

# Simply SIPPS:

## Diagnosing & Remediating Reading Difficulties with Ease

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 With Students:  
 Bess Barton, Lakendra Fairman, Becca Hahn, Nick Johnson

Mississippi Winter Literacy Conference, Biloxi, MS  
 November 30, 2023



1

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# TABLE OF CONTENTS

<b>1 INTRODUCTION</b> <ul style="list-style-type: none"> <li>WELCOME/INTRODUCTIONS</li> </ul>	<b>2 MTSS OVERVIEW</b> <ul style="list-style-type: none"> <li>MTSS UMBRELLA</li> <li>THE THREE TIER MODEL</li> </ul>
<b>3 PREPARING TOMORROW'S TEACHERS</b> <ul style="list-style-type: none"> <li>DIAGNOSIS &amp; REMEDIATION OF READING DIFFICULTIES COURSE</li> <li>SCARBOROUGH'S READING ROPE: SCIENCE OF READING</li> <li>THE 6 WEEK PROJECT</li> </ul>	<b>4 WHAT IS SIPPS?</b> <ul style="list-style-type: none"> <li>HOW WE HEARD ABOUT IT</li> <li>HOW DOES IT WORK</li> <li>HOW YOU CAN APPLY</li> </ul>

2

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# TABLE OF CONTENTS

<b>5 STUDENT TESTIMONIALS</b> <ul style="list-style-type: none"> <li>STUDENT EXPERIENCES</li> <li>STUDENT QUOTES</li> </ul>	<b>6 PRACTICE</b> <ul style="list-style-type: none"> <li>SIPPS PLACEMENT TEST</li> <li>A LOOK AT AVAILABLE RESOURCES</li> </ul>
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3

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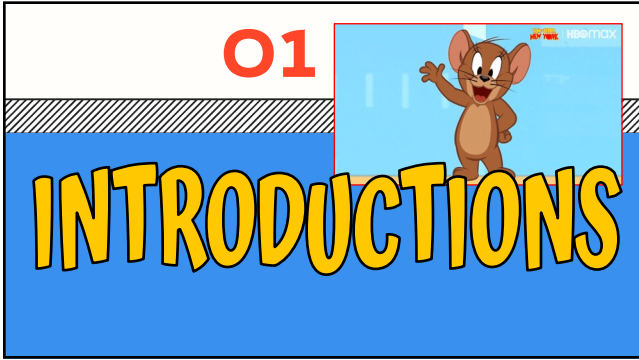
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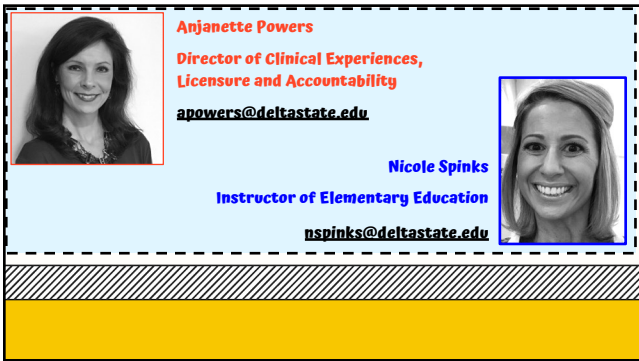
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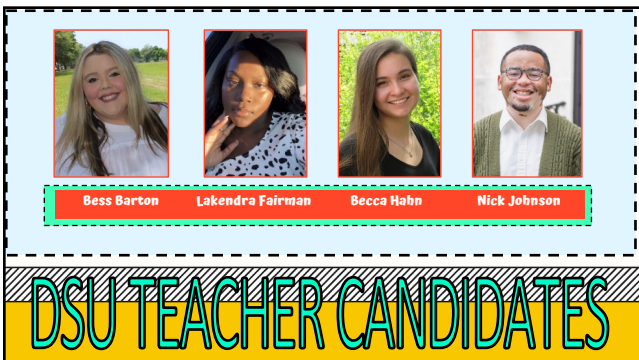
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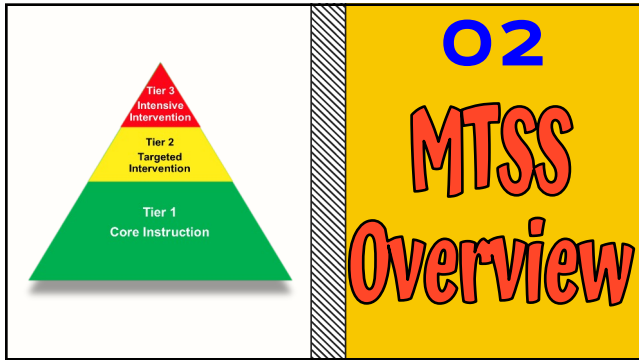
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What one word comes to mind  
 when you hear "RTI intervention?"

