

Guidance for Transitioning from SIPPS to Being a Reader Small-group Instruction

Categories: Uncategorized

The guidance provided below is intended to support you as you transition from SIPPS to Being a Reader small-group instruction in the 2016-17 school year. For additional grouping information, consult the “Forming and Managing Small Groups” section of the Being a Reader Assessment Resource Book (starting on page xiii).

Being a Reader small-group instruction starts after the “Setting the Foundation” lessons for Independent Work have been completed (approximately 4-8 weeks depending on the grade level).

Below you will find placement recommendations for transitioning to small-group instruction as part of the Being a Reader program. These recommendations are based on students’ successful completion of the SIPPS lessons. Successful completion is determined by demonstrating mastery on the SIPPS Mastery Tests and by demonstrating fluent, accurate reading of the texts associated with the SIPPS lessons.

If a student has not demonstrated mastery, consider reteaching the SIPPS lessons prior to transitioning to the Being a Reader small-group lessons. Use the SIPPS mastery test data to guide re-teaching decisions.

Beginning Level

For students in Beginning Level Lessons 1-30, place the students in Being a Reader Set 1, Week 1. Depending on the SIPPS lesson the students are on, the first weeks of Set 1 may be review. For these specific groups of students, omit the following two segments of the daily lessons: “Review Spelling-Sounds” and “Review High-frequency Words.” If you teach several lessons without these two review components and you notice that the students begin to struggle with the weekly texts, consider adding the review back into daily instruction. Once these groups of students successfully complete Set 1 of Being a Reader, teach the complete lessons in Sets 2 and beyond as intended, without omitting any of the lesson components.

For students who have successfully completed Beginning Level Lesson 30 (passed the mastery test), place the students in Being a Reader Set 2, Week 1.

For students who have successfully completed Beginning Level, place the students in Being a Reader Set 3, Week 1.

Extension Level

For students who have successfully completed Extension Review Lessons 1-15, place the students in Being a Reader Set 3, Week 1.

For students in Extension Level lessons 1-24, place the students in Being a Reader Set 4, Week 1.

For students who have successfully completed Extension Lesson 25 (passed the mastery test), place the students in Being a Reader

Set 5, Week 1.

For students who have successfully completed Extension Level, place the students in Being a Reader Set 6 to support prosody and transition to trade books.

Challenge Level

For students who are in Challenge Level Lessons 1-75, assess the students using a leveling assessment and place them in Sets 6-12. If you notice the students struggling, consider moving the students into Set 5 to solidify the two-syllable decoding. See the Being a Reader Assessment Resource Book, “Placement Assessments for Small-group Reading Sets 6-12” on page xi, and “Forming and Managing Small Groups” and the “Reading Levels Correlations” chart on page xiii.

For students who have successfully completed Challenge Level, assess the students using a leveling assessment and place them in Sets 6-12. See the Being a Reader Assessment Resource Book, “Placement Assessments for Small-group Reading Sets 6-12” on page xi, and “Forming and Managing Small Groups” and the “Reading Levels Correlations” chart on page xiii.

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