

Advisory Program Description

Name of Entity: Center for the Collaborative Classroom SIPPS
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Type of Program: Intervention Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: K-6
Summary of the program: The SIPPS program offers systematic, interactive instructional routines that incorporate the CCSS vision for foundational skills in reading through differentiated instruction. Students learn polysyllabic decoding strategies, including syllabic patterns and meanings for common prefixes, suffixes, and roots that help them unlock multiple-syllable words with confidence and accuracy. The SIPPS program can serve as either an initial decoding program or an intervention for struggling readers. Using initial and ongoing assessments, SIPPS places students in small groups according to where they are. Systematic lessons and daily routines help them move along as quickly as they can progress. SIPPS works because students learn just what they need, not what they already know. It emphasizes understanding rather than rote memorization. SIPPS includes a Teacher's Manual in both print and digital formats, interactive planning and instruction supplements and organizational tools. SIPPS PD workshops and follow-up support provide teachers with opportunities to reflect and refine their own practice while providing tools and strategies to help their students become better readers. Teachers will leave with an understanding of how to teach decoding skills to students to gauge student progress. Our experiences team of professional developers can support schools and districts in a variety of ways.

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to

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receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.