



# Title 1 Reading Program

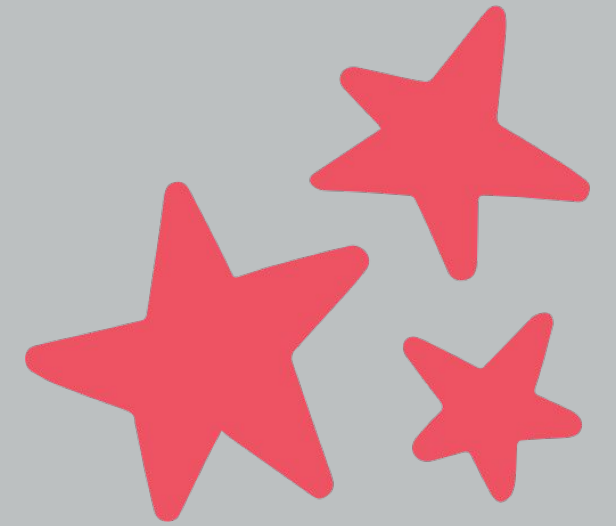
Fall Parent Meeting

October 22, 2024

6:00-6:45 pm

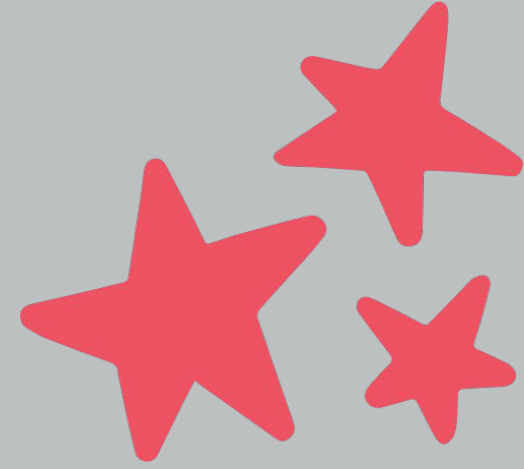


# What is Title 1 Reading?



- Federal program & federally funded
- Amount of funding varies from year to year, and is based on the number of low-income families per building.
- Provides additional (or supplemental) reading instruction to students who need extra help, regardless of income status

# THIRD GRADE READING GUARANTEE (TGRG)



Title I and TGRG are separate programs, with similar goals- To have all students reading at grade level by 3rd grade! HB 436 is a new law regarding Dyslexia screening, intervention and remediation.

## Title Programs

- Federally Funded
- Pull-Out Services
- Parent-Compact

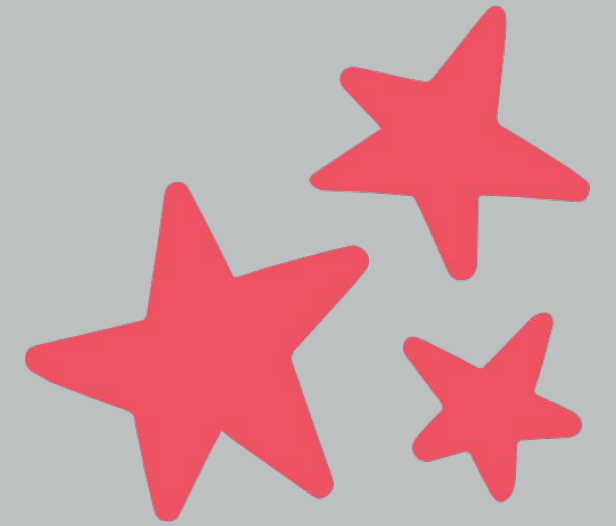
## HB 436: Dyslexia

- State Mandated
- 18 Hours of PD
- Mandated Screening

## TGRG

- State Mandated
- Reading Intervention & Monitoring Plan (RIMP)
- In-Class intervention OR interventions through Title I

