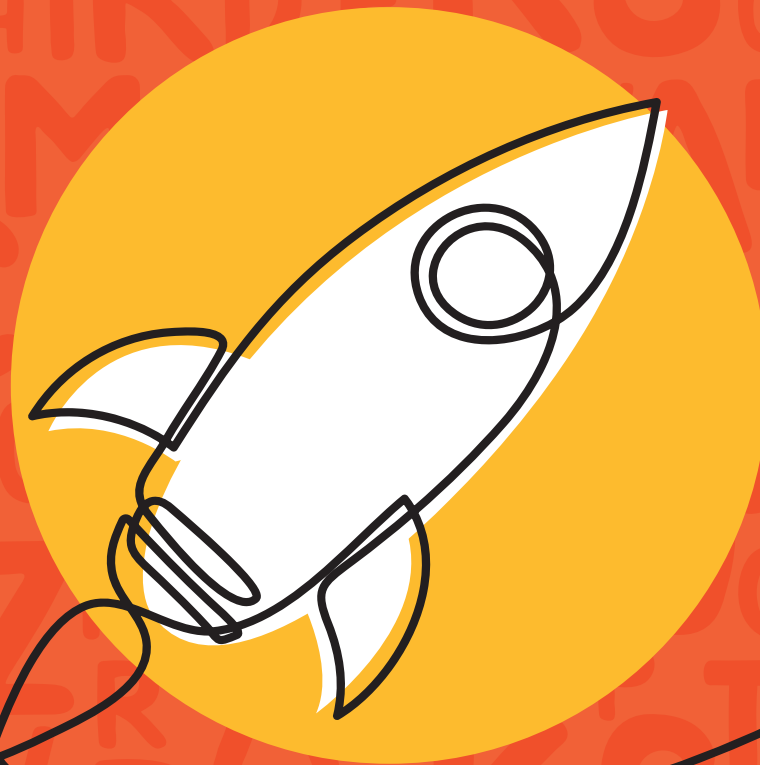


Fifth Edition

SIPPS

K-12 Sampler

SCOPE AND SEQUENCES | PLACEMENT ASSESSMENTS | SAMPLE LESSONS AND TEXTS



SIPPS, Fifth Edition
K-12 Sampler

CONTENTS

<i>SIPPS</i> , Fifth Edition Sampler.....	4
How to Use This Sampler	4
Complementary Digital Resources	5
Introducing <i>SIPPS</i>	6
Why <i>SIPPS</i> works	8
<i>SIPPS</i> supports every reader	12
<i>SIPPS</i> for Grades K–3.....	17
Scope and Sequences	18
Beginning Level.....	18
Extension Level.....	21
Challenge Level.....	24
Placement Assessments.....	27
K–1 Placement Assessment	32
2–3 Placement Assessments	38
K–1 and 2–3 Student Card Copy.....	44
Sample Lessons and Excerpts from Aligned Texts.....	48
Learning Letter Names, Lesson 4.....	48
Beginning Level, Lesson 25.....	50
Beginning Level, Little Books, Excerpt from <i>The Ant in the Mud</i>	58
Extension Level, Lesson 20.....	60
Extension Level, <i>Story Book</i> , Excerpt from “The Firefighters”.....	68
Challenge Level, Lesson 27.....	72
Challenge Level Vocabulary Supplement, Lesson 27.....	78

<i>SIPPS</i> for Grades 4–12	81
Scope and Sequences	82
<i>SIPPS</i> Plus.....	82
Challenge Level.....	85
Placement Assessment.....	88
4–12 Placement Assessment.....	88
4–12 Student Card Copy.....	95
Sample Lessons and Excerpts from Aligned Texts.	98
<i>SIPPS</i> Plus, Lesson 35.....	98
<i>SIPPS</i> Plus, <i>Dreams on Wheels</i> , Excerpt from “Sunset with the Herd”	108
Challenge Level, Lesson 35.....	112
Challenge Level Vocabulary Supplement, Lesson 35.....	120

SIPPS, Fifth Edition *Sampler*

How to Use This Sampler

Thank you for your interest in *SIPPS*®, Fifth Edition.

This sampler includes an overview of key program features plus *SIPPS* scope and sequences, grade-level specific placement assessments, student cards for placement assessments, and sample lessons and accompanying texts.

As you explore the contents, reflect on the following questions:

- How does the sequence of instruction progress across lessons and *SIPPS* levels?
- What do you notice about the various sections and lesson entry points on the placement assessments?
- How might the data from the placement assessments and scope and sequences help you determine students' instructional needs and place them appropriately?
- How do the routines in each lesson support skill acquisition?
- How do teachers provide corrective feedback to the students?
- What opportunities do the students have to apply their decoding skills to connected text?
- What opportunities do students have to practice their encoding skills in conjunction with their decoding skills?



Get a Guided Tour of the Sampler

Your local Collaborative Classroom manager of educational partnerships is ready to guide you through this sampler, answer questions, discuss piloting, and provide support. To get in touch, scan the QR code or visit collaborativeclassroom.org/about/find-my-local-representative.

Complementary Digital Resources

We recommend using this sampler alongside the program brochure, additional digital sample lessons and texts, and the *SIPPS*, Fifth Edition digital trial license.

Together with the sampler, these resources provide a comprehensive, hands-on experience:



Brochure

Review the components, instructional content, and goals of each *SIPPS* level plus information about fluency libraries, implementation resources for both educators and leaders, professional learning supports, and technology including the new CC AI Assistant for educators and CC PAL practice app for students. Scan the QR code or visit <https://flipbook.collaborativeclassroom.org/books/yymy>.



Additional Sample Lessons and Texts

Explore additional *SIPPS* sample lessons, a generous selection of aligned texts, and more program resources in a convenient and easily sharable digital format. Scan the QR code or visit info.collaborativeclassroom.org/sipps.



Trial License

Access all *SIPPS*, Fifth Edition program resources via a free, 60-day trial license on the Collaborative Classroom Learning Portal. Scan the QR code or visit info.collaborativeclassroom.org/trial.



Introducing SIPPS

Systematic, Accelerative Decoding Instruction

The ability to read proficiently is a primary predictor of success in school and life. Every new and striving reader deserves effective, evidence-based, differentiated instruction in word recognition and fluency that puts them on the path to grade-level reading success.

Backed by third-party studies and nationally recognized, the *SIPPS*® program is:

- Aligned with the science of reading
- Designed to accelerate and solidify students' mastery of foundational skills
- Flexible, adaptable, differentiated, and MTSS-aligned for use across all three tiers of instruction
- Proven effective with young readers (K–3) as well as older striving readers (4–12)



Building Confident, Independent Readers

SIPPS is an evidence-based, systematic decoding program that helps new and striving readers in grades K–12 quickly develop the accuracy and automaticity needed for fluent, independent reading.

With its structured literacy approach to foundational skills instruction, *SIPPS* provides explicit, differentiated instructional routines focused on phonological and phonemic awareness, spelling-sound correspondences, and high-frequency words.

Taught to small groups of students with similar needs, *SIPPS* makes the most of precious instructional time for every student.

In SIPPS Classrooms . . .



Students:

- Read every day
- Begin reading instruction at their points of need, allowing them to learn exactly the skills they require
- Actively participate in engaging routines to master key phonological awareness, phonics, and word recognition skills
- Build confidence as their skills grow, becoming invested in their own success as fluent, independent readers



Teachers:

- Deliver effective, differentiated instruction to all students
- Benefit from time-saving, simple assessments that group students, monitor progress, and inform instructional decision-making
- Grow their expertise and knowledge of science-of-reading-aligned practices as they teach
- Thrive with embedded professional learning, individualized coaching, and a comprehensive system of implementation support

Why SIPPS *works*

Powerful Differentiation Starts with a Placement Assessment

Taught to small groups of students with similar needs, *SIPPS* makes the most of precious instructional time for every student.

Built-in, program-specific placement assessments make it easy to determine exactly the skills each student needs to learn next and identify the student's optimal entry point into the instruction.

Get Groups Up and Running Fast

The efficient, interview-style *SIPPS* Placement Assessment is differentiated for Grades K–1, 2–3, and 4–12.

Taking just 3–8 minutes to administer, the Placement Assessment makes grouping decisions simple by capturing the data to gauge each student's point of instructional need precisely.

After placement, ongoing assessments (including periodic Mastery Tests) keep a pulse on student progress and support teacher decision-making around pacing, reteaching, and grouping.

“

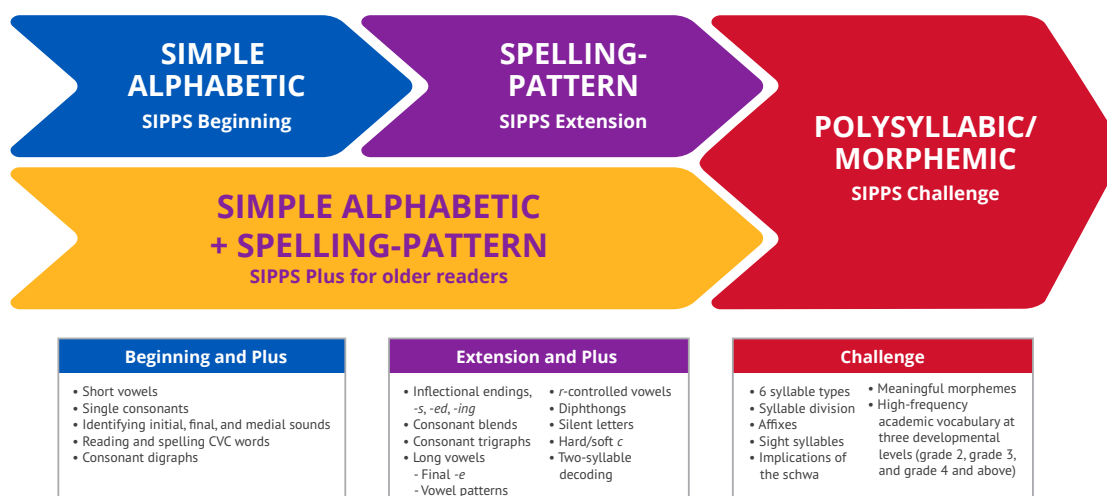


I am thrilled with the accuracy of the *SIPPS* Placement Assessment in identifying students' exact entry points along the phonics continuum and the direct approach to teaching identified skills at students' points of need.

— Dr. Stephanie Ferree,
K–12 Supervisor of Curriculum and Instruction,
Dallastown Area School District, Pennsylvania

Instruction Corresponds to Specific Phases of Reading Development

Each level of the program—Beginning, Extension, Plus, and Challenge—corresponds to a specific phase of reading development.



Grades K–3

- Beginning Level addresses the simple alphabetic phase.
- Extension Level addresses the spelling-pattern phase.
- Challenge Level addresses the most complex, polysyllabic/morphemic phase.

Grades 4–12

- *SIPPS* Plus addresses the simple alphabetic and spelling-pattern phases of foundational skills instruction and is uniquely designed for intervention for students in grades 4–12.
- Challenge Level addresses the most complex, polysyllabic stage of decoding. Differentiated word lists make it easy to adapt each lesson for readers in elementary, middle, or high school.

In *SIPPS*, the decodable texts students read are aligned to the phonics and high-frequency words they've learned, providing ample opportunities to apply the skills and concepts in each lesson.

Why SIPPS *works* (continued)

Designed to Support Acceleration

The ultimate goal of *SIPPS* is to get students reading accurately and independently as quickly as possible.

The program's scope and sequence and multiple levels are designed to support maximum acceleration.

With *SIPPS*, students progress quickly through fundamental skills learning and can potentially master 2+ years of content in a single school year.

“



In just five months of *SIPPS* instruction [30 minutes two days per week], this student made significant growth: from a kindergarten level in foundational reading skills to a third grade level.

– Alexa Speicher, ELA Teacher,
Hillsborough County Public Schools, FL

Assessment Tools Ensure Success

SIPPS gives teachers easy-to-use tools to take the pulse of student learning and adjust instruction and grouping to ensure their success.

Ongoing Progress Assessments and Mastery Tests

Ongoing progress assessments (including mastery tests every 5-10 lessons) verify how successfully students are learning the phonics and high-frequency words taught in *SIPPS*.

Multiple word lists allow teachers to modify the pace of instruction and provide reteaching according to student need.

These tools help teachers determine whether:

- The teaching pace is appropriate for the group
- Individual students need extra practice
- Individual students should be regrouped based on performance

Students Master Content

Simply exposing students to foundational skills content isn't enough. The instructional design of *SIPPS* aligns with the science of learning to ensure that students master the content.

SIPPS ensures mastery through:

- Explicit, systematic instruction in targeted small groups
- Maximum engagement in every lesson, as students respond orally during foundational skills routines and receive immediate, strategic feedback
- Ample opportunities for students to apply and practice new learning in spelling and in reading connected, instruction-aligned text

“



Throughout the *SIPPS* curriculum, the different types of research-based practice are clearly evident. Sufficient and deliberate practice—including distributed, cumulative and retrieval practice—are regular features of the lessons.

— Linda Diamond, coauthor of the *Teaching Reading Sourcebook*



NEW! Introducing the CC PAL Student Practice App

Available separately, CC PAL gives students daily, targeted, independent practice aligned to their *SIPPS* instruction. With “just-right” interactive practice activities and connected text reading, students get the engaging, effective practice they need, while educators receive real-time progress tracking data. Watch a video tour of CC PAL: collaborativeclassroom.org/programs/cc-pal-practice-app

SIPPS *supports* every reader

SIPPS Is MTSS Aligned

SIPPS aligns with the MTSS (Multi-Tiered System of Support) framework and can be used across all three tiers of instruction.

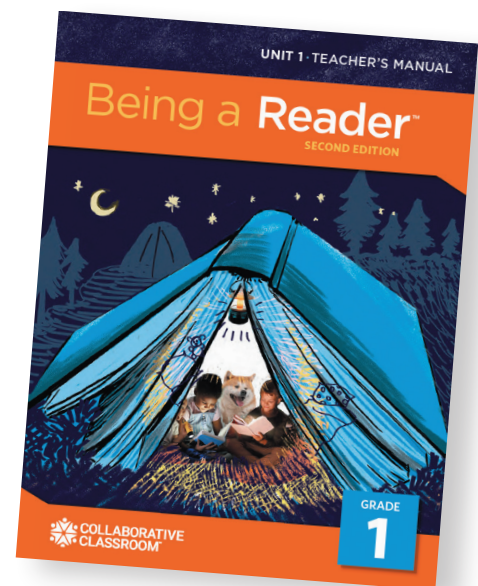
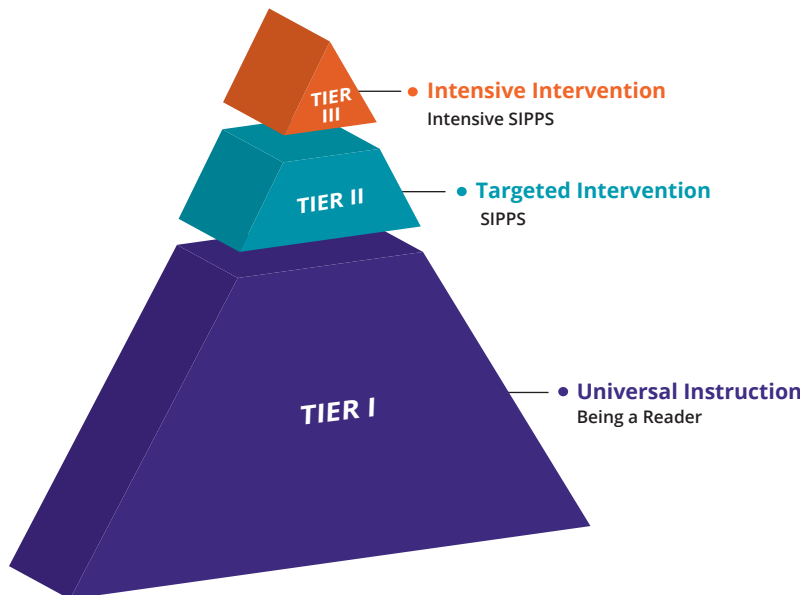
When used in Tier I, *SIPPS* supports the acquisition of grade-level, foundational skills standards. When used as an intervention, *SIPPS* accelerates progress to quickly close the gap and get students back on track and reading on grade level.

Alignment Across Tiers with Being a Reader

While *SIPPS* works effectively alongside any reading curriculum, its instructional design works seamlessly with Collaborative Classroom's comprehensive *Being a Reader* K–5 program.

An aligned scope and sequence and similar instructional routines make the two programs a perfect match for students who need Tier II or Tier III support.

Multi-Tiered System of Support within Collaborative Literacy



Support for Multilingual Learners

Best practices in multilingual learner (ML) instruction and English language development strategies are integrated into the design of *SIPPS*.

SIPPS INTEGRATES BEST PRACTICES IN ML INSTRUCTION	
Use visual aids to support learning	<i>SIPPS</i> routines make use of visual cues for phonological awareness and printed letters and words for instruction and review. Handheld cards and wall cards with mnemonic illustrations are also provided.
Provide explicit instruction and modeling	All <i>SIPPS</i> routines are carefully structured so that the teacher can deliver clear and consistent instruction. All routines are modeled for the students when they are introduced.
Provide many opportunities to practice	In <i>SIPPS</i> , students respond chorally to teacher prompts. This gives all students opportunities to practice repeatedly in a safe environment.
Review frequently	Both phonics and high-frequency words are systematically reviewed throughout the <i>SIPPS</i> program.
Assess frequently	In <i>SIPPS</i> , letter-sound and high-frequency word knowledge is regularly assessed through mastery tests.

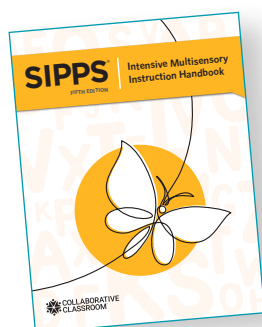
In *SIPPS*, the complex English vowel system is organized to demonstrate its logic and power. Phonics and spelling strategies are taught together so that they are mutually reinforcing. This approach is particularly helpful to ML students who have transferred some first-language skills to English reading but are not confident writers because of limited mastery of English spelling.



Learn More

collabclass.link/SIPPS-ML

Intensive Multisensory Instruction



For students who need additional support to access the foundational skills necessary for reading independence, the *Intensive Multisensory Instruction for SIPPS Handbook* provides enhanced teacher guidance for each instructional routine, as well as additional multisensory strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways.

SIPPS *supports* every reader *(continued)*

Student Reading Materials Match Instruction

The texts used in *SIPPS* Beginning, Extension, and Plus are aligned with the instruction so that students can immediately apply and practice what they've learned. Midway through Extension, students are ready to transition into easy-to-read trade books.

Additional Collections Support Daily Reading

We know that the students who make the greatest gains in *SIPPS* read independently across the school day. The optional Decodable Books and Fluency Practice Libraries for *SIPPS* provide supportive texts for students to apply their newly learned skills, first in decodable texts and then as they transition to trade books.