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**TURN & TALK**

Share with your neighbor the word you chose and why.

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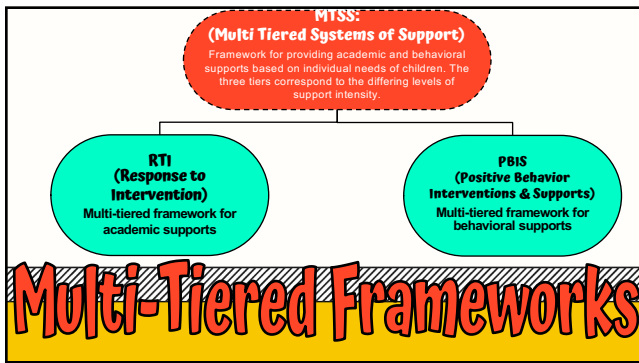
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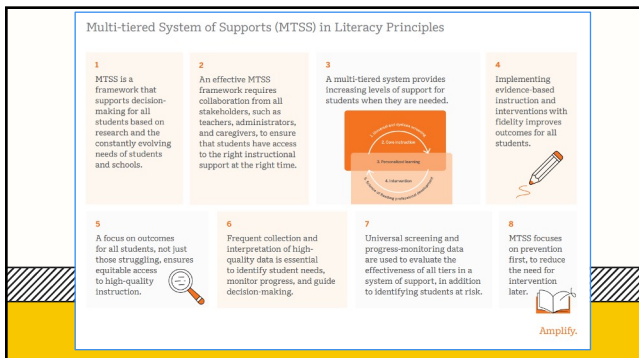
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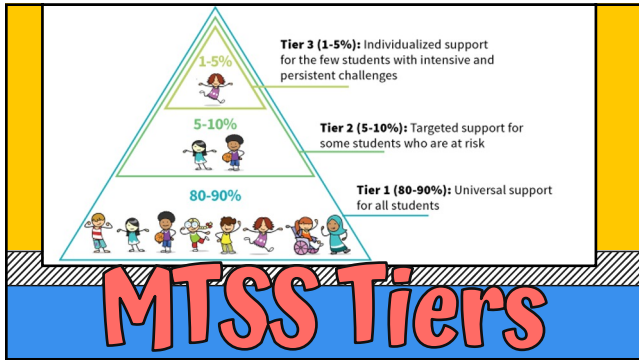
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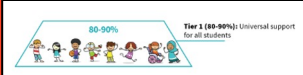
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# Tier 1



- Focused high-quality, evidence-based instruction based on MS CCRS, use of HQIMs
- Utilization of universal screening and progress monitoring
- Intended to prevent challenges from occurring
- 80-90% of students respond favorably to Tier I instruction and supports

14

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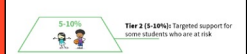
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# Tier 2



- 10-20% of students need more supports in order to be successful
- Focused, specialized, evidence and research-based intervention programs to target specific skills
- Focused supplemental instruction delivered in small group settings
- Utilization of progress monitoring

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Tier 3

- Intensive interventions specifically designed to meet the individual needs of 1-5% of students
- Focused, specialized, evidence and research-based intervention programs to target specific skills
- Utilization of progress monitoring
- Usually delivered in one-on-one settings



Tier 3 (1-5%) individualized support for the few students with intensive and persistent challenges

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## 03

# PREPARING TOMORROW'S TEACHERS

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# Rate your level of confidence

# pertaining to RTI and literacy:

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**How are we preparing future educators to be day one ready regarding RTI for literacy?**