# Parents right to know



## Gilles-Sweet receives Title 1 funding

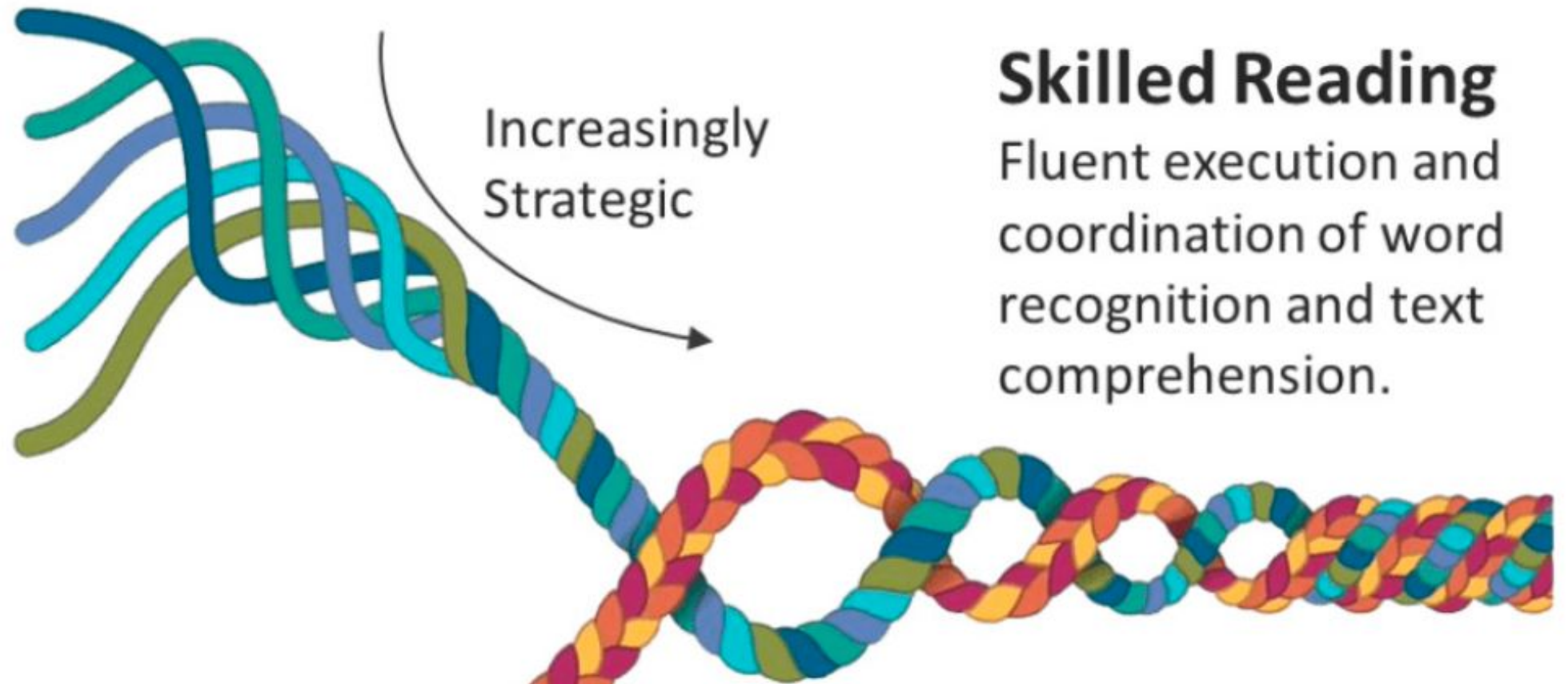
- Parents can request information regarding the professional qualifications of their student's classroom teacher

## Qualifications of Title 1 Support Staff

- Baccalaureate degree and an Ohio teacher's license(s) for the grade level(s) to which assigned

# Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



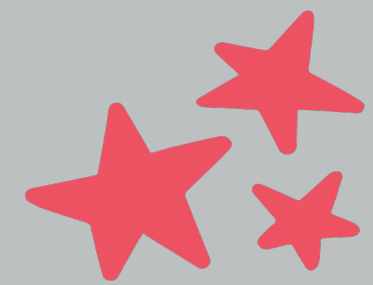
**Skilled Reading**  
Fluent execution and coordination of word recognition and text comprehension.

# Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



# How does my child qualify for Title 1?

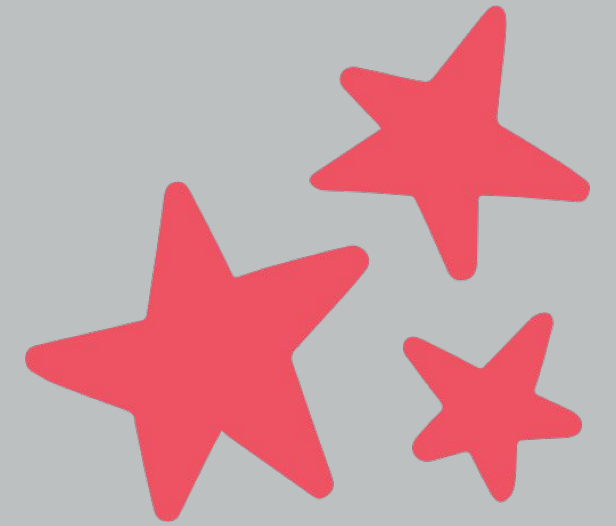


Multi Criteria are used to qualify for services

Data Dives including: administrators, school psychologists, school counselors, classroom teachers, intervention specialists, title teachers, English Learner teacher

- NWEA MAP Fluency
  - Phonological Awareness
  - Phonics/Word Recognition
  - Language Comprehension
  - Oral Reading Rate
- NWEA MAP Growth (benchmark)
- Teacher Classroom Progress
- Teacher Observations

# Will my child always be in the program?



- We work closely with the classroom teacher to monitor progress.
- Every two weeks, students will be progress monitored, based on their level.
- 4 Data Dives a year
- When a student's reading achievement reaches their appropriate grade level, for multiple data points, that student is exited from the program and monitored within the classroom
- Students are re-screened every year to determine placement

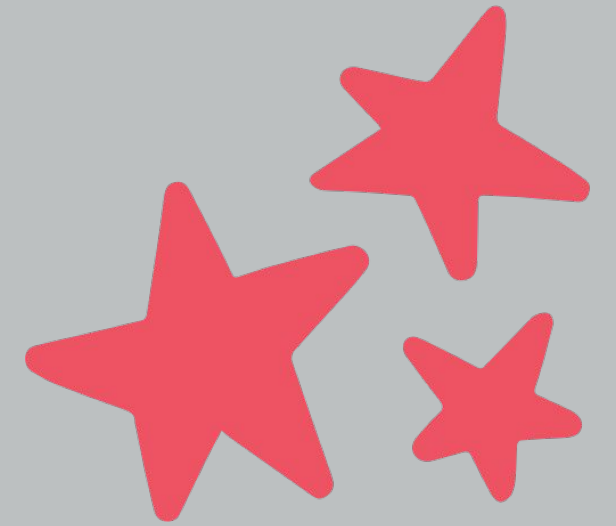
# How does Title 1 benefit my child?