**Learn More About SIPPS Decodable Books
and Fluency Practice Libraries, K-12**

collaborativeclassroom.org/programs/fluency-practice-libraries

Age-Appropriate, Accelerative Intervention for Older Readers

SIPPS is intentionally designed to support older readers in grades 4–12 who have lingering foundational skill needs.

Using an accelerative scope and sequence and engaging texts that respect the learner, *SIPPS* Plus provides age-appropriate foundational skills intervention for students in grades 4–12 who are reading at a first- or second-grade level.

After students master the skills in *SIPPS* Plus, *SIPPS* Challenge teaches them the polysyllabic decoding skills and morphological knowledge they need to unlock academic vocabulary and the increasingly sophisticated text they'll meet, especially when reading across content areas.

“



With *SIPPS*, my students who previously believed that they couldn't read or who disliked reading now say they enjoy reading and enjoy coming to their *SIPPS* small group. My readers are confident, feel good about reading, volunteer to read aloud, and have the skills to approach unfamiliar words with learned strategies.

– Mariko Wesley-Fagundes, Special Education Teacher, grades 6–8,
Union High School District, California

SIPPS for Grades K–3

**Beginning, Extension,
and Challenge Levels**

SCOPE AND SEQUENCE

BEGINNING LEVEL

Lesson	Phonological Awareness	Phonics	High-Frequency Words
1A-1D	Oral Blending of Words and Syllables; Segmentation of Words and Syllables	s	see, I
2A-2D	Oral Blending of Words and Syllables; Segmentation of Words and Syllables		the
3	Oral Blending of Words and Syllables; Segmentation of Words and Syllables	n	
4	Oral Blending of Onsets and Rimes; Segmentation of <u>First</u> , Middle, and Last Sounds		you
5	Oral Blending of Onsets and Rimes; Segmentation of <u>First</u> , Middle, and Last Sounds		
6	Oral Blending of Onsets and Rimes; Segmentation of <u>First</u> , Middle, and Last Sounds	t	can
7	Oral Blending of Onsets and Rimes; Segmentation of <u>First</u> , Middle, and Last Sounds		me
8	Oral Blending of Phonemes; Segmentation of First, <u>Middle</u> , and Last Sounds	m	and
9	Oral Blending of Phonemes; Segmentation of First, Middle, and <u>Last</u> Sounds	a_	
10	Oral Blending of Phonemes; Segmentation of First, <u>Middle</u> , and Last Sounds		we
Mastery Test 1			
11	Oral Blending of Phonemes; Segmentation	a_	on
12	Oral Blending of Phonemes; Segmentation		
13	Oral Blending of Phonemes; Segmentation		
14	Oral Blending of Phonemes; Segmentation	i_	is

(continues)

BEGINNING LEVEL *(continued)*

Lesson	Phonological Awareness	Phonics	High-Frequency Words
15	Oral Blending of Phonemes; Segmentation	r	
16	Oral Blending of Phonemes; Segmentation		yes
17	Oral Blending of Phonemes; Segmentation		are, no
18	Oral Blending of Phonemes; Segmentation		
19	Oral Blending of Phonemes; Segmentation	f	isn't
20	Oral Blending of Phonemes; Segmentation	u_	
Mastery Test 2			
21	Oral Blending of Phonemes; Segmentation	h	he, she
22	Oral Blending of Phonemes; Segmentation		can't, get
23	Oral Blending of Phonemes; Segmentation		under
24	Oral Blending of Phonemes; Segmentation		to
25	Oral Blending of Phonemes; Segmentation	d	was
26	Oral Blending of Phonemes; Segmentation	o_	down, go
27	Oral Blending of Phonemes; Segmentation	c, k, _ck	saw
28	Oral Blending of Phonemes; Segmentation	<u>all</u>	my
29	Oral Blending of Phonemes; Segmentation		where
30	Oral Blending of Phonemes; Segmentation	b	here, by
Mastery Test 3			
31	Oral Blending of Phonemes; Segmentation		they, little
32	Oral Blending of Phonemes; Segmentation	p	put
33	Oral Blending of Phonemes; Segmentation	e_	what, do
34	Recognizing and Producing Rhyming Words; Segmentation of Onsets and Rimes	g	like, have
35	Recognizing and Producing Rhyming Words; Segmentation of Onsets and Rimes		said, home
36	Recognizing and Producing Rhyming Words; Segmentation of Onsets and Rimes	l	her, of
37	Recognizing and Producing Rhyming Words; Segmentation of Onsets and Rimes		out
38	Recognizing and Producing Rhyming Words; Segmentation of Onsets and Rimes		some, come, make

SCOPE AND SEQUENCE

Lesson	Phonological Awareness	Phonics	High-Frequency Words
39	Recognizing and Producing Rhyming Words; Segmentation of Onsets and Rimes	w	say, says, be
40	Recognizing and Producing Rhyming Words; Segmentation of Onsets and Rimes		
Mastery Test 4			
41	Oral Blending of Phonemes; Segmentation	th(2)	find, people
42	Oral Blending of Phonemes; Segmentation		over, there
43	Oral Blending of Phonemes; Segmentation	v	look
44	Recognizing and Producing Rhyming Words; Adding Phonemes (Manipulation)	sh	want
45	Recognizing and Producing Rhyming Words; Adding Phonemes (Manipulation)		water
46	Recognizing and Producing Rhyming Words; Adding Phonemes (Manipulation)	x, <u>old</u>	from
47	Recognizing and Producing Rhyming Words; Adding Phonemes (Manipulation)	ch, <u>tch</u>	for
48	Recognizing and Producing Rhyming Words; Adding Phonemes (Manipulation)		
49	Recognizing and Producing Rhyming Words; Adding Phonemes (Manipulation)	j, <u>dge</u>	again, many
50	Recognizing and Producing Rhyming Words; Adding Phonemes (Manipulation)	y	your, very
Mastery Test 5			
51	Segmentation; Substituting Phonemes (Manipulation)	z	were, could, would, should
52	Segmentation; Substituting Phonemes (Manipulation)	wh_	one, two, both, good
53	Segmentation; Substituting Phonemes (Manipulation)	_ing	does, other
54	Segmentation; Substituting Phonemes (Manipulation)	qu_	woman, women, every, around
55	Segmentation; Substituting Phonemes (Manipulation)		toward, their
Mastery Test 6			

EXTENSION LEVEL

Lesson	Phonological Awareness	Phonics	High-Frequency Words
R1	Oral Blending of Phonemes	a_, i_	the, I, a, see, he, be, she, we, me
R2	Oral Blending of Phonemes	o_	no, so, go, my, by, why, fly, under
R3	Oral Blending of Phonemes	e_	are, little, some, come, do, to, what, have
R4	Oral Blending of Phonemes	u_	of, all, ball, call, small, from, here, you
R5	Oral Blending of Phonemes		want, for, put, out, our, day, way, play
Mastery Test 1			
R6	Segmentation of First, Middle, and <u>Last</u> Sounds	th(2)	your, like, saw, old, cold, gold
R7	Oral Blending of Phonemes		was, one, does, said
R8	Segmentation of <u>First</u> , Middle, and Last Sounds	sh, qu_	down, her, they, says
R9	Oral Blending of Phonemes		find, over
R10	Segmentation of First, <u>Middle</u> , and Last Sounds	ch, _tch	any, many
Mastery Test 2			
R11	Oral Blending of Phonemes		where, there
R12	Segmentation of First, Middle, and <u>Last</u> Sounds	_ck, _dge, wh_	bird, goes
R13	Oral Blending of Phonemes		
R14	Segmentation of First, <u>Middle</u> , and Last Sounds	_ng, _ing (inflection)	
R15	Oral Blending of Phonemes		
Mastery Test 3			
1	Oral Blending of Phonemes	sn_, st	their, too, father
2	Segmentation of <u>First</u> , Middle, and Last Sounds	fl_, fr_, _s(2) (inflection)	walk, talk, water

SCOPE AND SEQUENCE

Lesson	Phonological Awareness	Phonics	High-Frequency Words
3	Oral Blending of Phonemes	gr_, dr_, _es (inflection)	other, mother, brother
4	Segmentation of First, <u>Middle</u> , and Last Sounds	pl_, sm_, _ed(3) (inflection)	food, very, two
5	Oral Blending of Phonemes	sp, cl_, sk, sl_	live(2), give, look, been
Mastery Test 4			
6	Segmentation of First, Middle, and <u>Last</u> Sounds	a_e, e_e, i_e, o_e, u_e(2)	large, every, after
7	Oral Blending of Phonemes		carry, again, both
8	Segmentation of <u>First</u> , Middle, and Last Sounds	_s(2) (inflection with final-e words)	could, would, wild, child
9	Oral Blending of Phonemes		children, friend, school
Mastery Test 5			
10	Segmentation of First, <u>Middle</u> , and Last Sounds	_ing (inflection with final-e words)	pull, full, watch
11	Oral Blending of Phonemes		were, don't, won't
12	Segmentation of First, Middle, and <u>Last</u> Sounds	_ed(3) (inflection with final-e words)	good, most, read(2)
13	Oral Blending of Phonemes		move, people, ready
14	Segmentation of First, <u>Middle</u> , and Last Sounds		today, work, great
15	Oral Blending of Phonemes		who, push, done
Mastery Test 6			
16	Manipulation	ee, ea	gone, few, sure
17	Segmentation		word, because, love
Mastery Test 7			
18	Manipulation	er, ir, ur	answer, nothing, once
19	Segmentation		ago, kind, mind
20	Manipulation	ar	should, ever, never
Mastery Test 8			

(continues)

EXTENSION LEVEL *(continued)*

Lesson	Phonological Awareness	Phonics	High-Frequency Words
21	Segmentation	or	even, change, only
22	Manipulation	ai_, _ay	woman, women
23	Segmentation		toward, won, often
24	Manipulation		head, bread, four
25	Segmentation	oa_, ow(2)	beautiful, true, blue
Mastery Test 9			
26	Manipulation		
27	Segmentation	oo(2), _ew(2), -tle	whole, whose, who's
28	Manipulation	-dle	picture, eye, guess
29	Segmentation	a(I), a(II), -ble	busy, build, built
30	Manipulation	_igh, wr_, kn_, -gle	hour, buy, month
Mastery Test 10			
31	Segmentation	_y, __y, -ple	shoe, piece, money
32	Manipulation	_es, _ed (inflections with final-y words)	key, door, floor
33	Segmentation	ou_, ph	half, toe, eight
34	Manipulation		tie, pie, lie, young
35	Segmentation	oi_, _oy	caught, climb
Mastery Test 11			
36	Manipulation	au_, aw	bought, brought, thought
37	Segmentation		learn, heard, earth
38	Manipulation	c(e), c(i), c(y)	early, group, through
39	Manipulation		since, either, neither
40	Manipulation		heart, enough
Mastery Test 12			

SCOPE AND SEQUENCE

CHALLENGE LEVEL

Lesson	Single-Syllable Phonics (Optional)	Sight Syllables			Syllabication Strategies
		List A	List B	List C	
1	a_, e_, i_, o_, u_				Introduce Open and Closed Syllables
2					Start Syllabic Transformations
3	__y, _y				
4		er -ly	er -ly	er -ly	Start Guided Spelling
5		-ble -gle -ple	-ble -gle -ple	-ble -gle -ple	Start Reading by Syllables
6	sh	-dle -tle col	-dle -tle col	-dle -tle ish	
7		ad pic ex	cent pic ex	sym cent ex	Introduce Schwa
8	th(2)	ment less in	duct ment less	sys less ment	
9		sub est	sub est	sub est micro	
10	ch, _tch	ant en mod	ant en mod	syn fore phon	
11	ph	-tion ac de	-tion ac de	-tion scan auto	Introduce VC/CV Splits
12	wh	nect dif per	nect dif per	-ship frac -scope	Start Reading Entire Words
13	c(e), c(i), c(y)	mem ness -al	mem ness -al	ness -al anti	

(continues)

CHALLENGE LEVEL *(continued)*

Lesson	Single-Syllable Phonics (Optional)	Sight Syllables			Syllabication Strategies
		List A	List B	List C	
14		mid un re	mid un re	mid un div	
15		vent ob ult	vent ob ult	inter -ster script	
16	a_e, e_e, i_e, o_e, u_e(2)	co multi ject	co multi ject	il multi semi	
17		mis quent ing	mis quent vid	mis pel vid	
18		-ize act im	-ize act hos	-ize dent dict	
19		pre con	pre con vill	pre -tude cred	Introduce V/CV and VC/V Splits
20		graph non prob	graph non prob	graph non bi	
21	ee, ea	-ible -able -eer	-ible -able -eer	-ible -able -eer	Start Morphemic Transformations
22		pend tri por	pend tri por	pend tri min	
23	ar	meter ist ab	meter ist port	meter ist port	
24	er, ir, ur	-ence -ance	-ence -ance	-ence -ance	
25	or	-ous -ious	-ous -ious	-ous -ious	

SCOPE AND SEQUENCE

Lesson	Single-Syllable Phonics (Optional)	Sight Syllables			Syllabication Strategies
		List A	List B	List C	
26	ai_, _ay	ent ves cap	ent ves cap	fac civ cap	
27		dis mand	dis mand	spec mand grat	
28	oa_, ow(2)	-ive -tive -ative	-ive -tive -ative	-ive -tive -ative	
29		em -ic med	em -ic med	vict -ic med	
30	oo(2)	-hood pas -vade	-hood pas -vade	photo vis -hood	
31		-ful di pro	-ful di pro	-ful sus trans	
32	_igh	-sion(2) cir	-sion(2) cir	-sion(2) quad circ	
33		-ture oc com	-ture oc com	-ture dem crim	
34					
35	ou_				
36					
37	oi_, _oy				
38					
39	au_, aw				
40					
41					
42-75	Practice with Grade-Level Vocabulary				

ASSESSMENT AND PLACEMENT

ASSESSMENT OVERVIEW

Assessment is used both to place students initially and to inform instruction as you teach. Because a key feature of the *SIPPS* program is flexible grouping according to word-recognition strategy needs, assessment plays a central role in initial placement decisions. Then, assessment is crucial in monitoring content mastery, determining the optimal pacing of instruction, and in periodically documenting students' overall growth over the course of the school year.

PLACEMENT ASSESSMENTS

Before starting the *SIPPS* program, you need to use one of three placement assessments to determine which level of the *SIPPS* program to use and where to start within a level. There is a placement assessment for students in grades K-1, another for students in grades 2-3, and a third for students in grades 4+. The "K-1 Placement Assessment" places students in Beginning and Extension Levels. The "2-3 Placement Assessment" places students in Beginning, Extension, and Challenge Levels. The "4-12 Placement Assessment" places older students in *SIPPS* Plus and Challenge Level. The placement assessments are included in this handbook also available on the Learning Portal and via ClassView Pro.

MASTERY TESTS

Instruction in *SIPPS* Beginning and Extension Levels and *SIPPS* Plus is mastery based. Regularly occurring mastery tests at these levels help you determine which students have mastered the content and are ready to move on to the next group of lessons and which students need more practice. Support for instructional decision making is provided through reflection questions included in the *Teacher's Manual*.

Mastery tests assess phonics patterns and high-frequency words that have been taught and reviewed for at least two lessons. In *SIPPS* Beginning Level, mastery tests also assess blending. We suggest 80 percent as the criterion for passing each section of the mastery tests. If a significant part of a group scores below 80 percent on a test, reteach the previous

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lessons, paying particular attention to phonics and high-frequency words the students missed. If mastery test scores show that only a few students have not met the 80 percent criterion, provide extra practice for those individuals.

Mastery tests can be accessed on the Learning Portal or through ClassView Pro. Guidance for interpreting the mastery tests is provided in the *Teacher's Manuals*, at the end of lessons where mastery tests occur.

PROGRESS ASSESSMENTS

In *SIPPS* Challenge Level, regularly occurring progress assessments help you monitor student progress and determine whether you need to adjust your instruction. Progress assessments occur every 10-20 lessons in Challenge Level and assess recently taught content such as single-syllable phonics, sight syllables, reading entire words, morphemic transformations, and reading words independently. We suggest 80 percent as the criterion for passing most sections of the progress assessments. For some sections, you record either “Good Progress” or “Fair Progress.” These terms reflect the fact that students improve in polysyllabic decoding with extensive experience over time.

Progress assessments can be accessed on the Learning Portal or through ClassView Pro. Guidance for interpreting the progress assessments is provided in the *SIPPS* Challenge Level *Teacher's Manual*, at the end of lessons where progress assessments occur.

MONITORING INDIVIDUAL STUDENT PROGRESS

Progress Tracking forms (available on the Learning Portal) provide condensed, at-a-glance reports for each student after a mastery test or progress assessment. The Progress Tracking forms are intended to support conversations with students, families, or colleagues about the progress each student is making in the program.

Another way to gauge students' progress is to listen to them read during Fluency Practice. To build fluency and strengthen skills, students should read with 95-100 percent accuracy. (For more about monitoring students' fluency, see “The Development of Reading Fluency” in the Theory and Research section of this handbook or Appendix B in your *Teacher's Manual*.)

K-1 AND 2-3 PLACEMENT ASSESSMENT

There are two versions of the K-3 Placement Assessment, one for K-1 and another for grades 2-3. Sections A-G are identical; only the placement guidance differs. Section H does not appear in the K-1 assessment because placement in Challenge Level is not appropriate for these students. The Placement Assessment measures students' use of phonics to read decodable words and their knowledge of high-frequency words. The earlier sections of the assessment cover beginning reading skills and include two components of using phonics: students' knowledge of spelling-sound relationships and their ability to blend sounds (a critical phonological skill).

PREPARATION

Make a copy of the K-1 or 2-3 evaluator's form (pages 56-61, 62-67) for each student you will assess, or plan to use ClassView Pro.

Whether or not you are using ClassView Pro, you will need to prepare student cards from which the students will read. Photocopy the student card copy (pages 68-70), cut along the dotted lines, and paste each section onto a 5" × 7" card.

ADMINISTERING THE PLACEMENT ASSESSMENT

Place the evaluator's form on a clipboard and hold it at an angle so the student does not see you record answers. Present the student cards, one at a time. Place a blank index card under the row the student is reading to help them follow each row. Have the student read the sounds and words in each section aloud as you record their answers on the evaluator's form.

Avoid calling this activity a test, and be supportive of the student's effort. Refrain from indicating whether an answer is right or wrong, and do not give the student the pronunciation for any letter or word during the assessment. For high-frequency words, allow 2 seconds before moving the student on to the next word. Note that variations in pronunciation that reflect nonstandard dialects are not counted as decoding errors.

After administering each section, record the number correct and circle "Pass" or "Not Pass" for each part; then check the instructions at the end of the section to determine whether to continue the assessment. Note that the students' placement is determined by the phonics portions of the placement assessment: if a student doesn't pass the phonics portions of a section, you will stop the assessment at that point and place the student as indicated. After completing the assessment, you may record the results of the assessment and indicate the student's placement on the first page of the evaluator's form.

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INTERPRETING THE ASSESSMENT RESULTS

Each section of the assessment corresponds to the *SIPPS* lessons as shown below.

