

Literacy Instruction
SIPPS: Beginning



Quick Reference Guide:



Before the Lesson (Prepare)

Think Abouts

- *Gather Required Materials*
 - ◆ *Sound Cards*
 - ◆ *Sight Word Cards*
 - ◆ *[Spelling Sound Wall Cards or Poster](#)*
 - ◆ *Story Poster*
 - ◆ *Set of Little Books for Student Practice Reading*
 - ◆ *[Guided Spelling and Segmentation Student Sheet](#)*
 - ◆ *[Phonological Awareness Visual](#)*
 - ◆ *[Sounds Lines](#)*

→ *Lessons take approximately 30-45 minutes*

Resources:

- [SIPPS K-3 Placement Assessment](#)
- [Reproducible Take Home Stories](#)
- [Spelling Sound Wall Card Video](#)
- See Appendix A for Routines



[CCC Learning Portal](#)



[CCC Remote Learning Guidance - SIPPS Beginning](#)



[Facilitating a Zoom Webinar](#)

Lesson Components:

- *Rereading a Story*
- *Phonological Awareness*
- *Phonics and Decodable Words*
- *Sight Words*
- *Reading a Story*
- *Guided Spelling and Segmentation*
- *Fluency Practice (Monitoring begins at Lesson 43)*

Resources:

- Teachers Manual (Hard Copy)

Or



[CCC Learning Portal](#)

- Digital Teacher's Edition with Routine QR coded videos

[Quick Guide for Lesson Components](#)



After the Lesson (Reflect)

Think Abouts

Resources:

- *Reflect on lesson and individual student progress*
 - ◆ *Did you complete the entire lesson?*
 - *No -Make adjustments and finish lesson at next meeting time*
 - *Yes -Move on to next lesson*
 - ◆ *Do students need more practice with the lesson skill?*
 - *No - Move on to the next lesson*
 - *Yes - Review lesson using Word List (B) to provide more opportunities for the student to practice the skill*
- *Are students following expected procedures and lesson routines?*
 - ◆ *See Elements of Effective Implementation Reflection Tool*
- *Select 2–3 questions below to reflect on your practice.*
 - ◆ *Were the routines I practiced well structured? Clear? Consistent? Concise?*
 - ◆ *Was the instruction concise in terms of teacher talk, providing more time for my partner to practice and respond?*
 - ◆ *Were the routines well paced? Did the lesson maximize my partner's engagement?*
 - ◆ *Did I engage my partner in choral responses?*
 - ◆ *Who was "doing the work"? Was I supporting my partner to do the thinking?*
 - ◆ *Did I use the corrective feedback routine(s) when needed?*
 - ◆ *Use your reflections to refine your use of the instructional routines.*

- Mastery Checks (At end of every 10 lessons)
- Each lesson provides two word lists (A & B), making it easy to repeat or review a lesson for students who need extra instruction and practice on a specific skill.

Additional Resources:

 [CCC Learning Portal](#) - **Digital Teacher Manual** - (See QR Codes for example videos)

[SIPPS Quickstart Guide](#)

[SIPPS Elements of Effective Implementation Reflection Tool](#)