- Title students experience success, which increases self-esteem and motivation
- Title I personnel provide more intensive, additional instruction
- Instruction is more individualized
- Title I has many supplies and resources for students to use
- Foundations
- SIPPS
- Small group setting provides for more direct and immediate feedback

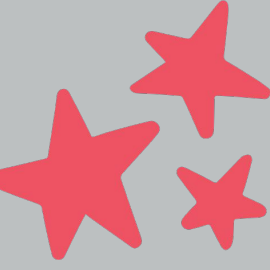


# SIPPS



- Accelerative Foundational Skills Instruction
- A research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia or having dyslexia tendencies
- Explicit routines focused on phonological awareness, spelling-sounds, and sight words
- Helps close a student’s reading gap and helps them engage in grade level reading

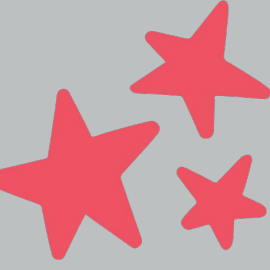
# Title 1 Parent Compact



## Agreement between school-home

- School Responsibilities
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's Student Academic achievement standards as follows:
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents .
  - Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, by arrangement with building principal. (due to COVID, limited options at this time)

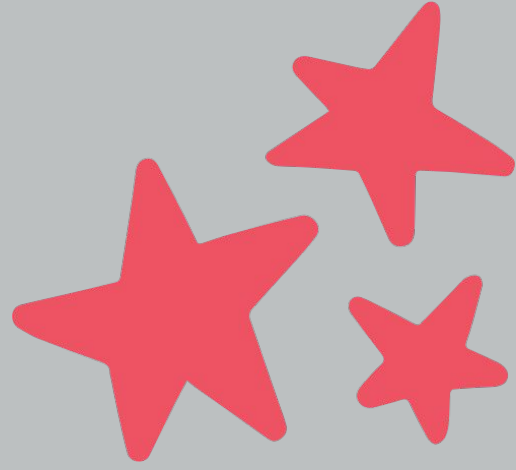
# Title 1 Parent Compact



## Parent Responsibilities

- Monitor attendance.
- Provide space and monitor homework for completion.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond, as appropriate.
- Participate, as appropriate, in decisions relating to my children's education.
- Volunteer in my child's classroom and/or on building-level advisory groups, school support teams, or other school policy groups. (Due to COVID, limited options)

# Looking ahead to the future



- In grades k-2, students are ***learning to read***. After grade 2, students are ***reading to learn***, which they will use throughout their entire life.
- Prepare students to be academically ready for statewide testing.
- Online assessments have increased rigor through cross-curricular test questions (Science & social studies content embedded in math or reading questions)

# MEET THE TUTORS



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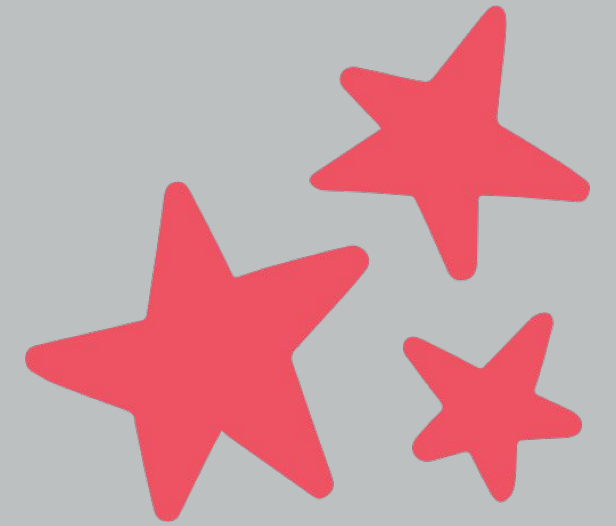
# What will my child be learning this year?

Our title reading program uses SIPPS

What is SIPPS?: SIPPS stands for **S**ystematic **I**nstruction in **P**honological awareness, **P**honics, and **S**ight words. There are four levels to SIPPS: Beginning, Extension, SIPPS plus, and Challenge.

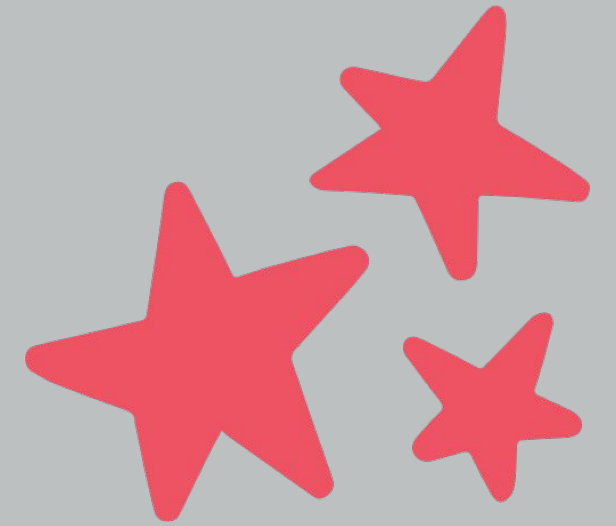


# What we will be learning this year?



Our classes will be using the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program for reading instruction. In SIPPS, the students are divided into small groups for reading instruction. This allows us to teach each group of students exactly what they need to know to progress in their reading. There are four levels in the SIPPS program. Your child will be tested to see which level is appropriate. As students move through the level, they will move onto the next level to continue building reading skills.