Section	Content Assessed
Screening for Letter Names	Prerequisite knowledge of letter names
Assessment for Phonics and High-Frequency Words	
Section A	Beginning Level Lessons 1A-10
Section B	Beginning Level Lessons 11-20
Section C	Beginning Level Lessons 21-30
Section D	Beginning Level Lessons 31-40
Section E	Beginning Level Lessons 41-55/Extension Level Review Lessons 1-15
Section F	Extension Level Lessons 1-15
Section G	Extension Level Lessons 16-40
Section H	Challenge Level Lessons 1-75

A student does not have to show complete mastery to advance to the next section of the assessment. We suggest that students who respond correctly to approximately 80 percent of the items in a section move on. However, in Section B, the criterion for passing the blending portion is lower. Note that any criterion of this sort is somewhat arbitrary. If you believe that a higher or lower criterion is more compatible with your instructional program, apply that criterion to the assessment.

Students' placement is determined by the section at which they do not pass the phonics portion of the placement assessment. While high-frequency-word knowledge is assessed, this information is not used to determine when to stop assessing higher levels. Keep assessing students across the sections until they do not pass the phonics portion. However, you should note when students are at a lower level in high-frequency word knowledge than in phonics and use this information to provide more intensive instruction in high-frequency words. See the discussion of assessment and intervention for high-frequency words on page 81.

Our placement recommendations are based on the assumption that teachers have access to the following *SIPPS* instructional materials:

- > **Kindergarten** Beginning Level
- > **First Grade** Beginning and Extension Levels
- > **Second and Third Grades** Extension and Challenge Levels

PLACEMENT CONSIDERATIONS

If you have experience with the program and sufficient resources, you may wish to fine-tune placements. For example, the placement advice in the evaluator's form specifies a limited number of entry points in the three levels of the *SIPPS* program. Some students may be most appropriately placed between two entry points. Consider making a closer analysis of the assessment, particularly for students in the early part of Beginning Level. For example, the optimal placement for some students may be in Beginning Level Lesson 6.

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K-1 PLACEMENT ASSESSMENT

Evaluator: _____ Date: _____

Student: _____ Grade: _____

Evaluator's Form or ClassView Pro

Mark each item as the student responds. Use a check for correct answers and "NR" for no response. For each incorrect answer, record exactly what the student said, next to or below the missed item.

RESULTS

Phonics section not passed _____

High-frequency-words section(s) not passed

PLACEMENT

_____ Beginning **1 11 21 31 41**

_____ with high-frequency words
intervention

_____ Extension **R1 1 16**

_____ with high-frequency words
intervention

Screening for Letter Names

"Tell me the names of each of these letters."

m _____ s _____ f _____ l _____ r _____

u _____ n _____ i _____ h _____ v _____

a _____ w _____ z _____ b _____ c _____

d _____ g _____ p _____ o _____ t _____

e _____ j _____ k _____ y _____ x _____ q _____

Number right: _____/26 Pass (21-26 right) or Not Pass

_____ If the student passes, continue on to Section A.

_____ If the student does not pass, the student is not ready to start the *SIPPS* program. See the suggestions for teaching letter names on pages 83-84.

(continues)

ASSESSMENT AND PLACEMENT

K-1 PLACEMENT ASSESSMENT *(continued)*

Assessment for Phonics and High-Frequency Words

Section A *(assessing the material in Beginning Level Lessons 1A-10)*

PHONICS: LETTER SOUNDS

"Tell me the sound of each letter."

s _____ n _____ t _____ m _____

Number right: _____/4 Pass (3-4 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

"Read these words."

I _____ see _____ the _____ you _____ can _____
me _____ and _____ we _____

Number right: _____/8 Pass (6-8 right) or Not Pass

_____ If the student passes phonics, continue on to Section B.

_____ If the student does not pass phonics, place them in Beginning Level Lesson 1.

Section B *(assessing the material in Beginning Level Lessons 11-20)*

PHONICS: LETTER SOUNDS

"Tell me the sound of each letter." (If the student gives the long-vowel sound for *a* or *i*, say, "Does the letter have another sound?")

ă _____ r _____ ĭ _____ f _____

Number right: _____/4 Pass (3-4 right) or Not Pass

PHONICS: BLENDING *(5-second limit per word)*

"Sound out and read these words."

sat _____ man _____ ran _____ mat _____ sit _____

Number right: _____/5 Pass (3-5 right) or Not Pass

(continues)

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K-1 PLACEMENT ASSESSMENT *(continued)*

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

on _____ is _____ yes _____ are _____ no _____
isn’t _____

Number right: _____/6 Pass (5-6 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section C.

_____ If the student does not pass phonics, place them in Beginning Level Lesson 11.

Section C *(assessing the material in Beginning Level Lessons 21-30)*

PHONICS: LETTER SOUNDS

“Tell me the sound of each letter or group of letters.” (If the student gives the long-vowel sound for *u* or *o*, say, “Does the letter have another sound?”)

h _____ ŭ _____ d _____ c _____ all _____
ō _____ k _____ b _____ ck _____

Number right: _____/9 Pass (7-9 right) or Not Pass

PHONICS: BLENDING *(5-second limit per word)*

“Sound out and read these words.”

if _____ rat _____ him _____ hat _____ fit _____

Number right: _____/5 Pass (4-5 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

was _____ go _____ down _____ saw _____ my _____
where _____ here _____ he _____ under _____ can’t _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section D.

_____ If the student does not pass phonics, place them in Beginning Level Lesson 21.

(continues)

ASSESSMENT AND PLACEMENT

K-1 PLACEMENT ASSESSMENT *(continued)*

Section D *(assessing the material in Beginning Level Lessons 31-40)*

PHONICS: LETTER SOUNDS

"Tell me the sound of each letter." (If the student gives the long-vowel sound for e, say, "Does the letter have another sound?")

p _____ g _____ l _____ ě _____ w _____

Number right: _____/5 Pass (4-5 right) or Not Pass

PHONICS: BLENDING *(5-second limit per word)*

"Sound out and read these words."

sick _____ mad _____ tack _____ cut _____ rock _____

fall _____ kid _____ mop _____ hot _____ duck _____

Number right: _____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

"Read these words."

her _____ they _____ have _____ said _____ of _____

out _____ some _____ like _____ be _____ come _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section E.

_____ If the student does not pass phonics, place them in Beginning Level Lesson 31.

Section E *(assessing the material in Beginning Level Lessons 41-55/Extension Level Review Lessons 1-15)*

PHONICS *(5-second limit per word)*

"Read these words."

math _____ shells _____ quick _____ sing _____

much _____ rocks _____ catch _____ judge _____

when _____ hopping _____

Number right: _____/10 Pass (8-10 right) or Not Pass

(continues)

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K-1 PLACEMENT ASSESSMENT *(continued)*

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

from _____ many _____ find _____ for _____ does _____
your _____ there _____ want _____ one _____ over _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section F.

_____ If the student does not pass phonics, place them in Beginning Level Lesson 41.

Section F *(assessing the material in Extension Level Lessons 1-15)*

PHONICS *(5-second limit per word)*

“Read these words.”

planes _____ smelling _____ these _____ brave _____
slide _____ closed _____ stone _____ shining _____
cute _____ hummed _____

Number right: _____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

very _____ other _____ full _____ walk _____ every _____
would _____ give _____ done _____ move _____ their _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section G.

_____ If the student does not pass phonics, place them in Extension Level Lesson 1.

(continues)

ASSESSMENT AND PLACEMENT

K-1 PLACEMENT ASSESSMENT

Section G *(assessing the material in Extension Level Lessons 16–40)*

PHONICS *(5-second limit per word)*

“Read these words.”

bright _____ reaching _____ pointed _____

trains _____ boots _____ floated _____ strayed _____

north _____ smart _____ clowns _____

Number right: _____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

shoe _____ guess _____ whole _____ brought _____

because _____ answer _____ should _____ only _____

women _____ toward _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, consult the implementation resources on the Learning Portal for guidance about instruction for kindergarten and grade 1 students who have demonstrated mastery of the *SIPPS* Extension Level content.

_____ If the student does not pass phonics, place them in Extension Level Lesson 16.

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2-3 PLACEMENT ASSESSMENT

Evaluator: _____ Date: _____
Student: _____ Grade: _____

Evaluator’s Form or ClassView Pro

Mark each item as the student responds. Use a check for correct answers and “NR” for no response. For each incorrect answer, record exactly what the student said, next to or below the missed item.

RESULTS

Phonics section not passed _____

High-frequency-words section(s) not passed _____

PLACEMENT

_____ Beginning **1 11 21 31 41**

_____ with high-frequency words intervention

_____ Extension **R1 1 16**

_____ with high-frequency words intervention

_____ Challenge

Section A *(assessing the material in Beginning Level Lessons 1A-10)*

PHONICS: LETTER SOUNDS

“Tell me the sound of each letter.”

s _____ n _____ t _____ m _____

Number right: _____/4 Pass (3-4 right) or Not Pass

(continues)

ASSESSMENT AND PLACEMENT

2-3 PLACEMENT ASSESSMENT *(continued)*

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

I _____ see _____ the _____ you _____ can _____
me _____ and _____ we _____

Number right: _____/8 Pass (6-8 right) or Not Pass

_____ If the student passes phonics, continue on to Section B.

_____ If the student does not pass phonics, place them in Beginning Level Lesson 1.

Section B *(assessing the material in Beginning Level Lessons 11-20)*

PHONICS: LETTER SOUNDS

“Tell me the sound of each letter.” (If the student gives the long-vowel sound for *a* or *i*, say, “Does the letter have another sound?”)

ă _____ r _____ ĭ _____ f _____

Number right: _____/4 Pass (3-4 right) or Not Pass

PHONICS: BLENDING *(5-second limit per word)*

“Sound out and read these words.”

sat _____ man _____ ran _____ mat _____ sit _____

Number right: _____/5 Pass (3-5 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

on _____ is _____ yes _____ are _____ no _____
isn't _____

Number right: _____/6 Pass (5-6 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section C.

_____ If the student does not pass phonics, try placing them in Extension Level
Review Lesson 1 (use the “Blend and Read Words” routine for the mixed list).

(continues)

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2-3 PLACEMENT ASSESSMENT *(continued)*

Section C *(assessing the material in Beginning Level Lessons 21-30)*

PHONICS: LETTER SOUNDS

"Tell me the sound of each letter or group of letters." (If the student gives the long-vowel sound for *u* or *o*, say, "Does the letter have another sound?")

h _____ ŭ _____ d _____ c _____ all _____
 ă _____ k _____ b _____ ck _____

Number right: _____/9 Pass (7-9 right) or Not Pass

PHONICS: BLENDING *(5-second limit per word)*

"Sound out and read these words."

if _____ rat _____ him _____ hat _____ fit _____

Number right: _____/5 Pass (4-5 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

"Read these words."

was _____ go _____ down _____ saw _____ my _____
 where _____ here _____ he _____ under _____ can't _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section D.

_____ If the student does not pass phonics, try placing them in Extension Level Review Lesson 1 (use the "Blend and Read Words" routine for the mixed list).

Section D *(assessing the material in Beginning Level Lessons 31-40)*

PHONICS: LETTER SOUNDS

"Tell me the sound of each letter." (If the student gives the long-vowel sound for *e*, say, "Does the letter have another sound?")

p _____ g _____ l _____ ă _____ w _____

Number right: _____/5 Pass (4-5 right) or Not Pass

(continues)

ASSESSMENT AND PLACEMENT

2-3 PLACEMENT ASSESSMENT *(continued)*

PHONICS: BLENDING *(5-second limit per word)*

“Sound out and read these words.”

sick _____ mad _____ tack _____ cut _____ rock _____

fall _____ kid _____ mop _____ hot _____ duck _____

Number right: _____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

her _____ they _____ have _____ said _____ of _____

out _____ some _____ like _____ be _____ come _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes both phonics portions, continue on to Section E.

_____ If the student does not pass phonics, try placing them in Extension Level
Review Lesson 1 (use the “Blend and Read Words” routine for the mixed list).

Section E *(assessing the material in Beginning Level Lessons 41-55/Extension Level Review Lessons 1-15)*

PHONICS *(5-second limit per word)*

“Read these words.”

math _____ shells _____ quick _____ sing _____

much _____ rocks _____ catch _____ judge _____

when _____ hopping _____

Number right: _____/10 Pass (8-10 right) or Not Pass

(continues)

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2-3 PLACEMENT ASSESSMENT *(continued)*

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

from _____ many _____ find _____ for _____ does _____
your _____ there _____ want _____ one _____ over _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section F.

_____ If the student does not pass phonics, try placing them in Extension Level
Review Lesson 1 (use the “Blend and Read Words” routine for the mixed list).

Section F *(assessing the material in Extension Level Lessons 1-15)*

PHONICS *(5-second limit per word)*

“Read these words.”

planes _____ smelling _____ these _____ brave _____
slide _____ closed _____ stone _____ shining _____
cute _____ hummed _____

Number right: _____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

very _____ other _____ full _____ walk _____ every _____
would _____ give _____ done _____ move _____ their _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section G.

_____ If the student does not pass phonics, place them in Extension Level Lesson 1.

(continues)

ASSESSMENT AND PLACEMENT

2-3 PLACEMENT ASSESSMENT *(continued)*

Section G *(assessing the material in Extension Level Lessons 16-40)*

PHONICS *(5-second limit per word)*

"Read these words."

bright _____ reaching _____ pointed _____

trains _____ boots _____ floated _____ strayed _____

north _____ smart _____ clowns _____

Number right: _____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

"Read these words."

shoe _____ guess _____ whole _____ brought _____

because _____ answer _____ should _____ only _____

women _____ toward _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section H.

_____ If the student does not pass phonics, place them in Extension Level Lesson 16.

Section H *(assessing Challenge Level, polysyllabic words)*

"Read these words."

dinner _____ punish _____ moment _____ contest _____ station _____

crocodile _____ relative _____ volcano _____ decorate _____

difficult _____ fantastic _____ umbrella _____ calendar _____

tomato _____ eraser _____ education _____ unhappiness _____

transportation _____ communicate _____ experiment _____

Number right: _____/20 Pass (16-20 right) or Not Pass

_____ If the student passes this section, they may not need Challenge Level.

_____ If the student does not pass this section, place them in Challenge Level Lesson 1.

K-1 and 2-3 Student Card Copy

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K-1 AND 2-3 STUDENT CARD COPY

Photocopy the student card copy and prepare cards for the students to read. Glue the phonics and high-frequency words for each section onto a separate card.

----- ✂

Screening for Letter Names

m s f l r
u n i h v
a w z b c
d g p o t
e j k y x q

----- ✂

Assessment for Phonics and High-Frequency Words

Section A

s n t m
I see the you can
me and we

----- ✂

Section B

a r i f
sat man ran mat sit
on is yes are no
isn't

----- ✂

(continues)

ASSESSMENT AND PLACEMENT

K-1 AND 2-3 STUDENT CARD COPY *(continued)*

----- ✂

Section C

h u d c all
o k b ck
if rat him hat fit
was go down saw my
where here he under can't

----- ✂

Section D

p g l e w
sick mad tack cut rock
fall kid mop hot duck
her they have said of
out some like be come

----- ✂

Section E

math shells quick sing
much rocks catch judge
when hopping
from many find for does
your there want one over

----- ✂

(continues)

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K-1 AND 2-3 STUDENT CARD COPY *(continued)*

----- ✂

Section F

planes smelling these brave
slide closed stone shining
cute hummed
very other full walk every
would give done move their

----- ✂

Section G

bright reaching pointed
trains boots floated strayed
north smart clowns
shoe guess whole brought
because answer should only
women toward

----- ✂

Section H

dinner punish moment
contest station crocodile
relative volcano decorate
difficult fantastic umbrella
calendar tomato eraser
education unhappiness transportation
communicate experiment

----- ✂

① DO AHEAD

- ✓ Locate the handheld cards for *Nn*, *N*, and *n*
- ✓ Add the handheld cards for *N* and *n* to the letter review card deck.
- ✓ Write on the board or chart paper: *Noisy Nancy ran around and banged the drum.*

In this lesson, the students:

- Learn the letter *Nn*
- Practice letters they have learned
- Listen carefully

1 Gather and Introduce *Nn*

Gather the students on the rug with partners sitting together, facing you. Tell the students that the letter they will learn today is *Nn*. Write *N* and *n* on the board. Introduce the capital and lowercase forms of the letters using the same procedure used in Lesson 2 (see Step 2 on page 5).

Show the handheld card for *Nn*, point to the letter, and say the letter name. Have the students repeat the letter name.

2 Identify the Letter *Nn*

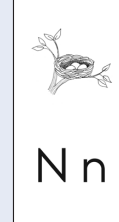
Tell the students that now they will practice finding the letter *Nn* in a sentence. Direct the students' attention to the sentence on the board and read the sentence aloud, pointing to each word as you read it. Then ask:

 **Q** *How many Nn's do you see in this sentence? Turn to your partner.*

Give the students a few moments to think about and discuss the question, then have several volunteers come to the board and circle the letter *Nn*.

Once the students have finished, ask and briefly discuss:

Q *What do you notice about the words in the sentence that have capital letters?*



Materials

- Handheld cards for *Nn*, *N*, and *n*
- Letter review card deck
- Alphabet wall card for *Nn*

Teacher Note

If the students make a mistake, support them by pointing to the wall card, saying the letter name, and having the students say the letter name. Then show the handheld card again and have the students say the letter.

3 Review Letters

Remind the students that they will review the letters they have learned using the handheld cards that show the capital and the lowercase letters. Review that you will show a card from the deck and point to the letter on the card. When you point to the letter, the students will say the letter name.

Use this procedure to review the capital and lowercase forms of the letters you have taught so far (*R, r, T, t, N, and n*).



CLASS ASSESSMENT NOTE

As you review the learned letters, ask yourself:

- *Do the students remember the letters that have been taught (*Rr, Tt, Nn*)?*
- *Do they wait to respond together when you point to the letters?*

Record your observations on the “Class Assessment Record” sheet (CA1). Use the following suggestions to support the students.

If the students are struggling to remember the letter names, use the review deck to review two or three times during the day. In addition, point out the letters in environmental print (such as at morning meeting), say the letter names, and have the students repeat them.

If the students do not respond together, review the procedure during the next lesson.

4 Wrap Up

Remind the students that learning letters will help them learn to read, and tell them that they will practice with letters at independent work and that they will learn more letters in the next lesson.

Connections to Independent Word Work

- Add the letters *N* and *n* to the foam letters in the independent work bin and sheets of paper with *N* and *n* to the letter collage bin. (For more information, see “Connections to Independent Word Work” on page 6.)

LESSON 25

An Instructional Self-Check is included at the end of this lesson to help you think about your teaching practice and make instructional decisions to support student learning.

LESSON NOTES

► **d**

- When the students write the letter *d*, emphasize the stroke sequence by saying “circle first” or “first the doorknob and then the door.”
- In Spanish, a *d* that appears at the end of a word has a softer sound than it does in English. This is also the case when *d* appears between vowels in Spanish multisyllabic words.