**CRD 326: Diagnosis & Remediation of Reading Difficulties Course**

- Review Scarborough's Rope
- How to identify if an intervention is needed
- Instruction in MTSS and RTI relating to literacy
- Exposure to a variety of assessments
- The 6 Week Project

19

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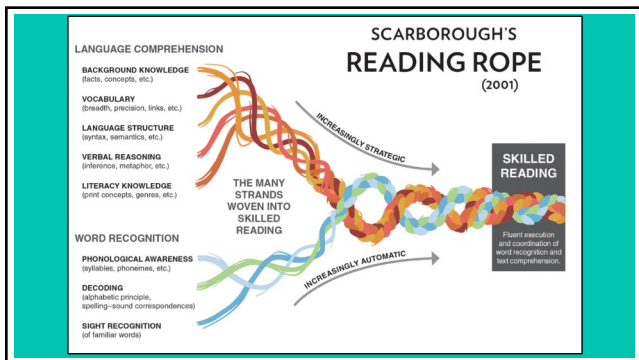
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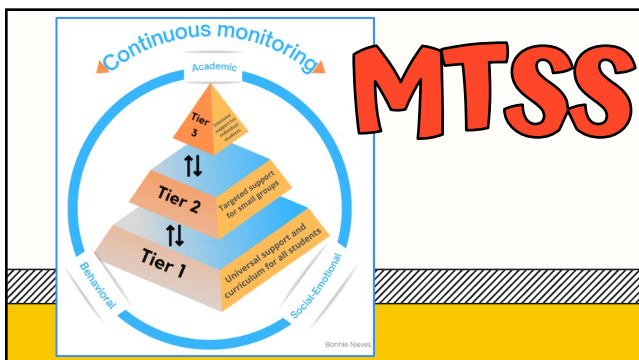
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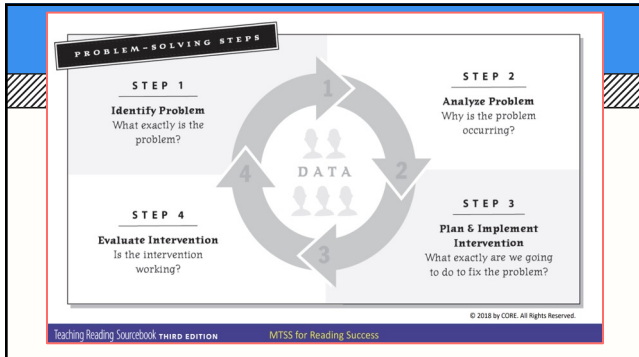
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Opportunities To  
Administer a Variety  
Of Assessments  
and CBMs

Acadience ORF, FSF, PSF, LNF and NWF

Acadience Reading Measure	Score as Indicators of These Skills (Early Learning Goals)	Method of Administration
Oral Reading Fluency (ORF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• Indicator of skills	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
Sound Reading Fluency (SRF)	• Advanced Phonics and Word Recognition	Individual
Reading Fluency (RF)	• Advanced and Fluent Reading of Text	Individual
Reading Comprehension (RC)	• Reading Comprehension	Individual

**Analytical Reading Inventory**

Comprehensive Research-Based Assessment  
for all Students Entering Third and Fourth Grade

WENDY LEE WOOD • THIRD & FOUR

23

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Opportunities To  
Administer a Variety  
Of Assessments  
and CBMs

**Phonological Awareness Survey**

Form 1, 2, & 3

Comprehensive Research-Based Assessment  
for all Students Entering Third and Fourth Grade

WENDY LEE WOOD • THIRD & FOUR

**Matching Initial Phonemes**

Use Student Page 2, Preset 1

Initial	Word	Initial	Word	Comments
1. sack	cat	2. fish	goat	
3. hat	bat	4. monkey	back	
5. car	ball	6. goat	cat	

**Identifying Initial Phonemes**

Use Student Page 1, Preset 1

Initial	Word	Initial	Word	Comments
1. sack	cat	2. fish	goat	
3. hat	bat	4. monkey	back	
5. car	ball	6. goat	cat	

24

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[illegible][illegible][illegible]

# Step 1: Identify the Problem

- DSU candidates are partnered with a first grade student in one of our local partner schools.
- Candidates administer the Phonemic Awareness Survey, the SIPPS Placement Assessment and the silent and oral reading passages from the IRI as pre-assessment screeners to their student.