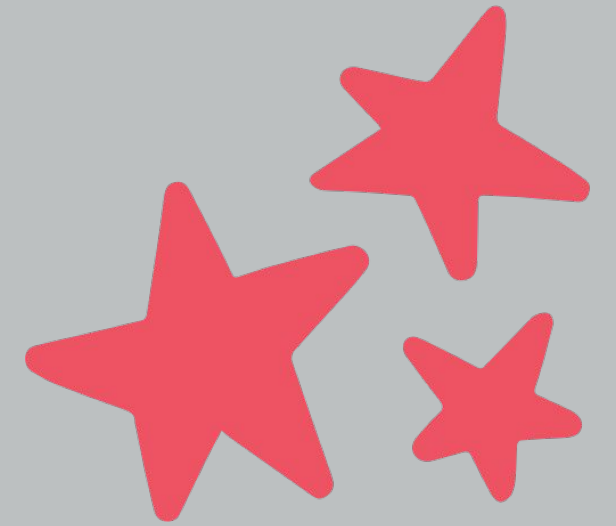
# Daily Lesson Components



- **Reading a Story**
- **Phonological Awareness**
- **Phonics and Decodable Words**
- **Sight Words**
- **Reading a Story**
- **Guided Spelling and Segmentation**
- **Fluency Practice**



# Daily Lesson Components



## **Reading A Story**

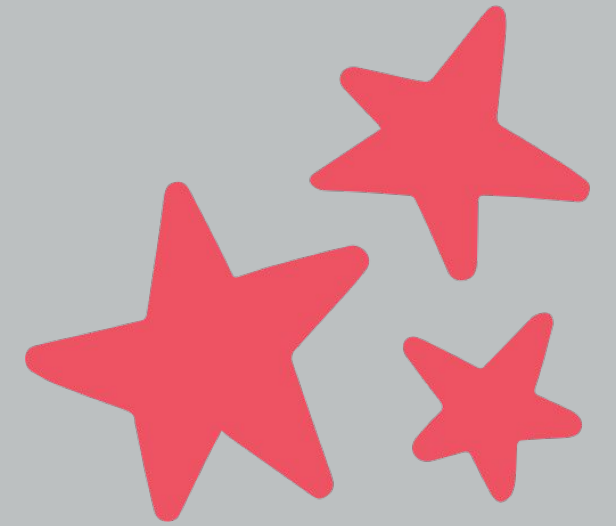
### **Rationale**

Chorally rereading the story from the previous lesson with teacher guidance helps the students improve their reading accuracy and develop their confidence in sounding out unfamiliar words.

### **Description**

Each day, the students reread a story corally as you point to the words on the story poster. Each story uses words that are decodable and sight words that have already been taught.

# Daily Lesson Components



## **Phonological Awareness**

### **Rationale**

Phonological Awareness involves understanding the different units of sound in speech: syllables (pic.nic), onsets and rimes (s.at), and phonemes (/ss//aa//T/). It is a set of critical foundational skills necessary for reading and spelling.

### **Description**

Through activities that do not involve print, the students first distinguish words and syllables the onsets, and times and last, kk phonemes. The activities, generally in a sequence of increasing difficulty are (a) oral blending of words, syllables, onsets and rimes, and finally, phonemes, (b) orally segmenting, pronouncing, and counting words and syllables; segmenting beginning, middle, and last sounds ;segmenting onsets and rimes; and finally, segmenting all the phonemes in a word, (c) recognizing and producing rhyming words, and (d) adding and substituting phonemes, both forms of phonological manipulation.

# Daily Lesson Components



## **Phonics and Decodable Words**

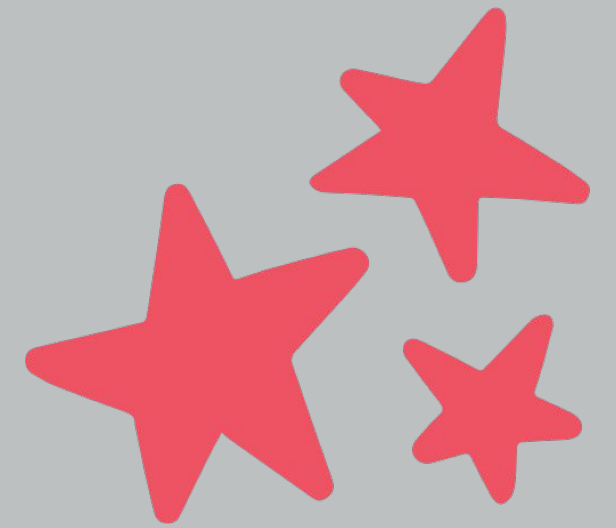
### **Rationale**

Explicit and systematic instruction ensures that the students thoroughly learn spelling-sound relationships and further develop phonological awareness. Mastery, rather than exposure, is ensured through daily review and application, frequency assessment, and a varied pace in the introduction of new content.

### **Description**

Each day, you use handheld cards and wall cards to introduce new spelling-sound relationships and to review those you have already taught. Then the students practice blending and reading decodable words that you have written on the board. The students begin blending and reading words as soon as they have learned a few consonants and one short vowel. As they learn more consonant and short vowels, the number of decodable patterns grows dramatically.