► **was**

- In Chinese, Vietnamese, Hmong, and Korean, forms of the verb *be* can be omitted before adjectives and prepositional phrases. Point out the difference in English by asking a series of questions that will prompt the students to use *was* in a meaningful context. For example, ask if they were sad/hungry/at school/in bed at different times in the past.

1 REREADING A STORY

For the *first reading* of a sentence in a story: For all decodable words, “Sound.” “Read.” For a high-frequency word at the beginning of the sentence, “Read.” For high-frequency words that follow, just sweep under the word. For the *rereading* of a sentence in a story: “Read” for the first word in the sentence. Sweep under all the words that follow.

Have the students chorally reread Story 24.

Correction

For high-frequency words, say the word, have the students reread it, and go back to the beginning of the sentence. For decodable words, model the blending of the word once, have the students reread it, and go back to the beginning of the sentence.

2 PHONOLOGICAL AWARENESS

ORAL BLENDING OF PHONEMES

(Say the sounds continuously.) "Blend."



A rub, suck, cut, back, cab

B sack, mud, sun, cat, cap

Correction

Model the correct response by saying the sounds slowly without pausing between them and then saying the word as you point to the parts of the visual cue.

SEGMENTATION

"Say _____. "Sound _____."



A cat, cut, duck, kick, tack, tuck

B sack, sick, rack, mud, hum, sad

Correction

Model the correct response by repeating the word and then segmenting the sounds as you point to the parts of the visual cue.

3 PHONICS AND DECODABLE WORDS

INTRODUCE

[1] Present the sound in an example sentence, have the students say the new sound, and discuss the wall-card mnemonic. [2] "My turn." "My turn again." [3] "Together." "Sound." "Again." [4] "Your turn." "Sound." "Again."

d (mnemonic: "dog," stop sound; *That dog is digging a deep hole in the garden.*)

Minimize the distortion of /d/ by making a muted sound of /uh/. Note that there is no pure sound of *d*. Its actual sound changes when it is followed by different vowels.

Students often confuse /d/ and /t/ because they use the same mouth formation. Show the students that their voice box rumbles and vibrates for /d/ but not for /t/. They can hear the difference when they cover their ears and say the sounds.

REVIEW

(Mix order.) "Sound." "Again."

s, n, t, m, a_, i_, r, f, u_, h, d

SIPPS® BEGINNING LEVEL

LESSON 25

Correction

[1] (Point to the wall card and say its mnemonic.) "Sound." [2] (Point to the sound card.) "My turn." "My turn again." [3] "Together." "Sound." "Again." [4] "Your turn." "Sound." "Again." [5] (Delayed review.)

BLENDING DECODABLE WORDS

"Sound." "Again." "Read."

DECODING SUPPORT

didn't: Cover the contraction *n't* and have the students sound and read the base word. Uncover the contraction, and have the students say the sounds of the contraction and then read the entire word. Explain that *didn't* means "did not." The mark between the *n* and the *t* is called an apostrophe. You may want to write *did not* on the board. Show how the *o* was dropped, the apostrophe was inserted, and all the letters were combined into one word. If necessary, provide similar support for the contractions in Story 25 (*wasn't*, *didn't*) and in future lessons and stories.

A sad, add, mad, mud, sun, run, did, didn't

B had, hit, hid, sad, mat, mad, dad, didn't

Blending Correction

[1] "Together. Sound." (Blend with the students.) [2] "Again." (Blend with the students.) [3] "Read." (Only the students read.)

Sounds Correction

[1] Point to the wall card and say its mnemonic. [2] "Sound?" [3] Point back to the misread spelling and say "Sound?" [4] Repeat the blending routine for the entire word.

4 HIGH-FREQUENCY WORDS**INTRODUCE**

(Introduce in a sentence.) "Read." "Spell." (Point to the spelling for each sound in the word. For regular spelling-sounds that have been taught, "Sound." For unknown or irregular spelling-sounds, explain the spelling.) "Read." "Spell." "Read."

was (*I was very hungry.*)

REVIEW

(Mix order.) "Read." "Spell." "Read."

10–15 of the words you have taught

Correction

[1] "The word is _____. In this word, ____ stands for /____/." [2] "Read." "Spell." "Read." "Spell." "Read." [3] (Delayed review.)

5 READING A STORY

For the *first reading* of a sentence in a story: For all decodable words, "Sound." "Read." For a high-frequency word at the beginning of the sentence, "Read." For high-frequency words that follow, just sweep under the word. For the *rereading* of a sentence in a story: "Read" for the first word in the sentence. Sweep under all the words that follow.

DECODING SUPPORT

into: Frame the parts (*in/to*).

fast: Support the students as needed by sounding out this longer word with them before they read.

Paraphrase or read:

You: "This story is about the adventures of an ant."

The Ant in the Mud

An ant was in the sun. He had his hat on.

The ant ran and ran. He ran on the mat.

Did the ant see the mud? No. The ant ran into the mud.

Was it fun to run in the mud? No. It wasn't fun.

The ant didn't run fast. He was mad.

Mud was on the ant. He had mud on his hat.

Did the man see the ant? No. Did he see the mud? Yes.

The man didn't sit in the mud. Was the ant sad? No.

Ask two or three questions about the story.

1. How did the ant get into a problem?
2. Why was the ant mad?
3. How was the ant saved?

SIPPS® BEGINNING LEVEL

LESSON 25

Correction

For high-frequency words, say the word, have the students reread it, and go back to the beginning of the sentence. For decodable words, model the blending of the word once, have the students reread it, and go back to the beginning of the sentence.

6 GUIDED SPELLING AND SEGMENTATION**STROKE SEQUENCE FOR LETTER FORMATION**

[1] (Tell the students the letter they will write). [2] ("Air write" the letter as you say its name and stroke sequence.) [3] (Have the students "air write" the letter as they say its name and stroke sequence.) [4] (Repeat the procedure once or twice for the same letter.)

d	Pull back, around. Push all the way up. Pull down straight.
D	Pull down straight. Lift. Up to the top. Curve down to the bottom.

DICTATION OF DECODABLE WORDS (#1, 2)

[1] (Say the word and use it in a sentence.) "Say _____. "Sound _____. [2] "First sound?" "Write /___/." [3] "What's the word?" "First sound?" "Next sound?" "Write /___/." [4] (Continue through the rest of the word.) [5] (Give feedback.) "Read what you wrote." "First sound?" "Next sound?" (Continue through the rest of the word.)

SENTENCE DICTATION (#3)

[1] "Say (sentence)." [2] "First word?" (Guide as needed.) "Write _____. [3] (Give feedback.) "Read what you wrote." For sound-out words, "First sound?" "Next sound?" For high-frequency words, "Spell." [4] "Next word?"

A	B
1. mud	1. dad
2. did	2. mad
3. <u>She</u> had it.	3. <u>He</u> <u>is</u> sad.

7 FLUENCY PRACTICE

Have the students read Little Book 25 three times quietly aloud to themselves and then read Little Books 24 and 23 and other little books if there is time.

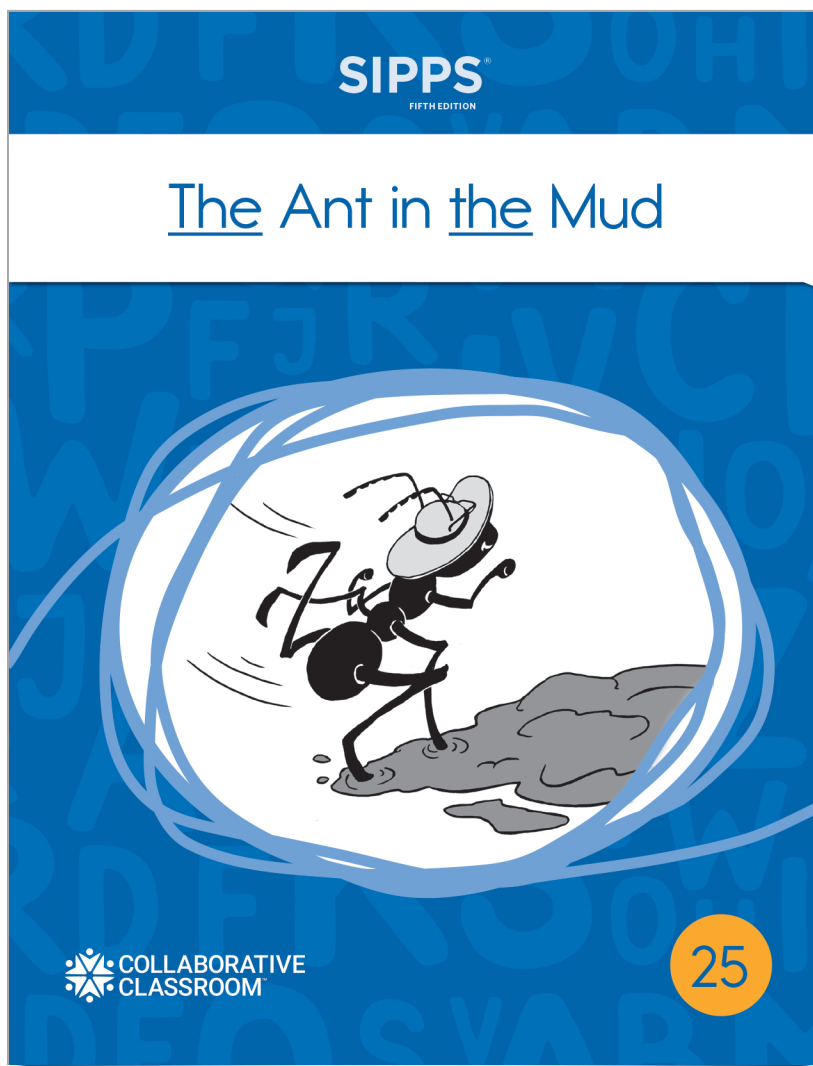
INSTRUCTIONAL SELF-CHECK

- ❑ Are you teaching all parts of each lesson daily?
 - > Less frequent instruction will result in less mastery and slower progress.
 - Check your teaching procedures by rereading the applicable routines in Appendix A, “Routines.” Pay close attention to the key dialogue in the routines; consistency and clarity on your part will help the students feel successful and comfortable.
 - Starting with Lesson 21, the stories/little books are longer. If reading them takes too long for some groups, read half of the story during the A lesson and the other half during the B lesson. Continue to have the students sound out decodable words in the stories before reading them until all of the students are very proficient and comfortable with this critical strategy.
- ❑ Do your students have difficulty segmenting sounds and spelling decodable words?
 - > Continue to use visual cues for spelling decodable words in Guided Spelling.
 - > Note confusion about recently taught sounds that are made with similar mouth formations—for example, /d/ and /t/. For /d/ and /t/, explain that /d/ is “voiced” (the voice box is turned on) and /t/ is not voiced (the voice box is turned off). Show the students that they can feel the voice box vibrate when they feel their throats or that they can hear the difference when they say the sounds with their hands over their ears.
- ❑ Are your students proficient in their knowledge of letter-sound relationships and are their segmentation skills strong?
 - > Consider dropping the sound-by-sound support that is part of the “maximum support” version of the Dictation of Decodable Words routine. In this “less support” version of the routine, continue to say the word, use it in a sentence, have the students repeat the word, and then have the students segment the word as you point to the visual cue. Next just have the students write the word by saying, for example, “Write *sat*.” If the students need guidance for spelling specific sounds (for example, using two *n*’s for *Ann* or *ck* for the /k/ in *sack*), say “Careful” and provide that help before they write the word. A more detailed description of the “less support” version of the Dictation of Decodable Words routine can be found in Appendix A, “Routines.”

SIPPS® BEGINNING LEVEL

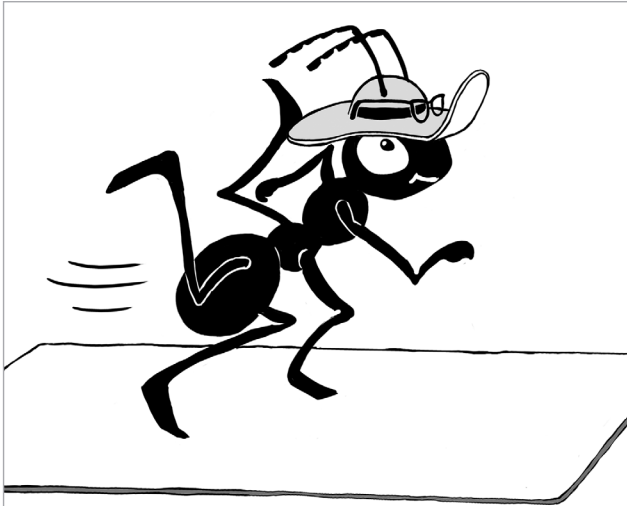
LESSON 25

- ❑ Are your students missing more than one in five high-frequency words or sounds?
 - > Slow the pace of instruction by using the B lesson on the day after the A lesson.
- ❑ Are your students reading aloud to themselves the three most recently taught stories during the Fluency Practice part of the lesson?
 - > Circulate during Fluency Practice, listening to each student read a page or two. If a student is missing more than one word in ten, provide earlier stories for the student to read. Note whether decodable or high-frequency words are the major problem, and provide additional support.
- ❑ Are you giving the students the take-home versions of the stories to read at home?
 - > Select stories that the students can read with confidence and high accuracy. Do not send home stories that are difficult for the students, because caregivers will not be familiar with the teaching strategies the students need for support.



Additional Digital Samples

Access the entire text of *The Ant in the Mud*, plus an additional *SIPPS* Beginning Level sample lesson and its aligned Little Book in a convenient digital format. Scan the QR code or visit info.collaborativeclassroom.org/sipps.



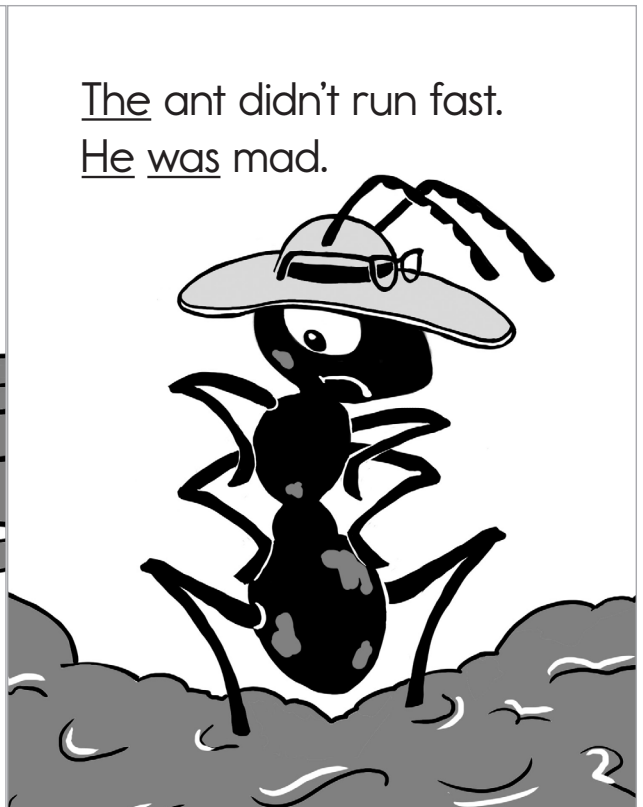
The ant ran and ran.
He ran on the mat.



Did the ant see the
mud? No. The ant ran
into the mud.



Was it fun to run in the
mud? No. It wasn't fun.



The ant didn't run fast.
He was mad.

LESSON 20

This lesson includes the eighth of twelve mastery tests in *SIPPS* Extension Level. For more information, see “Mastery Tests” in the Assessment and Placement section of the *Implementation Handbook*.

LESSON NOTES

► ar

- There are no *r*-controlled vowel sounds in Vietnamese, Hmong, or Korean and no exact equivalents in Chinese dialects. Tell the students that /är/ is made of two sounds, /ö/ and /r/. To produce /är/ they start with the mouth open and place the tongue flat in the mouth. As they say the sound, they curve the tongue up. The vocal cords vibrate. Provide time for the students to hear, feel, and experiment with the sound.
- In Spanish, the sound that the spelling *ar* stands for is similar to that in English, but with a trilled *r*. Point out that the English sound /är/ is like the sound students hear in the middle of the Spanish word *parque* (pah-RKAY), “park.” Help the students compare the sounds in *parque* to its English cognate, *park*. Spanish-speaking students may benefit from additional practice identifying the sound /är/ at the beginning, middle, or end of words. Say words with the sound /är/, such as *arm*, *mark*, *jar*, *ark*, *dart*, *bar*, *hard*, and *car*. Have the students tell whether they hear /är/ at the beginning, middle, or end of each word.

► should

- English learners may have difficulty understanding all the different uses of the modals *could*, *would*, and *should*. (The high-frequency words *could* and *would* were introduced in Lesson 8.) Spend some time explaining how the words are used in different contexts. *Could* and *would* tell about things that are possible or likely to happen. *Would* is also used in polite questions. *Should* indicates that something is necessary or important to do. Have pairs of students work together to use each word in a question-and-answer format.

(continues)

► **ever, never**

(continued)

- *Ever* and *never* are fully decodable high-frequency words.
- When Spanish-speaking students read the words *ever* and *never* they may read the first syllable as an open syllable with a long-*a* sound: /ā-vûr/ and /nā-vûr/. Explain that in these words, the vowel *e* stands for a short-vowel sound. Have the students say the vowel sound and hold it for a few seconds.

1 PHONOLOGICAL AWARENESS**MANIPULATION**

"Say _____. "Drop /____/. What's left?"

□ _

A Say ____, drop /är/: bar, car, star, jar, tar, far

_ _ □

B Say ____, drop /st/: stunt, stuck, stem, stone, stare, stack**2 PHONICS AND DECODABLE WORDS****INTRODUCE**

[1] (Present a sample word in a sentence and have the students say the new sound.) [2] (Show the spelling on the wall card and explain its features.) [3] (Point to the sound card.) "Sound." "Again."

ar (mnemonic: "car"; *That red car is mine.*)**REVIEW**

(Mix order.) "Sound." "Again."

short vowels, inflections, final *e*, spellings taught since Lesson 16**READING A MIXED LIST**

(Point. Pause.) "Read."

A fare, crust, dark, cares, burp, stir, packed, hard, beak, nerve, steered, arm, fire, clerk, far, surfing, girl, steam, keep, art**Challenge words:** sparks, clothes**B** burnt, creeping, harmed, team, first, spur, struck, term, heat, hard, flames, smart, hams, jar, pure, skirt, barn, street, matter, fist**Challenge words:** started, squirted

SIPPS® EXTENSION LEVEL

LESSON 20

OPTIONAL PRACTICE LIST FOR INFLECTIONS

notes, rusting, buzzes, taking, named, batting, pads, biking, hoped, zipped

3 POLYSYLLABIC WORDS

READING BY SYLLABLES

"Read (the first syllable)." "Read (the next syllable)." "Read (the word)."

A care.less, fix.es, fish.er.man, in.deed, her.self

B mix.es, cof.fee, help.less, further, pig.pen

Preparation

Display the words in the Card Deck App or the lesson PDF, or write them on the board. Place a dot between the syllables in each word. Do not leave a space between the syllables.