28

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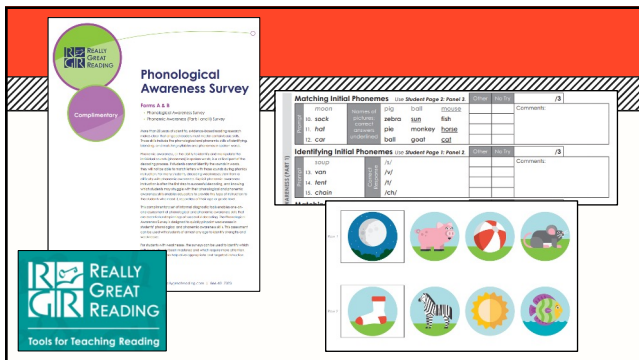
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**Phonological Awareness Survey**

**IRI REALLY GREAT READING**  
Tools for Teaching Reading

29

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## SIPPS ASSESSMENT AND PLACEMENT: K-3

**APPENDIX C**

The SIPPS program provides an informal assessment for placing students initially within the different levels of the program. There are two forms: one for K-3 students (pages 564-572) and one for those in grade 4 through high school and including adults (pages 573-583). In Appendix C, 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.

The assessment for grades K-3 measures (a) students' use of phonics to read decodable words and (b) their knowledge of sight words. The entire section of the assessment covers beginning reading skills and includes two components of using phonics: students' knowledge of spelling-sound relationships and their ability to blend sounds to read words (critical phonological skills).

**Administering the SIPPS Assessment for K-3 Students**

### SIPPS K-3 Placement Assessment

**Evaluator's Form**

Mark each item as the student responds. She or he check mark (✓) for correct answers and NB for no response. For with incorrect answer, record exactly what the student said, next to or below the correct item.

If you are assessing a kindergarten or first-grade student, begin with the Screening for Letter Names (below) and follow the instructions after the screening. If you are assessing a student in grade 2 or higher, begin with the Assessment for Phonics and Sight Words, Section A (on the next page), and follow the instructions after that section.

**Screening for Letter Names** (start here for K-1 students)

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

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

Number right: \_\_\_\_\_/26 Pass (26/26 right) or Not Pass

**RESULTS**

Phonics section failed: \_\_\_\_\_  
 Sight words section(s) failed: \_\_\_\_\_

**PLACEMENT**

Beginning 1 11 21 31 41  
 \_\_\_\_\_ with sight-words intervention  
 Extension 51 61 71  
 \_\_\_\_\_ with sight-words intervention  
 Challenge  
 \_\_\_\_\_ with sight-words instruction

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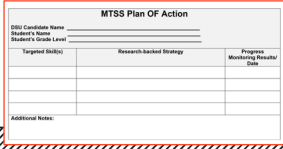
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## Step 2: Analyze the Problem & Step 3: Plan & Implement Intervention

- DSU candidates bring collected data to class to review with instructor.
- With guidance from the course instructor in how to analyze data, candidates detail strengths and areas for growth to formulate an MTSS Plan of Action based on the specific literacy needs of their particular first grade buddy.



MTSS Plan of Action

DSU Candidate Name \_\_\_\_\_  
 Student's Name \_\_\_\_\_  
 Student's Grade Level \_\_\_\_\_

Targeted Skill(s)	Research-backed Strategy	Progress Monitoring Measure/ Date

Additional Notes: \_\_\_\_\_

31

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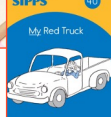

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- DSU candidates plan a series of 4 RTI lessons tailored to the literacy needs of their student.
- In addition to using the SIPPS program, candidates also include other research backed strategies such as the use of Elkonin boxes and sensory activities.
- Each component of the Science of Reading is addressed in each intervention lesson.