# Daily Lesson Components



## **Sight Words**

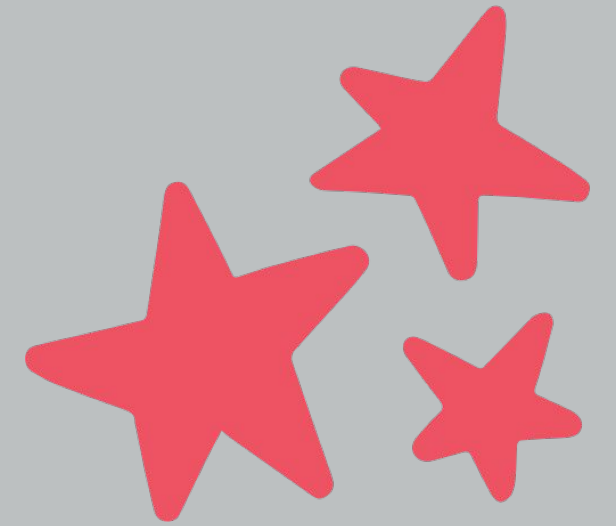
### **Rationale**

The sight-word strand introduces two kinds of words: high frequency, phonetically irregular words and high-frequency, phonologically regular words that are not decodable when they are introduced.

### **Description**

You introduce each sight word in a sentence and then use handled cards for practice. During the practice activity the students orally spell as well as read each sight word.

# Daily Lesson Components



## **Reading a Story**

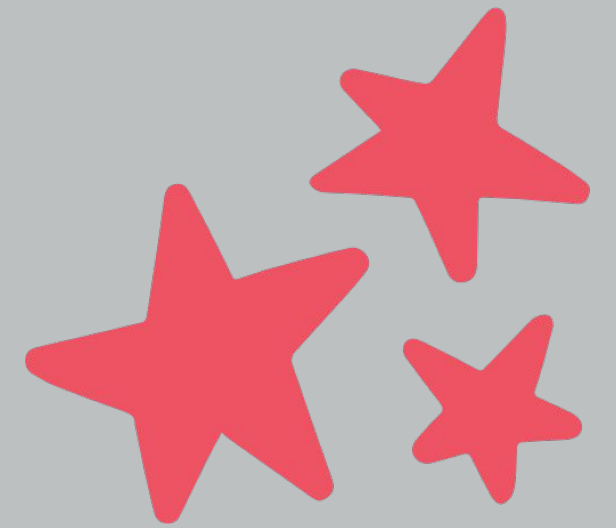
### **Rationale**

Reading a stories chorally and blending decodable words with teacher guidance helps the students move beyond contest to use spelling-sound relationships as their primary reading strategy when reading connected text.

### **Description**

In each lesson, the students read a new story chorally. Each story uses words that are decodable and sight words that have already been taught.

# Daily Lesson Components



## **Guided Spelling and Segmentation**

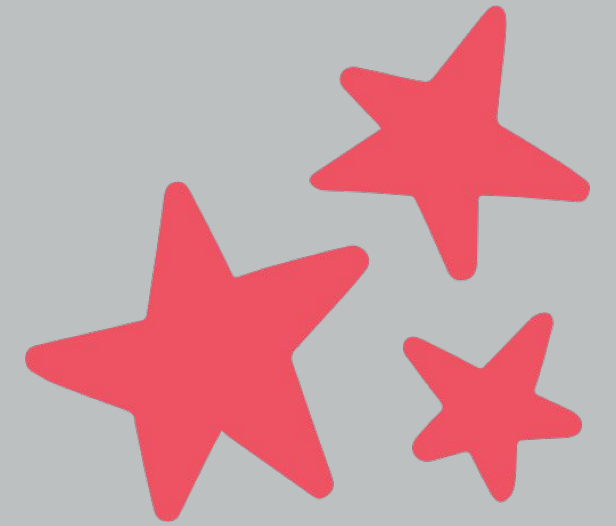
### **Rationale**

Spelling practice coordinated with decoding instruction strengthens both decoding and spelling and extends segmentation ability from listening to spelling. The students learn strategies that can be applied to spelling many words phonetically.

### **Description**

Each day the students spell a few words and write a sentence that contains decodable words and sight words. During this activity you model spelling strategies.

# Daily Lesson Components



## **Fluency Practice**

### **Rationale**

There are three components to fluency:

- 1.) Accuracy: reading words accurately
- 2.) Automaticity: reading words quickly and easily without having to slowly sound them out
- 3.) Prosody: reading with expression and proper phrasing

### **Description**

As the final activity in each lesson this time allows an opportunity for teachers to circulate through their classroom to hear each student read.



# Beginning Level

In SIPPS Beginning Level, your child focuses on the alphabetic principle. They will learn concepts of print, gain phonological awareness (especially blending and segmentation), and learn initial phonics (consonants, consonant digraphs, and short vowels) and high-frequency sight words. Throughout the Beginning Level, your child reads decodable books that match the instruction. By the end of this level, your child will understand and use short vowels, know 73 sight words, and be able to read and spell new words. Upon completion of the Beginning Level, students will move on to the Extension Level.