Instruction *(using care.less as an example)*

- > Point to the left of care.

You: "Read the first syllable."

- > Sweep your hand under care to cue the choral response. Stop at the dot.

Students: "care"

You: "Read the next syllable."

- > Sweep your hand under less to cue the choral response.

Students: "less"

- > Point to the left of the word.

You: "Read the word."

- > Sweep your hand under the word to cue the choral response.

Students: "careless"

Corrections

If the students misread an individual syllable, use the correction that you would use for a mixed list.

If the students misread the entire word, pronounce it for them correctly and have them read it again.

4 HIGH-FREQUENCY WORDS

INTRODUCE

(Introduce in a sentence.) "Read." "Spell." (Point to the spelling for each sound in the word. For regular spelling-sounds that have been taught, "Sound." For unknown or irregular spelling-sounds, explain the spelling.) "Read." "Spell." "Read."

should: /sh/, /d/
 ever: /ë/, /v/, er /ûr/
 never: /n/, /ë/, /v/,
 er /ûr/

should (They should clean their room.)

ever (Have you ever seen a penguin?)

never (He has never seen a penguin.)

REVIEW

(Mix order.) "Read." "Spell." "Read."

15-20 words

Correction

[1] "The word is _____. In this word, ____ stands for /____/." [2] "Read." "Spell." "Read." "Spell." "Read." [3] (Delayed review.)

5 GUIDED SPELLING

DICTIONATION OF DECODABLE WORDS

[1] (Say the word and use it in a sentence.) "Say _____." [2] (Guide as needed.) [3] "Read and spell the word as I write it."

DICTIONATION OF HIGH-FREQUENCY WORDS

[1] (Say the word and use it in a sentence.) "Say _____." [2] "Use your High-Frequency Word Dictionary if you're not sure. Write _____." [3] "Read and spell the word as I write it."

SENTENCE DICTIONATION

[1] "Say (sentence)." [2] "First word?" (Guide as needed for decodable word or high-frequency word.) "Write _____." [3] "Second word?" [4] (Continue word by word.) [5] "Read and spell each word as I write it."

SIPPS® EXTENSION LEVEL

LESSON 20

A

1. jar
2. mark "In *mark*, the sounds /rk/ are spelled r-k."
3. skirt "Question?" (Students: "Which /ûr/?") (Hold up two fingers.)
4. drop "I'll sound it slowly: *drop*." (Emphasize the sound of *d* because *dr* is often pronounced /jr/.)
5. would
6. could
7. Hear the bird chirp. "Hear: Question?" (Students: "Which /ē/?") (Hold up three fingers.)
"Bird and chirp: Question?" (Students: "Which /ûr/?") (Hold up two fingers.)

B

1. car
2. park "In *park*, the sounds /rk/ are spelled r-k."
3. stir "Question?" (Students: "Which /ûr/?") (Hold up two fingers.)
4. act "I'll sound it slowly: *act*."
5. wild
6. could
7. Her arm hurt. "Her: Question?" (Students: "Which /ûr/?") (Hold up one finger.)
"Hurt: Question?" (Students: "Which /ûr/?") (Hold up three fingers.)

6 READING A STORY**DECODING SUPPORT**

Chapter, turn-outs, ladder, herself, print-out, call: Frame the parts (*Chap/ter, turn/out/s, lad/der, her/self, print/out, c/all*). For *call*, remind the students that they know the high-frequency words *all* and *ball*.

Firefighters, firefighter: Read the words to the students.

Have the students turn to *Story Book* page 70. Read or paraphrase:

You: “Our next story is about firefighters. Chapter 1 tells what firefighters do when they hear the fire bell ring.”

The Firefighters, Chapter 1: The Fire Bell Rings (word count: 211)

Rose was a firefighter. In that job you have to be ready all the time. When a call for help comes in, you have to move fast.

One time the fire bell rang when Rose and the other firefighters were eating lunch. They had to leave their lunch.

Rose pulled on her turn-outs. Turn-outs are thick clothes with wide stripes that shine in the dark. Her turn-outs and hard hat help keep her safe from fire, heat, and falling sparks.

Rose got a print-out telling her where the fire was. She ran to the truck, got in, and started the truck.

Her friends were running to the other trucks. The ladder truck is so long that two people must drive, one in the front cab, and one in the back cab. Vic drove in the front. Lee sat in the back cab. He steered by turning the rear wheels.

Rose drove fast but she watched the streets. When cars hear the fire trucks and see them flashing, they must move to the side while the fire trucks pass.

Rose was asking herself, “What will this fire be like?”

Far off she saw black smoke. As they got near, she saw the red flames rising.

Ask questions such as:

1. What do the firefighters do before they leave for the fire?
2. Why can Rose drive fast even when there are cars on the street?

SIPPS® EXTENSION LEVEL

LESSON 20

7 FLUENCY PRACTICE/IDR

For at least 20 minutes, the students read aloud quietly to themselves. They read the day's story twice, and then the preceding stories, if time permits. Phrase-cued text for all chapters of *The Firefighters* is available on the Learning Portal. You might have the students read the phrase-cued text for support with phrasing, or grouping words together to read fluently.

Have the students record what they read in their reading logs. Over the course of a week, conduct at least one 1-minute accuracy and rate check for each student and record the results on the student's Fluency Record sheet.

MASTERY TEST 8

Use Mastery Test 8 to assess whether your students have mastered recently taught skills. You can find Mastery Test 8 on the Learning Portal or you can use ClassView Pro.

Preparation

If you have not already done so, print the mastery test teacher's cumulative record (one per student) and the student card copy (just one copy) from the Learning Portal. You may want to cut the student card copy into the six tests and paste each one onto a 5" × 7" card. If you are using ClassView Pro, you will still need to print the student card copy from the Learning Portal for your students to read.

Assessment

Administer the mastery test to each student individually.

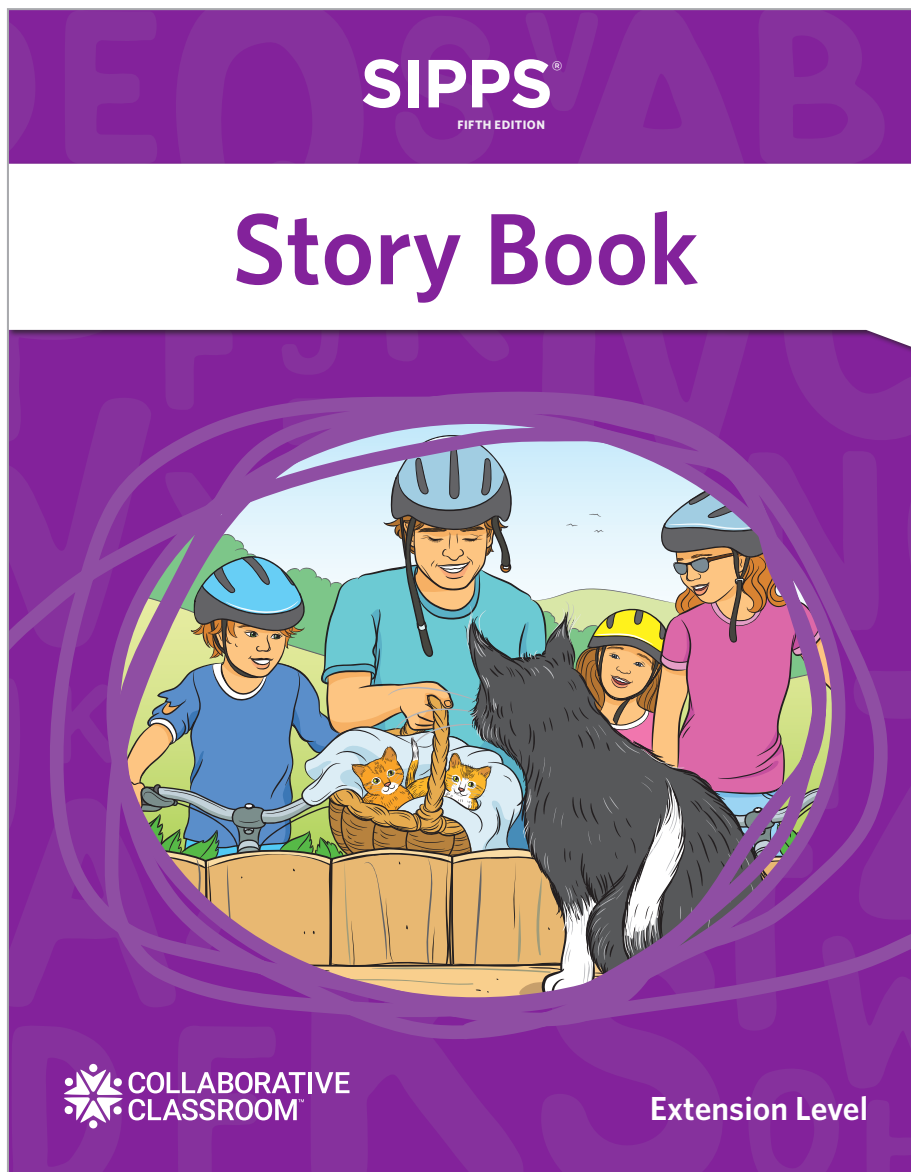
MASTERY TEST 8 INTERPRETATION**To Consider**

- ☐ Are your students ready to continue to the next lesson?
 - > Yes, if most of your students passed both phonics and high-frequency words.
 - > If many of your students scored below 80 percent on phonics or high-frequency words or both, consider reteaching Lesson 19.
 - > If a few students scored lower than 80 percent, try to provide tutoring on the sounds and high-frequency words missed. If tutoring is not possible, be sure you are giving your group daily review of the sounds and high-frequency words that are troublesome for them.

Analysis of Errors

- ❑ Did the students make many errors in phonics?
 - > Be sure your daily phonics review includes the spellings that are most difficult for the students.
 - > When the students make errors reading the mixed list, use the appropriate correction (see “Reading a Mixed List” in Appendix A, “Routines”) so that they will internalize the decoding processes.
- ❑ Did the students make many errors on high-frequency words?
 - > Be sure the missed words are included in your daily high-frequency word review.
 - > Be sure to follow the correction routine for missed high-frequency words: (1) Tell the students the word, then point to each spelling in the word and review the sound it stands for. (2) Have the students read, spell, read, spell, and read. (3) Review the word again at the end of the routine.

Extension Level, *Story Book*, Excerpt from “The Firefighters”



Additional Digital Samples

Access another *SIPPS* Extension Level sample lesson plus a generous selection of texts from the Extension Level *Story Book* in a convenient digital format. Scan the QR code or visit info.collaborativeclassroom.org/sipps.

The Firefighters

Chapter 1: The Fire Bell Rings

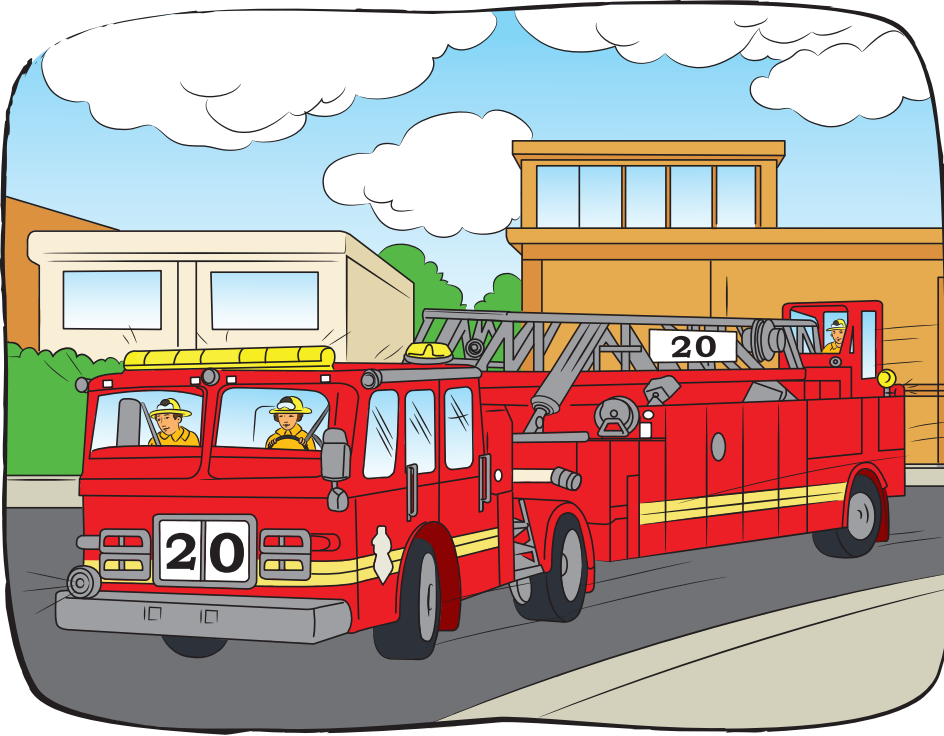


Rose was a firefighter. In that job you have to be ready all the time. When a call for help comes in, you have to move fast.

One time the fire bell rang when Rose and the other firefighters were eating lunch. They had to leave their lunch.

Rose pulled on her turn-outs. Turn-outs are thick clothes with wide stripes that shine in the dark. Her turn-outs and hard hat help keep her safe from fire, heat, and falling sparks.

Rose got a print-out telling her where the fire was. She ran to the truck, got in, and started the truck.



Her friends were running to the other trucks. The ladder truck is so long that two people must drive, one in the front cab, and one in the back cab. Vic drove in the front. Lee sat in the back cab. He steered by turning the rear wheels.

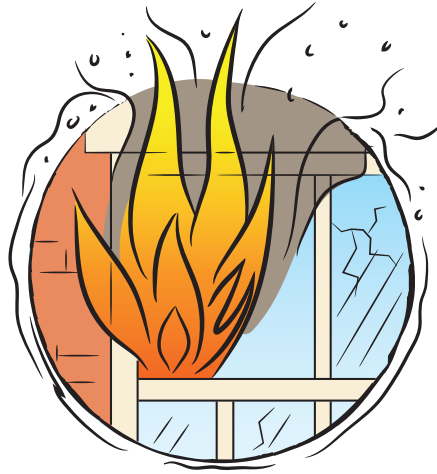
Rose drove fast but she watched the streets. When cars hear the fire trucks and see them flashing, they must move to the side while the fire trucks pass.

Rose was asking herself, “What will this fire be like?”

Far off she saw black smoke. As they got near, she saw the red flames rising.

The Firefighters

Chapter 2: Fire at a Store



This time the fire was at a store. With horns honking the trucks rushed into the parking lot.

The firefighters pulled the hoses off the trucks and set them up. Rose started to pump the water.

Vic and Lee put the ladder up and went to the top of the store. They cut holes to let the heat out.

Jack and Pat had to check to see if people were still inside the burning store. They put on smoke masks and wore tanks with tubes for breathing. They went into the store. It was dark and full of smoke. Inside they did find two very scared people. Pat and Jack led them out.

LESSON 27

1 SINGLE-SYLLABLE PHONICS (OPTIONAL)

REVIEW SPELLING-SOUND RELATIONSHIPS

(Mix order.) "Sound." "Again."

Review the sounds of the spellings you have taught.

READ MIXED LISTS OF WORDS AND SYLLABLE TYPES

(Point. Pause.) "Read."

Easier Words	Harder Words
aim, jay, rid, raid, bay	clay, waist, bray, quill, quail
Easier Syllables	Harder Syllables
sar, ait, dail, aiv, tay	tain, aiv, cray, quist, aint

2 MORPHEMIC TRANSFORMATIONS

[1] (Display or write the base word and read it.) "Read." [2] (Add an affix.) "Read (the affix only)." "Read (the whole word)." [3] (Add or change an affix.) "Read (the affix only)." "Read (the whole word)." [4] (Continue through all the transformations.)

If you are using List C, for the *government-governmental* transformation, point out the accent change in the syllable *ment*. Do the same for *spir* in the transformation from *inspiring* to *inspiration*. These accent changes are one of the challenges of polysyllabic decoding.

Alert the students to upcoming syllable changes (e.g., *absent* to *absence*).

A	B	C
connect connected disconnected connecting connection	condition conditions conditional unconditional unconditionally	govern government governmental governor
absent absence absences absentee	invent inventor invention reinvent reinvented	inspire inspiring inspiration inspirational

3 SIGHT SYLLABLES

INTRODUCE SIGHT SYLLABLES

Regular syllable (not underlined): (Read the syllable and examples. If there is a definition, give the definition.) "Read." With definition, add "Meaning?"

Irregular syllable (underlined): (Read the syllable and examples. Tell the students the syllable is irregular. If there is a definition, give the definition.) "Read." "Spell." "Read." "Spell." "Read." With definition, add "Meaning?"

A	B	C
dis- (discuss, disagree) [prefix in some words: "not"] mand (demand, command) [root: "order"]	dis- (discuss, disagree) [prefix in some words: "not"] mand (demand, command) [root: "order"]	spect (inspect, respect) [root: "look"] mand (demand, command) [root: "order"] grat (gratitude) [root: "thank"]

REVIEW SIGHT SYLLABLES

(Mix order.)

Regular syllable (not underlined): "Read." With definition, add "Meaning?"

Irregular syllable (underlined): "Read." "Spell." "Read." With definition, add "Meaning?"

Review 20-25 syllables.

SIPPS® CHALLENGE LEVEL

LESSON 27

4 READING BY SYLLABLES

[1] (Display or write the first syllable.) "Read." [2] (Add the second syllable.) "Read (the second syllable only)." [3] (Continue through all the syllables.) [4] "Try for the real word" or "Read (the whole word)."

A	B	C
num. <u>er</u> .ous	dis.play	tre.men.dous
re.main. <u>der</u>	se.ri.ous	ref.er.ence
dis.play	dair.y	main.tain
tre.men.dous	pop.u.lar	dis.play
Nor.way	cer.tain	re.li.gious
de.part.ment	vari.ous	af.fairs
in.de.pen.dence	in.de.pen.dence	re.gard
sail.or	may.or	lay.er
Eng.land	Mas.sa.chu.setts	cam.paign
break.fast	a.pos.trophe	ma.gi.cian

5 READING ENTIRE WORDS

[1] "Is there an irregular sight syllable at the end?" [2] For each syllable break: (Point to the vowels on either side.) "How many (consonants are) between (the two vowels)?" "Divide where?" [3] For each syllable: "Read (the syllable only)." [4] "Try for the real word" or "Read (the whole word)."

A	B	C
lit. <u>ter</u>	Ve.nus	de.fine
Chi.nese	af.ford	brit.tle
di.vide	re.mem.ber	re.la.tion
a.lone	pro.tect	cur.rent
chip.munk	ma.jor	or.gan
thirst.y	mo.del	ca.reer
se.venth	(then mod.el)	(then car.eer)
(then sev.enth)	an.ten.na	la.ti.tude
bro.ken	fi.nal	(then lat.i.tude)
le.mo.nade	pad.dle	ca.bi.net
(then lem.on.ade)	de.po.sit	(then cab.i.net)
kin.der.gar.ten	(then de.pos.it)	do.cu.ment
		(then doc.u.ment)
		ho.ri.zon

6 GUIDED SPELLING

[1] (Say the word and use it in a sentence.) "Say (word)." [2] "Say the word by syllables." [3] "First syllable?" (Provide guidance.) "Write (syllable)." [4] (Continue guiding for each syllable.) [5] (Check.)