SCAN FOR SIPPS EVIDENCE-BASED PRACTICES

32

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- Candidates assess at the conclusion of each of the four intervention lessons. Students chart their progress on their progress monitoring folders.
- Candidates administer the Phonemic Awareness Survey, the SIPPS Placement Assessment and the silent and oral reading passages from the IRI to their student as post assessments.
- Candidates identify areas of growth, strengths, and weaknesses to write a detailed analysis and case study of their student.



## Step 4: Evaluate Intervention

33

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# What is SIPPS?

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# What is SIPPS?




### How SIPPS Works


Research tells us there is a specific path that leads to reading fluency.

To guide readers through each stage of the continuum, each SIPPS level corresponds to a specific stage of reading development: simple alphabetic, spelling-pattern, and polysyllabic morphemic.

**PHONICS CONTINUUM**



Beginning and First	Extension and Fluency	Challenge
<ul style="list-style-type: none"> <li>Simple Alphabetic (SIPPS Level 1)</li> <li>Simple Alphabetic (SIPPS Level 2)</li> <li>Simple Alphabetic (SIPPS Level 3)</li> <li>Simple Alphabetic (SIPPS Level 4)</li> <li>Simple Alphabetic (SIPPS Level 5)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Pattern (SIPPS Level 6)</li> <li>Spelling-Pattern (SIPPS Level 7)</li> <li>Spelling-Pattern (SIPPS Level 8)</li> <li>Spelling-Pattern (SIPPS Level 9)</li> <li>Spelling-Pattern (SIPPS Level 10)</li> </ul>	<ul style="list-style-type: none"> <li>Polysyllabic Morphemic (SIPPS Level 11)</li> <li>Polysyllabic Morphemic (SIPPS Level 12)</li> <li>Polysyllabic Morphemic (SIPPS Level 13)</li> <li>Polysyllabic Morphemic (SIPPS Level 14)</li> <li>Polysyllabic Morphemic (SIPPS Level 15)</li> </ul>



35

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# What does the research say about SIPPS?

In a quasi-experimental study conducted in Pasco County School District, FL, SIPPS instruction was provided to 600 first- and second-grade students who had been identified to receive reading intervention.

**Study Results:** Students who received SIPPS for intervention achieved significantly greater reading growth than their peers who received a different intervention. This study meets **ESSA Level 2 evidence standards**.


**Pasco County, Florida**  
**Study Overview**  
September 2021 to January 2022

### Results

**COMPARISON OF READING SKILLS GROWTH**

This infographic compares the reading growth achieved by intervention students receiving reading instruction using SIPPS' systematic instruction in Phonological Awareness, Phonics, and Sight Words to the reading growth of a matched sample of intervention students receiving existing intervention practices without SIPPS.

This study was designed to be consistent with Every Student Succeeds Act (ESSA) guidance for Moderate Evidence (US Department of Education, 2016). The study employed a quasi-experimental, pre-post, treatment-control group design.



In just **3 months** of instruction, students receiving SIPPS instruction moved from a **high-risk** level to a **low-risk** level. The effect size between the composite CBELF scores of the control and treatment groups was a **statistically significant .25%.**

36

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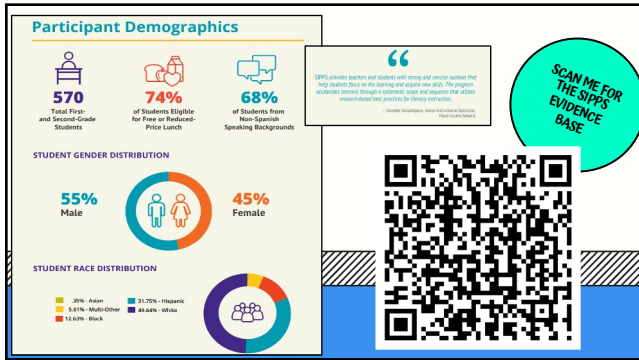
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## What does MDE advise?

**SCAN FOR MDE'S APPROVED LIST OF ACADEMIC INTERVENTIONS**

The Message Department of Education (MDE) through the Office of Student Intervention Services identified a request for competitive sealed qualifications (RFQ) from qualified vendors for evidence-based academic interventions that would address the academic needs for students in Tier II or Tier III. These academic interventions will include a face-to-face, virtual, or a hybrid component, that can help improve students' deficit areas. This list was approved at the June 17, 2021 State Board Meeting and will be posted until June 2025.