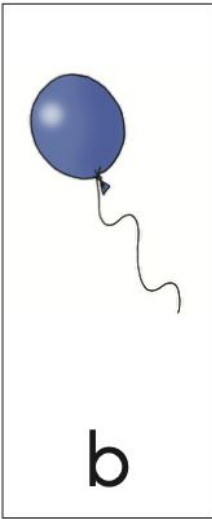
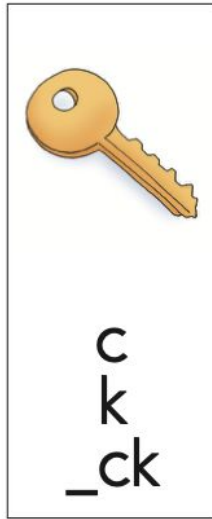
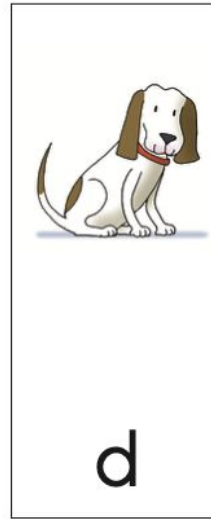
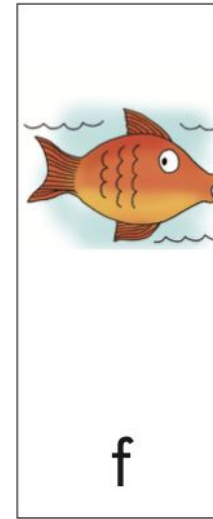
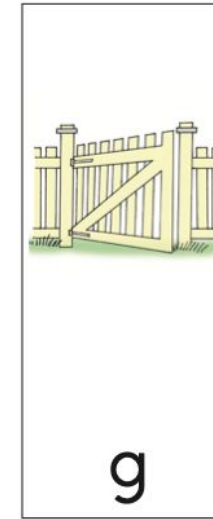
\_\_\_\_\_’s Sight Word Dictionary

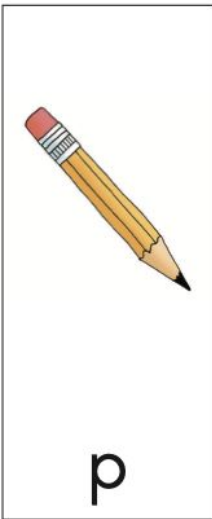

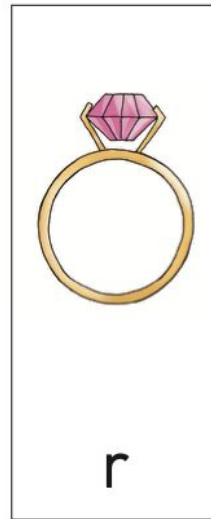
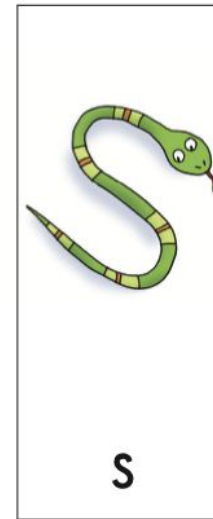
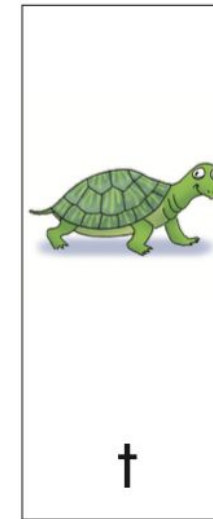
A, B, C, D, F	G, H, I	L, M, N, O	P, S, T	U, W, Y
and	get	like	put	under
are	go	little	said	want
be	have	look	saw	was
by	he	make	say	wasn't
can	her	me	says	water
can't	here	my	see	we
come	home	name	she	what
do	I	no	some	where
down	is	of	the	yes
for	isn't	on	there	you
from		out	they	
		over	to	

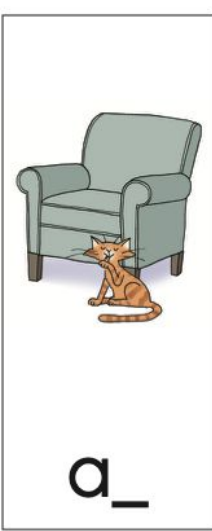
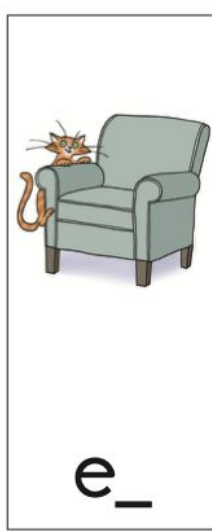
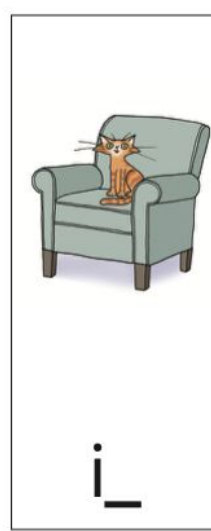
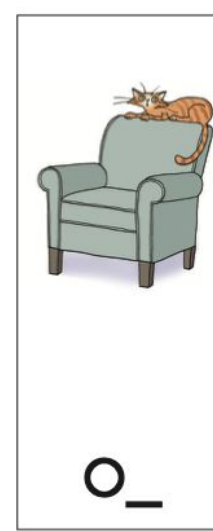
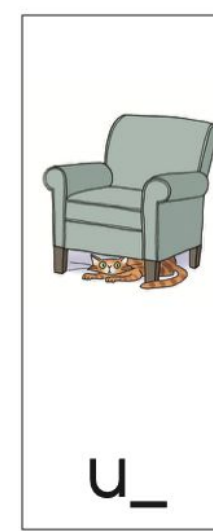