Instruction (for number 1, provide)

STEP 1: INTRODUCE THE WORD

You: "Number 1: *provide*. His family will provide refreshments. Say *provide*."

Students: "provide"

You: "Say *provide* by syllables."

> (The students respond.)

You: "For spelling, say *prə-vide*. Repeat the syllables."

Students: "prə-vide"

STEP 2: GUIDE SYLLABLE BY SYLLABLE

You: "First syllable?"

Students: "prə"

You: "This syllable has a schwa."

> Point to o under "schwa" on the spelling-sound chart.

You: "Use this spelling. Write *prə*."

> (The students write *pro*.)

You: "Next syllable?"

Students: "vide"

> Point to the "kite" picture on the spelling-sound chart.

You: "Look at the spelling-sound chart. We'll look at the picture of the kite. The kite reminds us of the sound /i/. Under the kite, we see four spellings for the sound /i/. I will say, 'Do you have a question?' If you're not sure how to spell the syllable *vide*, you will ask me 'Which /i/?' and I will hold up one finger. That means use the first spelling under the 'kite' picture: i-blank-e. Let's practice: do you have a question?"

Students: "Which /i/?"

> Hold up one finger.

You: "I'm holding up one finger. That means use the first spelling under the 'kite' picture. Write *vide*."

> (The students write *vide*.)

SIPPS® CHALLENGE LEVEL

LESSON 27

STEP 3: CHECK

You: "Read the word. Then read and spell it by syllables."

- > Display the word in the Card Deck App, or write it on the board as the students spell it.

Students: "provide; prə, p-r-o; vide, v-i-d-e"

You: "Check your work. If you made a mistake, underline the mistake. Then write the correct word above the incorrect one."

A

1. pro.vide

2. ba.con

"For spelling, say *bā-cən*." For *ba*: (Point to *a* under the "cake" picture.) "When we hear a long vowel at the end, we often use one vowel letter." For *con*: "This syllable has a schwa. Use this spelling."

3. e.rase

"For spelling, say *ə-rase*." For *e*: "This syllable is a schwa. Use this spelling." For *rase*: "Do you have a question?" (Students: "Which /ā/?") (Hold up one finger for *a_e* under the "cake" picture.)

(Optional)

4. thun.der

5. sub.trac.tion

B

1. pro.vide

2. of.fi.cer

"For spelling, say *ōf-fə-cer*." For *fi*: "This syllable has a schwa. Use this spelling." For *cer*: "Careful. The sound /s/ in this syllable is spelled c." (Point to *er* under the "bird" picture.) "Use this /ūr/."

3. um.pire

"For spelling, say *um-pire*." For *pire*: "Do you have a question?" (Students: "Which /ī/?") (Hold up one finger for *i_e* under the "kite" picture.)

(Optional)

4. con.struc.tion

5. bat.tle

C

1. pro.vide
2. en.gage "For spelling, say ěn-gage." For gage: "Do you have a question?" (Students: "Which /ă/?") (Hold up one finger for a_e under the "cake" picture.)
3. vid.e.o "For spelling, say vĭd-ĕ-ō." For e: (Point to e under the "tree" picture.) "When we hear a long vowel at the end, we often use one vowel letter." For o: "The sound /ō/ at the end of a word is usually spelled o or o-w. In video, it's o."

(Optional)

4. suf.fer.er
5. re.duc.tion

7 FLUENCY PRACTICE/IDR

For 30 minutes, the students read trade books they can read with at least 95 percent accuracy. If a student's rate is regularly below 60 correct words per minute, have them read quietly aloud to themselves. Have the students record the date, title, and pages read in their reading logs. Over the course of a week, conduct at least one 1-minute accuracy and rate check for each student and record the results on the student's Fluency Record sheet.

Lesson 27: Discuss the Prefix *dis-*

PREPARATION

- Add the following information to the “Prefixes” chart. You will add an example word during the lesson (see the diagram in Step 2):
 - *dis*: not
- Collect copies of “Words with the Prefix *dis*” (R). You will need one copy for each student and one for yourself. You will show the activity and model completing part of it.

IN THIS LESSON, THE STUDENTS:

- Learn the meaning of the prefix *dis-* to understand that prefixes have meaning and make new words
- Read and discuss words with the prefix *dis-* to build morphemic analysis skills

1 Review the Root *cap*

Have the students get their folders and pencils and sit with a partner. Remind them that they have been learning how to look for word parts in longer words and think about their meanings in order to get an idea of the meanings of the words. Show the *cap* card and review that this syllable is the root *cap* as in *captain* and *capture*. Ask:

Q *What do you remember about the root cap? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, remind the students that the root *cap* means “head” or “to take.”

2 Introduce the Prefix *dis-*

Show the *dis-* card and review that this is the syllable *d-i-s* as in *discuss* and *disagree*. Tell the students that the syllable *d-i-s* can be a prefix that means “not.”

Write the word *disagree* where everyone can see it. Read the word aloud and have the students read it aloud with you. Use the word in a sentence. Circle *dis*, draw a box around *agree*, and review that the prefix *d-i-s* means “not.” Ask and discuss:

Q *What is the base word in disagree? What does it mean?*

If necessary, explain that *agree* means “have the same opinion about something.” Then ask:

Q *Based on what you know about the base word agree and the prefix d-i-s, what do you think the word disagree means? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, explain that the word *disagree* means “not agree” or “have a different opinion.”

Materials

- Sight syllable card for *cap* (from Challenge Lesson 26)
- Sight syllable card for *dis-* (from Challenge Lesson 27)
- “Prefixes” chart, prepared ahead, and a marker
- Copy of “Words with the Prefix *dis*” (R) for each student and one for modeling, prepared ahead
- Student folders

Tell the students that when the prefix *d-i-s* is added to a word, it often makes an *antonym*, or a word with the opposite meaning. Point out that the words *agree* and *disagree* are antonyms.

Direct the students' attention to the "Prefixes" chart. Point to the prefix *dis* and read the meaning ("not") aloud. Write the word *disagree* on the chart, circle *dis*, and read the word aloud. Remind the students that knowing that the prefix *d-i-s* means "not" can help them get an idea about the meanings of words that use this prefix.

ir: not	<i>ir</i> responsible
multi: many	<i>multi</i> task
tri: three	<i>tri</i> cycle
dis: not	<i>dis</i> agree

Prefixes (cont.)

3 Discuss the Meanings of Words with the Prefix *dis-*

Distribute a copy of "Words with the Prefix *dis*" to each student. Ask the students to follow along as you read the directions aloud. Then read the words aloud and have the students read them aloud with you.

Tell the students that you will look for the word parts in each word to try to get an idea of the word's meaning. Show your copy of the activity and for the first word, *distrust*, model circling the prefix *dis* and drawing a box around the base word *trust*. Explain that the verb *trust* means "to have confidence in someone or something." Ask:

Q Based on what you know about the base word *trust* and the prefix *d-i-s*, what do you think the word *distrust* means? Turn to your partner.

Have one or two volunteers share their thinking. If necessary, explain that because the prefix *d-i-s* means "not," the word *distrust* means "to not have confidence in someone or something." Use the word in a sentence or invite a volunteer to use the word in a sentence.

Have partners work together to identify the word parts in the next word, *disrespect*. Remind them to circle the prefix and draw a box around the base word. Circulate and observe as the students work, offering support as necessary. When most pairs have finished, ask:

Q Based on what you know about the base word *respect* and the prefix *d-i-s*, what do you think the word *disrespect* means? Turn to your partner.

Have one or two volunteers share their thinking. If necessary, explain that *disrespect* means “to not feel admiration or approval for someone or something.” Use the word in a sentence or invite a volunteer to use the word in a sentence.

Repeat this process to discuss each of the remaining words: *discontinue* (“to not continue doing or providing something”) and *disapprove* (“to not agree with what someone does”).

4 Wrap Up

Review that looking for word parts and thinking about their meanings often helps readers understand the meanings of the words they encounter and will help them learn more words. Remind the students that the prefix *d-i-s* means “not” and that words with this prefix are usually antonyms of the base word. Encourage them to look for words that have the prefix *d-i-s* as they read and to think about the meanings of the words. Have the students put their copies of “Words with the Prefix *dis*” in their folders.



Teacher Note

If you have Spanish-speaking students, you might explain that *discontinuar* (dees-kon-tee-NWAR) is the Spanish cognate for *discontinue*.

SIPPS for Grades 4–12

SIPPS Plus and Challenge Level

SIPPS Plus and Challenge Scope and Sequences

IMPLEMENTATION HANDBOOK FOR SIPPS®

SIPPS PLUS

Lesson	Phonological Awareness	Phonics	High-Frequency Words
1	Oral Blending of Phonemes/ Segmentation	e_, o_, t, n	have, I, is, a, word, words
2	Oral Blending of Phonemes/ Segmentation	m, s, l	you, are, they, what
3	Oral Blending of Phonemes/ Segmentation	a_, f, r	to, do, the, other
4	Oral Blending of Phonemes/ Segmentation	h, d, c, k, _ck	goes, was, your, my, by, why
5	Oral Blending of Phonemes/ Segmentation	i_, b, p	does, down, go, no, so
Mastery Test 1			
6	Oral Blending of Phonemes/ Segmentation	w, g, y_	under, food, want, people
7	Oral Blending of Phonemes/ Segmentation	u_, v, x	live(2), give, where, of
8	Oral Blending of Phonemes/ Segmentation	z, qu_, j, _dge	one, all, wall, small, me, he, she, we, be
9	Oral Blending of Phonemes/ Segmentation		many, from, come, some
10	Oral Blending of Phonemes/ Segmentation		most, put, for, or, call, fall
Mastery Test 2			
11	Segmentation	th(2)	say, way, day, play, out, our
12	Segmentation	sh	old, gold, cold, told, would
13	Segmentation	ch, _tch	her, brother, fly, try, dry
14	Segmentation	wh_	says, there, very, look
15	Segmentation	_ng, _ing (inflection)	see, walk, talk
Mastery Test 3			

SCOPE AND SEQUENCE

Lesson	Phonological Awareness	Phonics	High-Frequency Words
16	Segmentation	sn_, st	pull, now, how
17	Segmentation	fl_, fr_, _s(2) (inflection)	new, few, said, could
18	Segmentation	gr_, dr_, _es (inflection)	every, over, two, too
19	Segmentation	pl_, sm_, _ed(3) (inflection)	mother, another, watch, were
20	Segmentation	sp, cl_, sk, sl_	water, after, ice, nice
Mastery Test 4			
21	Segmentation	a_e, e_e, i_e, o_e, u_e(2)	large, any, their, who
22	Segmentation		find, kind, place, English
23	Manipulation	_s(2) (inflection with final-e words)	work, country, move
24	Manipulation		father, school, been, friend
25	Segmentation	_ing (inflection with final-e words)	carry, love, picture
Mastery Test 5			
26	Segmentation		wild, child, push
27	Manipulation	_ed(3) (inflection with final-e words)	build, built, earth
28	Manipulation		don't, won't, world
29	Segmentation		head, bread, read(2)
30	Segmentation		blood, full, thought
Mastery Test 6			
31	Manipulation	ee, ea	ago, through, four
32	Segmentation		again, lie, pie, tie
33	Manipulation	er, ir, ur	both, women, ready
34	Segmentation		saw, beautiful, busy, war
35	Manipulation	ar	young, climb, even
Mastery Test 7			

(continues)

IMPLEMENTATION HANDBOOK FOR **SIPPS®**
SIPPS PLUS *(continued)*

Lesson	Phonological Awareness	Phonics	High-Frequency Words
36	Segmentation	or	sure, buy, great
37	Manipulation	ai_, _ay	heard, early, only
38	Segmentation		month, should
39	Manipulation		since, learn, toward
40	Segmentation	oa_, ow(2)	who's, enough, eye
Mastery Test 8			
41	Manipulation		half, field, brought
42	Segmentation	oo(2), _ew(2), -tle	door, floor, hour
43	Manipulation	-dle	eight, weight, guess
44	Segmentation	a(l), a(ll), -ble	woman, whole, pretty
45	Manipulation	_igh, wr_, kn_, -gle	
Mastery Test 9			
46	Segmentation	_y, __y, -ple	blue, either, bought
47	Manipulation	_es, _ed (inflections with final-y words)	heart, laugh, bear, wear
48	Segmentation	ou_, ph	piece, money, group
49	Manipulation		son, whose, toe
50	Segmentation	oi_, _oy	done, once, neither
Mastery Test 10			
51	Manipulation	au_, aw	shoe, though, caught
52	Segmentation		sign, won, true
53	Manipulation	c(e), c(i), c(y)	key, gone
54	Manipulation		
55	Manipulation		
Mastery Test 11			

SCOPE AND SEQUENCE

CHALLENGE LEVEL

Lesson	Single-Syllable Phonics (Optional)	Sight Syllables			Syllabication Strategies
		List A	List B	List C	
1	a_, e_, i_, o_, u_				Introduce Open and Closed Syllables
2					Start Syllabic Transformations
3	__y, _y				
4		er -ly	er -ly	er -ly	Start Guided Spelling
5		-ble -gle -ple	-ble -gle -ple	-ble -gle -ple	Start Reading by Syllables
6	sh	-dle -tle col	-dle -tle col	-dle -tle ish	
7		ad pic ex	cent pic ex	sym cent ex	Introduce Schwa
8	th(2)	ment less in	duct ment less	sys less ment	
9		sub est	sub est	sub est micro	
10	ch, _tch	ant en mod	ant en mod	syn fore phon	
11	ph	-tion ac de	-tion ac de	-tion scan auto	Introduce VC/CV Splits
12	wh	nect dif per	nect dif per	-ship frac -scope	Start Reading Entire Words
13	c(e), c(i), c(y)	mem ness -al	mem ness -al	ness -al anti	

(continues)

IMPLEMENTATION HANDBOOK FOR **SIPPS®****CHALLENGE LEVEL** *(continued)*

Lesson	Single-Syllable Phonics (Optional)	Sight Syllables			Syllabication Strategies
		List A	List B	List C	
14		mid un re	mid un re	mid un div	
15		vent ob ult	vent ob ult	inter -ster script	
16	a_e, e_e, i_e, o_e, u_e(2)	co multi ject	co multi ject	il multi semi	
17		mis quent ing	mis quent vid	mis pel vid	
18		-ize act im	-ize act hos	-ize dent dict	
19		pre con	pre con vill	pre -tude cred	Introduce V/CV and VC/V Splits
20		graph non prob	graph non prob	graph non bi	
21	ee, ea	-ible -able -eer	-ible -able -eer	-ible -able -eer	Start Morphemic Transformations
22		pend tri por	pend tri por	pend tri min	
23	ar	meter ist ab	meter ist port	meter ist port	
24	er, ir, ur	-ence -ance	-ence -ance	-ence -ance	
25	or	-ous -ious	-ous -ious	-ous -ious	

SCOPE AND SEQUENCE

Lesson	Single-Syllable Phonics (Optional)	Sight Syllables			Syllabication Strategies
		List A	List B	List C	
26	ai_, _ay	ent ves cap	ent ves cap	fac civ cap	
27		dis mand	dis mand	spec mand grat	
28	oa_, ow(2)	-ive -tive -ative	-ive -tive -ative	-ive -tive -ative	
29		em -ic med	em -ic med	vict -ic med	
30	oo(2)	-hood pas -vade	-hood pas -vade	photo vis -hood	
31		-ful di pro	-ful di pro	-ful sus trans	
32	_igh	-sion(2) cir	-sion(2) cir	-sion(2) quad circ	
33		-ture oc com	-ture oc com	-ture dem crim	
34					
35	ou_				
36					
37	oi_, _oy				
38					
39	au_, aw				
40					
41					
42-75	Practice with Grade-Level Vocabulary				

ASSESSMENT AND PLACEMENT

4-12 PLACEMENT ASSESSMENT

The 4-12 Placement Assessment measures the students' ability to read decodable single-syllable words, high-frequency words, high-frequency syllables, and polysyllabic words. It will help you place students initially within *SIPPS* Plus or *SIPPS* Challenge Level. Carefully placed students will receive instruction at the appropriate level, neither too low nor too advanced.

Keep in mind that day-to-day performance in an instructional setting is the best indicator of appropriate placement. After two or three weeks of instruction (perhaps after the first mastery test in *SIPPS* Plus), reconsider the placement of each student.

PREPARATION

Make a copy of the evaluator's form (pages 73-77) for each student you will assess, or plan to use ClassView Pro.

Whether or not you are using ClassView Pro, you will need to prepare student cards from which the students will read. Photocopy the student card copy (pages 78-80), cut along the dotted lines, and paste each section onto a 5" × 7" card.

ADMINISTERING THE 4-12 PLACEMENT ASSESSMENT

Place the evaluator's form on a clipboard and hold it at an angle so the student does not see you record answers. Present the student cards, one at a time. Use a blank index card under the row the student is reading to help them follow each row. Have the student read the words in each section aloud as you record their answers on the evaluator's form.

Avoid calling this activity a test, and be supportive of the student's effort. Refrain from indicating whether an answer is right or wrong, and do not give the student the pronunciation for any letter or word during the assessment. Note that variations in pronunciation that reflect nonstandard dialects are not counted as decoding errors.

After administering each section, record the number correct and circle "Pass" or "Not Pass"; then check the instructions at the end of the section to determine whether to continue the assessment or place the student as indicated. Note that a student does not have to show 100 percent mastery to advance to the next section of the assessment. We suggest a passing criterion of 80 percent for each section. After completing the assessment, you may indicate the results and placement on the first page of the evaluator's form.

INTERPRETING THE ASSESSMENT RESULTS

A prerequisite for *SIPPS* Plus is knowing the names of at least 21 of the 26 lowercase letters. If a student does not pass phonics in Section A of the assessment, it's possible that they do not know the names of the letters either. See the suggestions for teaching letter names on pages 83-84.

Each student's placement is determined by their performance on the phonics portion of each section, not the high-frequency-words portion. High-frequency words are assessed to determine whether high-frequency-word knowledge is lower than phonics knowledge. When this is the case, you will need to provide further assessment and instruction in high-frequency words. For students placed in *SIPPS* Plus, see the discussion of assessment and intervention for high-frequency words on pages 81-82.

The chart below shows the relationship between assessment and placement.

If the highest phonics section passed is:	Then place the student in:	Is high-frequency-word intervention needed?
none	Plus Lesson 1	The students will receive high-frequency-word instruction in the Plus lessons. No additional intervention is needed.
A	Plus Lesson 9	If the student did not pass high-frequency words in Section A, include intervention for high-frequency words taught in Plus Lessons 1-8.
B	Plus Lesson 16	If the student did not pass high-frequency words in Section A or B, include intervention for high-frequency words taught in Plus Lessons 1-15.
C	Plus Lesson 31	If the student did not pass high-frequency words in Section A, B, or C, include intervention for high-frequency words taught in Plus Lessons 1-30.
D	Challenge Lesson 1 with single-syllable phonics instruction	
E	Challenge Lesson 1	
F	The student may not need <i>SIPPS</i> instruction.	