Academic Intervention Name ELA/Reading/Literacy	Grade Level	Skills Addressed	Delivery Method	Recommended Implementation Time	Generates Reports for decision making?	Diagnostic Included?	Progress Monitoring Included?
<b>Collaborative Classroom</b> <b>SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)</b> 1001 Marina Village Parkway, Suite 110 Alameda, CA 94501-1042 Lenora Forsythe 800-666-7270 <a href="mailto:lforsythe@collaborativeclassroom.org">lforsythe@collaborativeclassroom.org</a>	K-12	Systematic instruction in Phonological Awareness, Phonics and Sight Words  Foundational Skills - decoding	The intended delivery method is via a teacher with small groups or one-on-one, the instruction can also be delivered by a teacher remotely.	Daily lessons take approximately 30 minutes	✓	✓	✓

**Evidence for ESSA**

The Collaborative Classroom (CC) was selected by the State of California in December 2015. The reason for this selection was that CC was the only vendor that provided a comprehensive and evidence-based literacy program that met the requirements of the California Education Code and the California State Board of Education.

**EVIDENCE FOR ESSA**

**Look at this!**

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## 05 STUDENT TESTIMONIALS

Dr. Vagstad

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"The diagnosis and remediation course has been beneficial to me by providing me with the proper strategies and tools to assess and create lessons for RTI. I have learned a lot of strategies to support my students.

Also, the use of the SIPPS program helped me implement research-based strategies for my student to support his literacy needs."



Bess Barton

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"The Diagnosis and Remediation course has been a very eye-opening, hands-on and instrumental course. This class has helped me grasp a better understanding of the different methods to assess students' needs and how to monitor their progress. This course and the materials that were given gave me the extra support I needed to be creative in my use explicit instruction and include children's books and research-based materials. The SIPPS Reading Program has been an amazing tool to highlight the importance of literacy. The use of SIPPS in this course was absolutely the best thing we could have used to target a student's needs and provide intervention in a research-backed way. Overall this class was amazing and has prepared me for the real world, it has made me confident in interventions, RTI strategies, and the inclusion of hands-on activities. SIPPS is a great program to promote literacy growth in students."



Lakendra Fairman

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"The Diagnosis and Remediation course has prepared me for being in the classroom because it gave me hands-on experience with providing interventions through the SIPPS program. The class allowed me to work with a student and plan and implement interventions that met his needs. The SIPPS program was a great help in planning these interventions, and I saw progress with my student over the four sessions we worked together."



Becca Hahn

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"The Diagnosis and Remediation course has been instrumental in equipping me with the necessary tools and strategies to effectively implement Response to Intervention (RTI) practices in literacy. Through this course, I gained a comprehensive understanding of assessing student needs, designing tailored interventions, and monitoring progress. The knowledge and skills acquired have immensely bolstered my confidence in addressing diverse learning needs while utilizing evidence-based approaches.

Moreover, the course highlighted the significance of structured literacy programs, like the SIPPS reading program, in fostering foundational reading skills among students. The incorporation of SIPPS into the curriculum was emphasized as a vital component in delivering targeted interventions and supporting students' literacy development effectively. Overall, this course has been invaluable in preparing me to implement RTI strategies, leverage interventions, and utilize programs like SIPPS to promote literacy growth in students."



**Nick Johnson**

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**06 PRACTICE**



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**LET'S PRACTICE**

- You will need your table partner.
- One will act as the "teacher" and the other as the "student."
- Choice of activities:
  - Administer SIPPS Placement Test;
  - Administer Really Great Reading: Phonemic Awareness Assessment;
  - Skim and discuss the SIPPS Sample Lesson

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Sources Used in this Presentation

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Shanker, J. L. & Cockrum, W. A. (2013). *Locating and correcting reading difficulties*. (10th ed.). Upper Saddle River, NJ: Pearson.

49

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Sources Used in this Presentation

Amplify.

 COLLABORATIVE CLASSROOM

 MISSISSIPPI DEPARTMENT OF EDUCATION

 REALLY GREAT READING  
Tools for Teaching Reading

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