\_\_\_\_\_’s Sight Word Dictionary


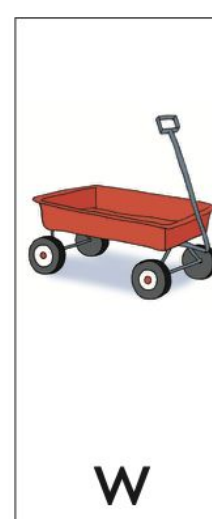
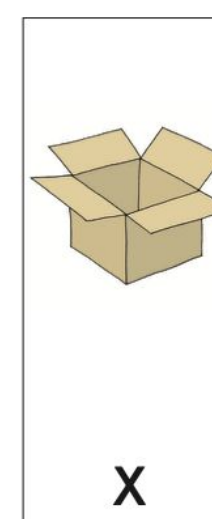

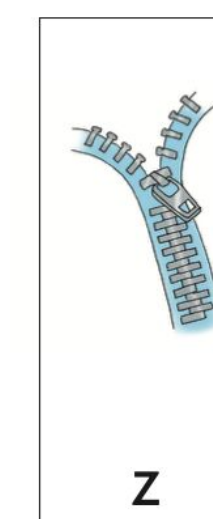
A, B, C, D, E	F, G, H, I	L, M, N, O	P, S, T	U, V, W, Y
again	find	like	people	under
and	for	little	put	very
are	from	live(2)	said	want
around	get	look	saw	was
be	give	make	say	wasn't
both	go	many	says	water
by	good	me	see	we
can	have	my	she	were
can't	he	name	should	what
children	heard	no	some	where
come	her	of	the	woman
could	here	on	their	women
do	home	one	there	would
does	I	other	they	yes
down	is	out	to	you
every	isn't	over	toward	your
			two	

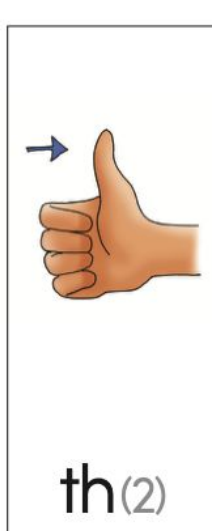
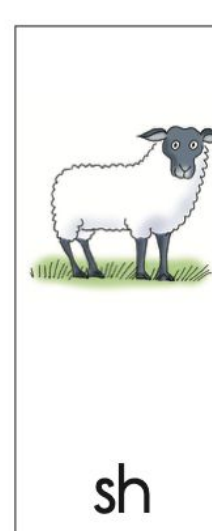

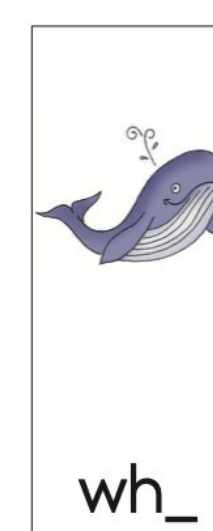
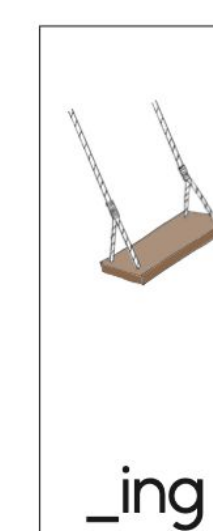
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# Daily Routine:

- 1.) Reading a story
- 2.) Phonological Awareness
  - a.) Blending of Words and Syllables
  - b.) Segmenting of Words and Syllables
- 3.) Phonics and Decodable Words
  - a.) Introduce
  - b.) Review
- 4.) Sight Words
  - a.) Introduce
  - b.) Review
- 5.) Reading a Story
- 6.) Guided Spelling and Segmentation
  - a.) Dictation of Sounds
- 7.) Fluency Practice





# Extension Level

In the Extension Level, your child will focus on spelling patterns. They will deepen their phonological awareness (with an emphasis on segmentation and manipulation) and learn phonics (beginning with consonant blends and final e, then moving on to more complex vowel patterns) as well as high-frequency irregular sight words. By the middle of the level, your child will be able to read simple trade books. By the end of this level, your child will be able to read single-syllable words with complex vowels and more than 150 high-frequency irregular words. Upon completion of the Extension Level, students will move on to the Challenge Level.



SIPPS®

# Story Book



Extension Level  
Fourth Edition

## Dog and Cat



Bill: My cat sat on my lap and had a nap.

Jill: Did Dad's dog see the cat?

Bill: Yes, so the cat ran and hid under the bed.

Jill: Did the dog go under the bed?

Bill: Yes, and the cat got on the bed.

Jill: Did the dog hop on the bed?

Bill: No, the dog got 2 legs on the bed. The cat ran off  
and the dog fell off the bed.

Jill: Tell me, has the dog got the cat yet?

Bill: No. My cat will not let him.

## The Rat in the Hat



See the big hat? It is Dad's hat.

See the rat? The rat ran in the hat.

Did he fit in it? Did he sit in it?

And did he dig in it? Did he rip it?

He did fit in it. He sat in it.

And he hid in it. He bit it. He hit it.

Sad hat! It is a rag.