ASSESSMENT AND PLACEMENT

4-12 PLACEMENT ASSESSMENT

Evaluator: _____ Date: _____
Student: _____ Grade: _____

Evaluator’s Form or
ClassView Pro

Mark each item as the student responds. Use a check for correct answers and “NR” for no response. For each incorrect answer, record exactly what the student said, next to or below the missed item.

RESULTS
Phonics section not passed _____
High-frequency-words section(s) not passed _____

PLACEMENT
_____ Plus 1 9 16 31
_____ with high-frequency words intervention
_____ Challenge
_____ with single-syllable phonics instruction

Section A (assessing the material in Plus Lessons 1-8)

PHONICS (5-second limit per word)

“Read these words.”

zip _____ yell _____ job _____ duck _____ wet _____
six _____ van _____ gum _____ tap _____ hog _____
quit _____ cob _____ den _____ kick _____ rug _____

Number right: _____ /15 Pass (12-15 right) or Not Pass

(continues)

4-12 PLACEMENT ASSESSMENT *(continued)*

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

have _____ words _____ you _____ are _____
 they _____ what _____ goes _____ was _____
 your _____ does _____ want _____ people _____
 give _____ where _____ one _____

Number right: _____/15 Pass (12-15 right) or Not Pass

_____ If the student passes phonics, continue on to Section B.

_____ If the student does not pass phonics, place them in Plus Lesson 1.

Section B *(assessing the material in Plus Lessons 9-15)*

PHONICS *(5-second limit per word)*

“Read these words.”

path _____ shells _____ quick _____ sung _____
 chop _____ rocks _____ catch _____ judge _____
 which _____ hopping _____

Number right: _____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

most _____ some _____ many _____ old _____
 come _____ would _____ very _____ walk _____
 there _____ brother _____

Number right: _____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section C.

_____ If the student does not pass phonics, place them in Plus Lesson 9.

_____ If the student did not pass high-frequency words in Section A, include intervention for high-frequency words taught in Plus Lessons 1-8.

(continues)

ASSESSMENT AND PLACEMENT

4-12 PLACEMENT ASSESSMENT *(continued)*

Section C *(assessing the material in Plus Lessons 16–30)*

PHONICS *(5-second limit per word)*

“Read these words.”

planes _____ smelling _____ these _____ brave _____
 slide _____ closed _____ stone _____ shining _____
 cute _____ hummed _____

Number right: ____/10 Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

said _____ could _____ watch _____ large _____
 country _____ build _____ earth _____ world _____
 head _____ thought _____

Number right: ____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section D.

_____ If the student does not pass phonics, place them in Plus Lesson 16.

_____ If the student did not pass high-frequency words in Section A or B, include intervention for high-frequency words taught in Plus Lessons 1-15.

Section D *(assessing the material in Plus Lessons 31–55)*

PHONICS *(5-second limit per word)*

“Read these words.”

boots _____ reaching _____ pointed _____
 flies _____ stir _____ floated _____ strayed _____
 crawling _____ price _____ clown _____

Number right: ____/10 Pass (8-10 right) or Not Pass

(continues)

4-12 PLACEMENT ASSESSMENT *(continued)*

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

through _____ brought _____ heart _____

ready _____ beautiful _____ weight _____

whole _____ neither _____ busy _____ enough _____

Number right: ____/10 Pass (8-10 right) or Not Pass

_____ If the student passes phonics, continue on to Section E.

_____ If the student does not pass phonics, place them in Plus Lesson 31.

_____ If the student did not pass high-frequency words in Section A, B, or C,
include intervention for high-frequency words taught in Plus
Lessons 1-30.

Section E *(assessing Challenge Level, single-syllable phonics)*

PHONICS: SYLLABLES *(5-second limit per word)*

“Read these syllables.”

gress _____ flict _____ trast _____ strug _____

clude _____ crete _____ mote _____ nize _____

preme _____ dorn _____ squir _____ turb _____

bard _____ cern _____ tain _____ proach _____

toon _____ stroy _____ gree _____ cept _____

Number right: ____/20 Pass (16-20 right) or Not Pass

Continue on to Section F (regardless of whether the student passed Section E or not).
Placement and intervention instructions are provided at the end of Section F.

(continues)

ASSESSMENT AND PLACEMENT

4-12 PLACEMENT ASSESSMENT *(continued)*

Section F *(assessing Challenge Level, polysyllabic words)*

PHONICS: POLYSYLLABIC WORDS *(7-second limit per word)*

“Read these words.”

property _____ relative _____ disagree _____

decorate _____ difficult _____ frequently _____

poisonous _____ recognize _____ conclusion _____

eraser _____ education _____ unhappiness _____

transportation _____ communicate _____

experiment _____ successfully _____ conversation _____

advertisement _____ regularly _____ refrigerate _____

Number right: ____/20 Pass (16-20 right) or Not Pass

_____ If the student passes this section, the student may not need Challenge Level.

_____ If the student does not pass this section, place them in Challenge Level Lesson 1.

_____ If the student did not pass Section E, include the optional single-syllable phonics instruction provided in the Challenge Level lessons.

4-12 Student Card Copy

IMPLEMENTATION HANDBOOK FOR SIPPS®

4-12 STUDENT CARD COPY

Photocopy the student card copy and prepare cards for the students to read. Glue the words (or syllables) for each section onto a separate card.

----- ✂

Section A

zip yell job duck wet
six van gum tap hog
quit cob den kick rug

have words you are
they what goes was
your does want people
give where one

----- ✂

Section B

path shells quick sung
chop rocks catch judge
which hopping

most some many old
come would very walk
there brother

----- ✂

(continues)

ASSESSMENT AND PLACEMENT

4-12 STUDENT CARD COPY *(continued)*

----- ✂

Section C

planes smelling these brave
slide closed stone shining
cute hummed

said could watch large
country build earth world
head thought

----- ✂

Section D

boots reaching pointed
flies stir floated strayed
crawling price clown

through brought heart
ready beautiful weight
whole neither busy enough

----- ✂

Section E

gress flict trast strug
clude crete mote nize
preme dorn squir turb
bard cern tain proach
toon stroy gree cept

----- ✂

(continues)

4-12 STUDENT CARD COPY *(continued)*

----- ✂

Section F

property relative disagree

decorate difficult frequently

poisonous recognize conclusion

eraser education unhappiness

transportation communicate

experiment successfully conversation

advertisement regularly refrigerate

----- ✂

LESSON 35

This lesson includes the seventh of eleven mastery tests in *SIPPS* Plus. Frequent assessment is essential for determining whether your teaching pace is satisfactory and for identifying individual needs. Mastery tests usually consist of phonics (spellings that have been taught and reviewed for at least two lessons) and high-frequency words (words that have been taught and reviewed for at least two lessons). For more information, see “Mastery Tests” in the Assessment and Placement section of the *Implementation Handbook*.

LESSON NOTES

► ar

- There are no *r*-controlled vowel sounds in Vietnamese, Hmong, and Korean and no exact equivalents in Chinese dialects. Tell the students that /är/ is made of two sounds: /ö/ and /r/. To produce /är/ they start with the mouth open and place the tongue flat in the mouth. As they say the sound, they curve the tongue up. The vocal cords vibrate. Provide time for the students to hear, feel, and experiment with the sound.
- In Spanish, the sound that the spelling *ar* stands for is similar to that in English, but with a trilled *r* (/rr/). Point out that the English sound /är/ is like the sound students hear in the middle of the Spanish word *parque* (pahr-KAY), “park.” Help the students compare the sounds in *parque* to its English cognate *park*. Spanish-speaking students may benefit from additional practice identifying the sound /är/ at the beginning, middle, or end of words. Say words with the sound /är/, such *arm*, *mark*, *jar*, *ark*, *dart*, *bar*, *hard*, and *car*. Have the students tell whether they hear /är/ at the beginning, middle, or end of each word.

1 PHONOLOGICAL AWARENESS

MANIPULATION

"Say ____." "Drop / ____/." ("What's left?")

☐ _

_ _ ☐

A Say ____, drop /ar/: bar, car, star, jar, tar, far

B Say ____, drop /st/: stunt, stuck, stem, stone, stare, stack

Correction

If the students make a mistake, repeat the word and sound to be dropped and then model the correct response.

2 PHONICS AND DECODABLE WORDS

INTRODUCE

[1] (Write the example sentence and read it aloud. Circle the word.) "The word is—." [2] (Underline the spelling.) "The sound is—." (Show the spelling on the wall card and explain its features.) [3] (Point to the sound card.) "Sound." "Again."

ar (mnemonic: "car"; *That red car is mine.*)

REVIEW

(Mix order.) "Sound." "Again."

short vowels, inflections (_ing, _s, _es, _ed), final-e spellings, spellings taught since Lesson 31

Wall-Card Correction for Sounds Review

[1] (Point to the picture on the wall card and say the mnemonic. Point to the spelling on the wall card.) "Sound." [2] (Point to the sound card.) "Sound." "Again." [3] (Delayed review.)

Consonant-Blend (and Consonant) Correction for Sounds Review

[1] (Point to the spelling.) "The sounds are / ____/." [2] "Sound." "Again." [3] (Delayed review.)

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LESSON 35

READ A MIXED LIST

(Point. Pause.) "Read."

- A** arm, crust, spark, cares, burp, stir, setting, hard, beans, nerve, cheeks, scarf, fire, herd, far, surfing, dirt, real, keep, dark

Challenge words: snarl, clothes

- B** burnt, creeping, harmed, team, first, spur, struck, term, near, hard, globes, smart, hams, jar, pure, skirt, barn, fee, serve, fist

Challenge words: started, squirted**Wall-Card Correction for the Mixed List**

[1] (Point to the picture on the wall card and say the mnemonic. Point to the spelling on the wall card.) "Sound." [2] (Underline and point to the spelling in the word.) "Sound." [3] (Point to the left of the word.) "Read."

Consonant-Blend (and Consonant) Correction for the Mixed List

[1] (Underline the blend or consonant.) "Sound." "Again." [2] (Point to the left of the word.) "Read."

Final-e Correction

[1] (Point to the end of the word.) "Is there an e at the end?" [2] (Point to the first vowel.) "Long or short?" "Sound." [3] (Point to the left of the word.) "Read."

"Cover the Ending" Correction

[1] (Cover the inflection.) "Read." [2] (Uncover the inflection. Point to the left of the word.) "Read."

"How Many Consonants?" Correction

[1] (Point to the two vowels.) "How many consonants are between the two vowels?" [2] (Point to the first vowel.) "Long or short?" "Sound." [3] (Point to the left of the word.) "Read."

OPTIONAL PRACTICE LIST FOR CONSONANT BLENDS

swam, clam, slam, smell, spell, swell, hunk, hulk, hump, hunt

OPTIONAL PRACTICE LIST FOR INFLECTIONS

notes, rusting, buzzes, taking, named, batting, pads, biking, hoped, zipped

3 POLYSYLLABIC WORDS

READING BY SYLLABLES

"Read (the first syllable)." "Read (the next syllable)." "Read (the word)."

A care.less, fix.es, fish.er.man, cof.fee, sun.set

B mix.es, in.deed, help.less, fur.ther, pig.pen

Corrections

If the students misread an individual syllable, use the appropriate correction from the mixed list corrections.

If the students misread an entire word, pronounce it for them correctly and have them read it again.

4 HIGH-FREQUENCY WORDS

INTRODUCE

(Introduce in a sentence.) "Read." "Spell." (Point to the spelling for each sound in the word. For regular spelling-sounds that have been taught, "Sound." For unknown or irregular spelling-sounds, explain the spelling.) "Read." "Spell." "Read."

young: /y/, /ng/
climb: cl /kl/, /m/
even: /v/, /ë/, /n/

young (The puppies are very young.)

climb (He will climb the ladder.)

even (The puzzle is easy. Even my little brother can do it.)

For additional words that end in silent *b* (like *climb*), see Appendix D, "Irregular High-Frequency Word Families."

REVIEW

(Mix order.) "Read." "Spell." "Read."

20–25 words

Correction

[1] "The word is _____. In this word, ____ stands for /____/." [2] "Read." "Spell." "Read." "Spell." "Read." [3] (Delayed review.)

5 GUIDED SPELLING

You may be able to decrease the level of support you are providing in Guided Spelling. For example, if you are confident that your students will ask which spelling to use, drop "Question?" However, continue to guide students who need more support.

DICTATION OF DECODABLE WORDS

[1] (Say the word and use it in a sentence.) "Say _____. " [2] (Guide as needed.) [3] "Read and spell the word as I write it."

DICTATION OF HIGH-FREQUENCY WORDS

[1] (Say the word and use it in a sentence.) "Say _____. " [2] "Use your High-Frequency Word Dictionary if you're not sure. Write _____. " [3] "Read and spell the word as I write it."

SENTENCE DICTATION

[1] "Say (sentence)." [2] "First word?" (Guide as needed for decodable word or high-frequency word.) "Write _____. " [3] "Second word?" [4] (Continue word by word.) [5] "Read and spell each word as I write it."

A	
1. jar	
2. barn	
3. skirt	"Question?" (Students: "Which /ûr/?") (Hold up two fingers.)
4. heat	"Question?" (Students: "Which /ē/?") (Hold up three fingers.)
5. <u>busy</u>	
6. <u>women</u>	
7. Hear <u>the</u> bird chirp.	For <i>hear</i> : "Question?" (Students: "Which /ē/?") (Hold up three fingers.) For <i>bird</i> : "Question?" (Students: "Which /ûr/?") (Hold up two fingers.) For <i>chirp</i> : "Question?" (Students: "Which /ûr/?") (Hold up two fingers.)

B

1. car
2. park "In *park*, the sound /k/ is spelled k."
3. birth "Question?" (Students: "Which /ûr/?") (Hold up two fingers.)
4. act "I'll sound it slowly: act."
5. read
6. ago
7. Her arm hurt. For *Her*: "Question?" (Students: "Which /ûr/?") (Hold up one finger.)
For *hurt*: "Question?" (Students: "Which /ûr/?") (Hold up three fingers.)

6 READING A SELECTION

Reading quietly aloud: "Read the selection quietly aloud to yourself. Take time to sound out any hard words. It's better to be correct than fast."

DECODING SUPPORT

sunset, tonight, coffee, inside: Frame the parts (*sun/set, to/night, cof/fee, in/side*).

face, may: "This word rhymes with *place*." "This word rhymes with *day*."

night, cow, Pablo: Read the words to the students.

used to: Explain that "used to" has two different meanings in this selection: When it says the men were "used to" eating cold food, doing hard work, and sleeping outside, it means they had done these things many times. When it says Pablo "used to" like his job, it means he liked his job in the past (but he isn't sure if he still likes it).

Have the students turn to *Dreams on Wheels* page 130. Read or paraphrase:

You: "A large group of cows is called a *herd*. You can see part of a herd in the illustration. The men who take care of the herds are called cowboys. In the 1800s, cowboys' lives were hard. They lived outside. Look at the picture. The cowboy's hat protected him from the sun and rain and wind. His scarf (some people call it a *bandanna*) helped to keep the dirt off. This selection is a story about a cowboy and how he felt about his job."

SIPPS® PLUS

LESSON 35

If there is time, ask and discuss:

You: “What do you know about cowboys?”

Sunset with the Herd (word count: 268)

Pablo looked out from under his big hat to see the sun setting in the west. The night was going to be a bad one. He could feel it in the dry, hot wind. He felt it in the dirt on his face.

“We won’t have a fire tonight,” he thought. “One spark in this dry wind could start a grass fire, and it would burn fast. The herd would be scared. It would be hard to stop them.”

Just then, Pablo saw a cow running far from the herd. He rode out fast and cut in front of the cow. He waved his arm. “Get back over there!” he yelled. The cow ran back to the herd. Pablo rode back to camp.

The other men in camp were getting ready to sleep. With no fire, they ate hard bread and strips of beef. But they were used to that, just as they were used to hard work and sleeping outside in the dirt. Life out here was hard.

Pablo sat down. He used to like this job. He felt free when he was outside. But now most of the time he dreamed of hot beef, hot beans, hot coffee. And a real bed. And cold clear water for his thirst.

It was getting dark. He put his head back and watched the stars, but the hot wind and sand hit his cheeks. He turned his shirt sleeves down. He pulled his scarf up and his hat down. He did not say a word, but he was thinking. “Maybe I want a job inside.”

Ask one or two questions about the selection.

1. What does the last sentence tell you about Pablo?
2. Why has Pablo changed his mind about being a cowboy?

7 FLUENCY PRACTICE/IDR

For 30 minutes, have the students read today’s selection twice, followed by the previous selections and the review selection that appears after today’s selection in *Dreams on Wheels*. Fluency Practice students read aloud to themselves, while IDR students read silently. Circulate to check accuracy and rate (as described in Lesson 31) and comprehension.

MASTERY TEST 7

Use Mastery Test 7 to assess whether your students have mastered recently taught skills. You can find Mastery Test 7 on the Learning Portal or you can use ClassView Pro.

Preparation

Print the mastery test teacher's cumulative record (one per student) and the student card copy (just one copy) from the Learning Portal. You may want to cut the student card copy into the six tests and paste each one onto a 5" × 7" card. If you are using ClassView Pro, you will still need to print the student card copy from the Learning Portal for your students to read.

Assessment

Administer the mastery test to each student individually.

MASTERY TEST 7 INTERPRETATION**To Consider**

- ❑ Are your students ready to continue to the next lesson?
 - > Yes, if most of your students passed both phonics and high-frequency words.
 - > If many of your students scored below 80 percent on phonics or high-frequency words or both:
 - Consider slowing your pace by teaching both the A and B versions of each lesson.
 - Consider reteaching Lesson 34.
 - > If a few students scored below 80 percent, try to provide tutoring on the sounds and high-frequency words missed. If tutoring is not possible, be sure you are giving your group daily review of the sounds and high-frequency words that are troublesome for them.

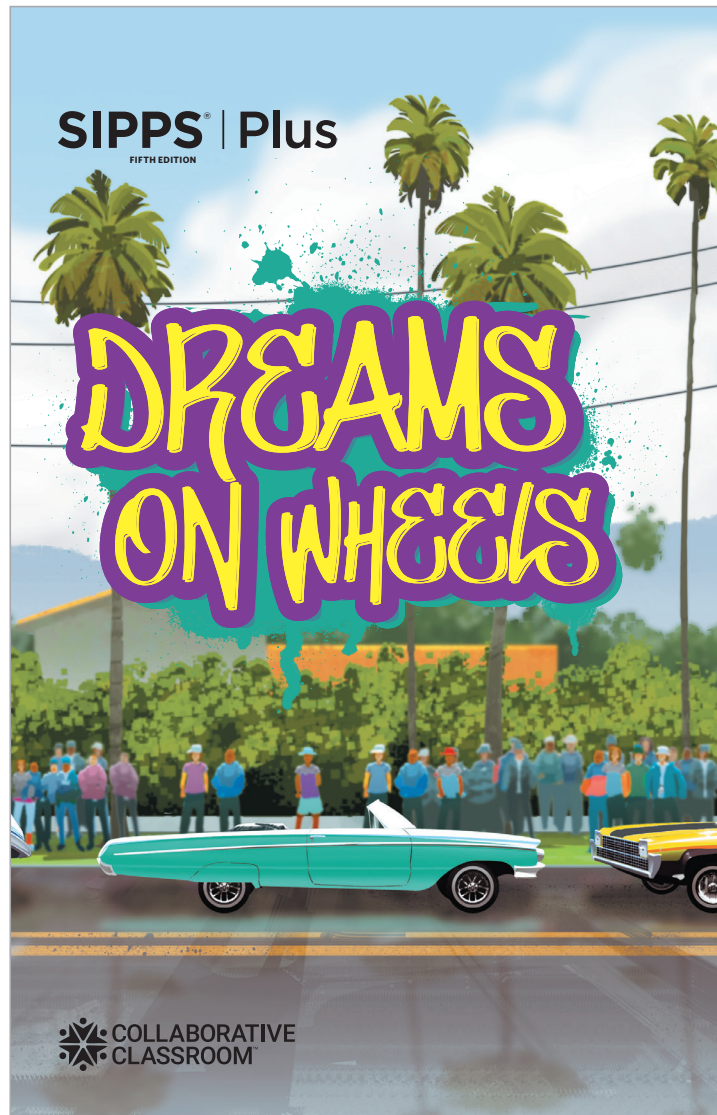
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LESSON 35

Analysis of Errors

- ❑ Did the students make many errors on phonics?
 - > Be sure your daily phonics review includes the spellings that are most difficult.
 - > When students make errors reading the mixed lists, use the appropriate correction (see “Mixed List Corrections” in Appendix A, “Routines”) so that they will internalize the decoding processes.
- ❑ Did the students make many errors on high-frequency words?
 - > Include the missed words in your daily high-frequency-word review, having the students read, spell, read, spell, and read the words.
 - > Review the missed words again at the end of the review section of the lesson.

SIPPS Plus, *Dreams on Wheels*, Excerpt from “Sunset with the Herd”



Additional Digital Samples

Access another *SIPPS* Plus sample lesson, its aligned text, and more selections from *Dreams on Wheels* in a convenient and easily browsable digital format. Scan the QR code or visit info.collaborativeclassroom.org/sipps.

Sunset with the Herd



Pablo looked out from under his big hat to see the sun setting in the west. The night was going to be a bad one. He could feel it in the dry, hot wind. He felt it in the dirt on his face.

“We won’t have a fire tonight,” he thought. “One spark in this dry wind could start a grass fire, and it would burn fast. The herd would be scared. It would be hard to stop them.”

Sunset with the Herd



Just then, Pablo saw a cow running far from the herd. He rode out fast and cut in front of the cow. He waved his arm. “Get back over there!” he yelled. The cow ran back to the herd. Pablo rode back to camp.



The other men in camp were getting ready to sleep. With no fire, they ate hard bread and strips of beef. But they were used to that, just as they were used to hard work and sleeping outside in the dirt. Life out here was hard.

Pablo sat down. He used to like this job. He felt free when he was outside. But now most of the time he dreamed of hot beef, hot beans, hot coffee. And a real bed. And cold clear water for his thirst.

LESSON 35

1 SINGLE-SYLLABLE PHONICS (OPTIONAL)

INTRODUCE SPELLING-SOUND RELATIONSHIPS

For spellings on the wall chart: [1] (Point to the picture on the wall chart and say the mnemonic.) [2] (Point to the spelling on the wall chart.) "The sound is—." (Explain the features of the spelling.) [3] (Point to the sound card.) "Sound." "Again."

OU_ ("clown")

Explain that *ou_* can be used at the beginning and middle of words but not at the end.

REVIEW SPELLING-SOUND RELATIONSHIPS

(Mix order.) "Sound." "Again."

Review the sounds of the spellings you have taught.

READ MIXED LISTS OF WORDS AND SYLLABLE TYPES

(Point. Pause.) "Read."

Easier Words	Harder Words
south, puppy, round, tube, loud, owl	grouch, crop, found, scour, rusty, scorch
Easier Syllables	Harder Syllables
oap, outh, roon, oud	ounce, scor, ouse, oond

2 MORPHEMIC TRANSFORMATIONS

[1] (Display or write the base word and read it.) "Read." [2] (Add an affix.) "Read (the affix only)." "Read (the whole word)." [3] (Add or change an affix.) "Read (the affix only)." "Read (the whole word)." [4] (Continue through all the transformations.)

A	B	C
handle	extend	credit
handles	extended	creditor
handled	extender	credible
handling	extendable	incredible
	extension	credibly
care		incredibly
caring	reduce	credibility
careless	reduced	discredit
careful	reducing	
carefully	reducible	grateful
		gratefully
		ungrateful
		ungratefully
		gratitude

REVIEW SIGHT SYLLABLES

(Mix order.)

Regular syllable (not underlined): "Read." With definition, add "Meaning?"**Irregular syllable (underlined):** "Read." "Spell." "Read." With definition, add "Meaning?"

Review 20-25 syllables.

3 READING BY SYLLABLES

[1] (Display or write the first syllable.) "Read." [2] (Add the second syllable.) "Read (the second syllable only)." [3] (Continue through all the syllables.) [4] "Try for the real word" or "Read (the whole word)."

SIPPS® CHALLENGE LEVEL

LESSON 35

A	B	C
a.loud per.son a.roun u.ni.form a.bout pro.fes.sor Ger.man.y coun.ter	a.mount ad.ven.ture to.mor.row pro.noun Flor.i.da thou.sand ex.per.i.ment an.nounce	ac.count ac.tive de.liv.ery coun.cil prac.ti.cal an.nounc.er lone.li.ness moun.tain.ous
vol.ca.no cat.er.pil.lar	me.chan.i.cal ex.pe.di.tion	Mis.sou.ri un.for.get.ta.bly

4 READING ENTIRE WORDS

[1] "Is there an irregular sight syllable at the end?" [2] For each syllable break: (Point to the vowels on either side.) "How many (consonants are) between (the two vowels)?" "Divide where?" [3] For each syllable: "Read (the syllable only)." [4] "Try for the real word" or "Read (the whole word)."

A	B	C
car.rot co.zy chil.ly dol.phin dis.mis.sal jack.et pa.ra.chute (then para.a.chute) pa.ja.mas ta.lent (then tal.ent) slip.pe.ry (then slip.per.y)	wal.nut fluf.fy re.quest ti.dy gi.gan.tic ha.zard (then haz.ard) car.ni.val dif.fi.cult gra.vi.ty (then grav.i.ty) pre.si.dent (then pres.i.dent)	im.pulse mo.tel clum.sy re.sort ve.hi.cle a.de.quate (then ad.e.quate) ir.ri.ga.tion tra.di.tion he.si.tate (then hes.i.tate) rea.son.a.ble

5 GUIDED SPELLING

[1] (Say the word and use it in a sentence.) "Say (word)." [2] "Say the word by syllables." [3] "First syllable?" (Provide guidance.) "Write (syllable)." [4] (Continue guiding for each syllable.) [5] (Check.)

Instruction (for number 1, appear)

STEP 1: INTRODUCE THE WORD

You: “**Number 1: appear.** The stars appear at night. Say *appear*.”

Students: “appear”

You: “Say *appear* by syllables.”

> (The students respond.)

You: “**For spelling, say *ap-pear*.** Repeat the syllables.”

Students: “ap-pear”

STEP 2: GUIDE SYLLABLE BY SYLLABLE

You: “**First syllable?**”

Students: “ap”

You: “**This syllable has a schwa.**”

> Point to *a* under “schwa” on the wall chart.

You: “**Use this spelling. Write *ap*.**”

> (The students write.)

You: “**Next syllable?**”

Students: “pear”

You: “**Do you have a question?**”

Students: “Which /ē/?”

> Hold up three fingers for *ea* under the “tree” picture.

You: “**Write *pear*.**”

> (The students write.)

STEP 3: CHECK

You: “**Read the word. Then read and spell it by syllables.**”

> Display the word in the Card Deck App, or write it on the board as the students spell it.

Students: “appear; ap, a-p; pear, p-e-a-r”

You: “**Check your work. If you made a mistake, underline the mistake. Then write the correct word above the incorrect one.**”

SIPPS® CHALLENGE LEVEL

LESSON 35

A

1. ap.pear

2. gar.den

"For spelling, say *gar-dən*." For *gar*: "Look at the picture of the 'car.' The 'car' reminds us of the sound /ar/." For *den*: "This syllable has a schwa. Use this spelling."

3. pre.vent.a.ble

"For spelling, say *prə-věnt-ə-ble*." For *pre*: "This spelling has a schwa. Use this spelling." For *a*: "This syllable is a schwa. Use this spelling." For *ble*: "Is this an irregular sight syllable?" (Point to *ble* on the wall chart.)

(Optional)

4. stu.dent

5. ar.my

B

1. ap.pear

2. har.vest

"For spelling, say *har-vəst*." For *har*: "Look at the picture of the 'car.' The 'car' reminds us of the sound /ar/." For *vest*: "This syllable has a schwa. Use this spelling."

3. en.gi.neer

"For spelling, say *ĕn-gə-neer*." For *gi*: "This syllable has a schwa. Use this spelling." For *neer*: "This syllable includes an irregular sight syllable." (Point to *eer* on the wall chart.)

(Optional)

4. pre.vent.a.ble

5. ea.gle

C

1. ap.pear
 2. har.mo.ny "For spelling, say *har-mə-ny*." For *har*: "Look at the picture of the 'car.' The 'car' reminds us of the sound /ar/." For *mo*: "This syllable has a schwa. Use this spelling." For *ny*: "When we hear the sound /ē/ at the end of a word with more than one syllable, it is usually spelled y."
 3. pre.vent.a.ble "For spelling, say *prə-věnt-ə-ble*." For *pre*: "This syllable has a schwa. Use this spelling." For *a*: "This syllable is a schwa. Use this spelling." For *ble*: "Is this an irregular sight syllable?" (Point to *ble* on the wall chart.)
- (Optional)
4. tar.get
 5. car.go

6 FLUENCY PRACTICE/IDR

For 30 minutes, the students read trade books they can read with at least 95 percent accuracy. If a student's rate is regularly below 60 correct words per minute, have them read quietly aloud to themselves. Have the students record the date, title, and pages read in their reading logs. Over the course of a week, conduct at least one 1-minute accuracy and rate check for each student and record the results on the student's Fluency Record sheet.

PROGRESS ASSESSMENT 3

Administer Progress Assessment 3 to monitor your students' progress in SIPPS Challenge Level. Assessment 3 assesses the students' knowledge of the single-syllable phonics and irregular sight syllables taught in Lessons 19-33; it also assesses the students' ability to identify a syllable break in a VCCV word, read the individual syllables, and read the entire word. Administer all three sections of the assessment even if you have not been teaching the optional Single-Syllable Phonics strand. Be sure to use the form of the assessment that corresponds to the word lists your students are reading in the lessons (A, B, or C).

When administering the "Reading Entire Words" section of the assessment, you might have the students point out the syllable breaks using a pointed object, such as a closed mechanical pencil or retractable pen. This will allow you to see exactly where the students are pointing. (Be sure the pen or pencil is closed so that the

SIPPS® CHALLENGE LEVEL

LESSON 35

students don't mark the student card copy.) Also, when the students read individual syllables in this section, make sure they read each syllable in isolation, following the vowel generalizations (not using their knowledge of the whole-word pronunciation).

Note that in the assessment section for Reading Entire Words, there is no "Pass"/"Not Pass" decision. Instead the terms "Good Progress" and "Fair Progress" are used. As discussed in the Theory and Research section of the *Implementation Handbook*, polysyllabic decoding skills are more experience-based than rule-based. Students' ability to perceive likely units (prefixes, suffixes, roots, and syllables) improves over time as hundreds and thousands of different syllabic patterns are successfully read. This is not a skill that is mastered in a short time. Students' progress is also affected by their vocabulary knowledge. Those with limited knowledge of academic vocabulary will be less able to make a "match" with a real word.

PROGRESS ASSESSMENT 3 INTERPRETATION

To Consider

- ❑ Did your students make many errors in Single-Syllable Phonics?
 - > If you have *not* been teaching the optional Single-Syllable Phonics strand, begin including this strand in your daily lessons. For the next several lessons, consider adding the Single-Syllable Phonics content from Lessons 19-33 that the students missed on the assessment.
 - > If you *are* currently teaching Single-Syllable Phonics, continue teaching this strand. Make a daily review of all the sound cards taught so far. Also consider providing extra practice by having the students read both the easier and harder mixed lists (20 words and syllables in all). Be sure to do the different kinds of corrections when needed, since corrections play a critical role in reducing students' errors. The corrections for mixed lists are shown in Appendix A, "Routines."
- ❑ Did your students make many errors in Sight Syllables?
 - > Be sure to include all the irregular sight syllables in your daily sight-syllable review.
 - > If the students miss an irregular sight syllable, tell them the syllable and have them read, spell, read, spell, and read it. Review the syllable again at the end of the activity.
- ❑ Did your students make many errors in Reading Entire Words?
 - > If your students made many errors in "Identifies syllable breaks," review the routine for Reading Entire Words in Appendix A, "Routines." Be sure you are using the full routine in your instruction.

- > If your students made many errors in “Reads individual syllables correctly,” they may need further review of single-syllable phonics, open and closed syllables, and sight syllables.
- > If your students made many errors in “Reads entire word correctly,” review the whole-word correction routines in Appendix A: “Routines.” Be sure you are using the full correction when the students misread a word in Reading by Syllables and Reading Entire Words. Remember that students may read the syllables in a word correctly but miss the entire word on the assessment because the word is not in their vocabulary.

Lesson 35: Review

PREPARATION

- Collect copies of “Build That Word Cards 1” (R). You will need one copy for each pair and one for yourself.
- Locate “Build That Word Definitions 1” (P) and prepare to display it during the lesson. You will complete the first item with the students.
- Locate “Vocabulary Student Record 3C” and make one copy for each student. Locate “Vocabulary Assessment Class Record 3C” and make one copy for yourself. For more information, see the Progress Assessment Note at the end of the lesson.

IN THIS LESSON, THE STUDENTS:

- Review the meanings of previously learned affixes and roots to understand that they have meaning and make new words
- Create words by combining word parts to build morphemic analysis skills

1 Get Ready to Work Together

Have the students bring their folders and sit with a partner. Remind them that they have been learning about the meanings of prefixes, suffixes, and roots and how to look for these word parts in longer words to help them get an idea of the words' meanings. Ask:

Q *What is a word part you have learned? What is a word you know that uses that word part? Turn to your partner.*

Have a few volunteers share their thinking with the group.

2 Introduce the Activity “Build That Word”

Tell the students that today partners will learn a new activity called “Build That Word.” Explain that in this activity, the students will make words by combining cards with some of the word parts they have learned and discussed. Point out that this activity will help them review the meanings of many of the word parts they have learned so far.

Show your copy of “Build That Word Cards 1” and tell the students that it has word-part cards that they will cut apart. Point out that these cards have some of the prefixes, suffixes, and roots the students have learned. Explain that in this activity, you will read a definition for a word, then the students will talk with their partner about which of these word parts are needed to build the word you just defined. Then they will use the word-part cards to build that word. Tell the students that they will practice building the first word as a group.

Materials

- Copy of “Build That Word Cards 1” (R) for each pair and one for yourself, prepared ahead
- “Build That Word Definitions 1” (P)
- Scissors for each pair
- Student folders
- “Vocabulary Student Record 3C” (A)
- “Vocabulary Assessment Class Record 3C” (A)

Teacher Note

This activity incorporates the word parts that were taught and reviewed after Vocabulary Lesson 20.

3 Do the Activity “Build That Word”

Distribute a copy of “Build That Word Cards 1” and scissors to each pair of students. Read each of the word parts aloud and have the students read them aloud with you. Have the students cut apart the cards and then place them face up where both partners can see them.

Display the projectable “Build That Word Definitions 1” with only the first definition showing. Read the definition aloud twice.

1. Build a word that means “more hard.” (*harder*)

Then have the students scan the word-part cards in front of them. Ask:

Q *What word parts will you use to build a word that means “more hard”? Turn to your partner.*

Have one or two pairs share their thinking. Follow up by asking and discussing:

Q *Do others agree that the word is [harder] and that you need the word parts [hard] and [er] to build it? Why or why not?*

Have partners build that word by moving the base word *hard* next to the suffix *er*. Circulate as the students work, offering support as needed. After most students have finished building the word, read it aloud and have the students read it aloud with you. Then have the students set the two cards aside. Point out that each time you read a new definition, the students will have fewer word-part cards to choose from to build the next word.

Use the same procedure to discuss the definitions that follow:

2. Build a word that means “full of flavor.” (*flavorful*)
3. Build a word that is a noun and means “the force that sucks something into a space by removing air.” (*suction*)
4. Build a word that means “able to be seen.” (*visible*)
5. Build a word that is a noun and means “the sudden bursting, violent, and loud release of energy that happens when something breaks apart.” (*explosion*)
6. Build a word that means “able to be carried.” (*portable*)
7. Build a word that means “to look into something.” (*inspect*)
8. Build a word that means “a three-wheeled vehicle that a person rides by pushing pedals.” (*tricycle*)

9. Build a word that describes something or someone that is helpful or encouraging. (*supportive*)
10. Build a word that means “an object skillfully made by a human.” (*artifact*)

GROUP ASSESSMENT NOTE

Ask yourself:

- Are the students able to use the word-part cards to build the words that match the definitions?

If many students struggle, you may wish to complete each item of the activity as a group.

4 Wrap Up

Explain that the students will choose a word from the activity and think of a sentence that uses that word. Give them a moment to think about their sentences. Then ask:

Q *What is a sentence you can create with one of these words? Turn to your partner.*

Have a few volunteers share their thinking. Tell the students that they will continue to think carefully about the meanings of prefixes, suffixes, base words, and roots to help them get an idea of a word’s meaning. Have one student from each pair place the cards in their folder.

PROGRESS ASSESSMENT NOTE

After this lesson, use the Vocabulary Assessment to monitor individual students’ progress in *SIPPS* Challenge Vocabulary lessons. “Challenge Vocabulary Assessment 3C” assesses individual student’s understanding of the morphemes taught and reviewed in **Lessons 21–35** and how they incorporate morphemic analysis skills into their reading. Have the students record their responses on “Vocabulary Student Record 3C.” After the assessment, transfer the results from the student records to “Vocabulary Assessment Class Record 3C.” For more information, see “Vocabulary Assessments” in the Assessment section of the Introduction.



Teacher Note

Consider giving the students resealable bags to put the paper cards in before storing them in their folder. You might choose to have them revisit this activity later.

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