Dad is mad. I am sad.

Dad and I will fix it. Can we fix it?

## Our Bird Dish

### Chapter 1: Putting Up the Dish



Our class likes to see birds, so we got a big flat dish and some long string. Then we hung the dish out. That is our bird dish.

We have a big bag of bird seed. We fill our dish with bird seed. We add some nuts in shells. We mix them all in the dish.

Many birds come and land on the edge. They peck at the nuts and seeds.



Which birds do we see? One little bird likes to sing. It is a finch. It has tan wings. We can see red on its chin and neck and back.

Some birds do not come to our dish. If they want to catch a rat, they will not come. If they want to find a bug, they do not come here. If a bird likes to catch fish, it will not get our seeds. A duck will not come.

## Our Bird Dish

### Chapter 2: Seeing the Birds



Birds come to our hanging dish. We put bird seeds and nuts in the dish.

Some birds are quick. They fly to the dish. We see them picking up a nut. Then they fly up to a branch. We see them sitting on the branch. They are pecking at the shell.

Some birds get a seed and fly off. They may be getting seeds for a chick.





















We see many birds sitting on the edge of the dish. Some hop in the dish to get seeds. Then a lot of seeds fall out of the dish. Some fall down under the dish, and birds fly down to get them.

When we are checking and filling the dish, we pick up the nut shells that fell. We may see bird tracks in the mud. It is fun to have a bird dish.



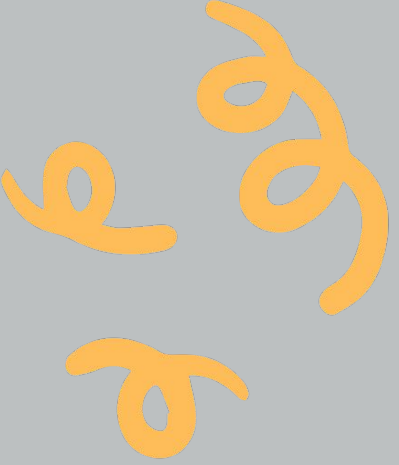
# SIPPS® Challenge Level

## Spelling-Sound Wall Chart

 a_	 e_	 i_	 o_	 u_
 a_e ai_ _ay  a	 e_e ee ea _y e	 i_e _igh _y  i	 o_e oa_ ow  o	 u_e   u
 oo u_e  u	 oo	 ou_ ow	 oi_ _oy	 au_ aw
	 ar	 er ir ur	 or	<u>schwa</u> a e i o u

Extension Level Video

Extension Slides



# SIPPS Plus

SIPPS Plus is intended for 4th grade through adults. In SIPPS Plus, students focus on spelling patterns and reading fluency. They will deepen their phonological awareness and expand their phonics decoding abilities (beginning with single consonants, short vowels, consonant blends, final e, then more complex vowel patterns) as well as high-frequency irregular sight words. Students will read age-appropriate stories aligned with each lesson and as well as reading appropriate leveled trade books. By the end of this level, students will be able to read single-syllable words with complex vowels and more than 190 high-frequency irregular words.



## Sight Word Dictionary

Name: \_\_\_\_\_

**A, B**

a  
after  
again  
ago  
all  
another  
any  
are  
be  
bear  
beautiful  
been  
blood  
blue  
both  
bought  
bread  
brother  
brought  
build  
built  
busy  
buy  
by

**C, D, E**

call  
carry  
caught  
child  
climb  
cold  
come  
could  
country  
day  
do  
does  
done  
don't  
door  
down  
dry  
early  
earth  
eight  
either  
English  
enough  
even  
every  
eye

**F, G, H**

fall  
father  
few  
field  
find  
floor  
fly  
food  
for  
four  
friend  
from  
full  
give  
go  
goes  
gold  
gone  
great  
group  
guess  
half  
have  
he  
head  
heard  
heart  
her  
hour  
how

**I, K, L, M, N**

I  
ice  
is  
key  
kind  
large  
laugh  
learn  
lie  
live(2)  
look  
love  
many  
me  
Miss  
money  
month  
most  
mother  
move  
Mr.  
Mrs.  
Ms.  
my  
neither  
new  
nice  
no  
now

**O, P, R**

of  
old  
once  
one  
only  
or  
other  
our  
out  
over  
people  
picture  
pie  
piece  
place  
play  
pretty  
pull  
push  
put  
read(2)  
ready

## Sight Word Dictionary

Name: \_\_\_\_\_

**S**

said  
saw  
say  
says  
school  
see  
she  
shoe  
should  
sight  
sign  
since  
small  
so  
some  
son  
sure

**T, U, V**

talk  
the  
their  
there  
they  
though  
thought  
through  
tie  
to  
toe  
told  
too  
toward  
true  
try  
two  
under  
very




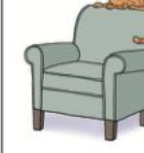
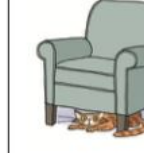


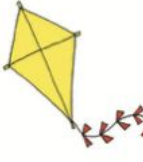

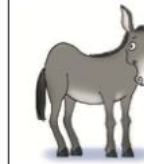








**W**

walk  
wall  
want  
war  
was  
watch  
water  
way  
we  
wear  
weight  
were  
what  
where  
who  
whole  
who's  
whose  
why  
wild  
woman  
women  
won  
won't  
word  
words  
work  
world  
would














**Y**

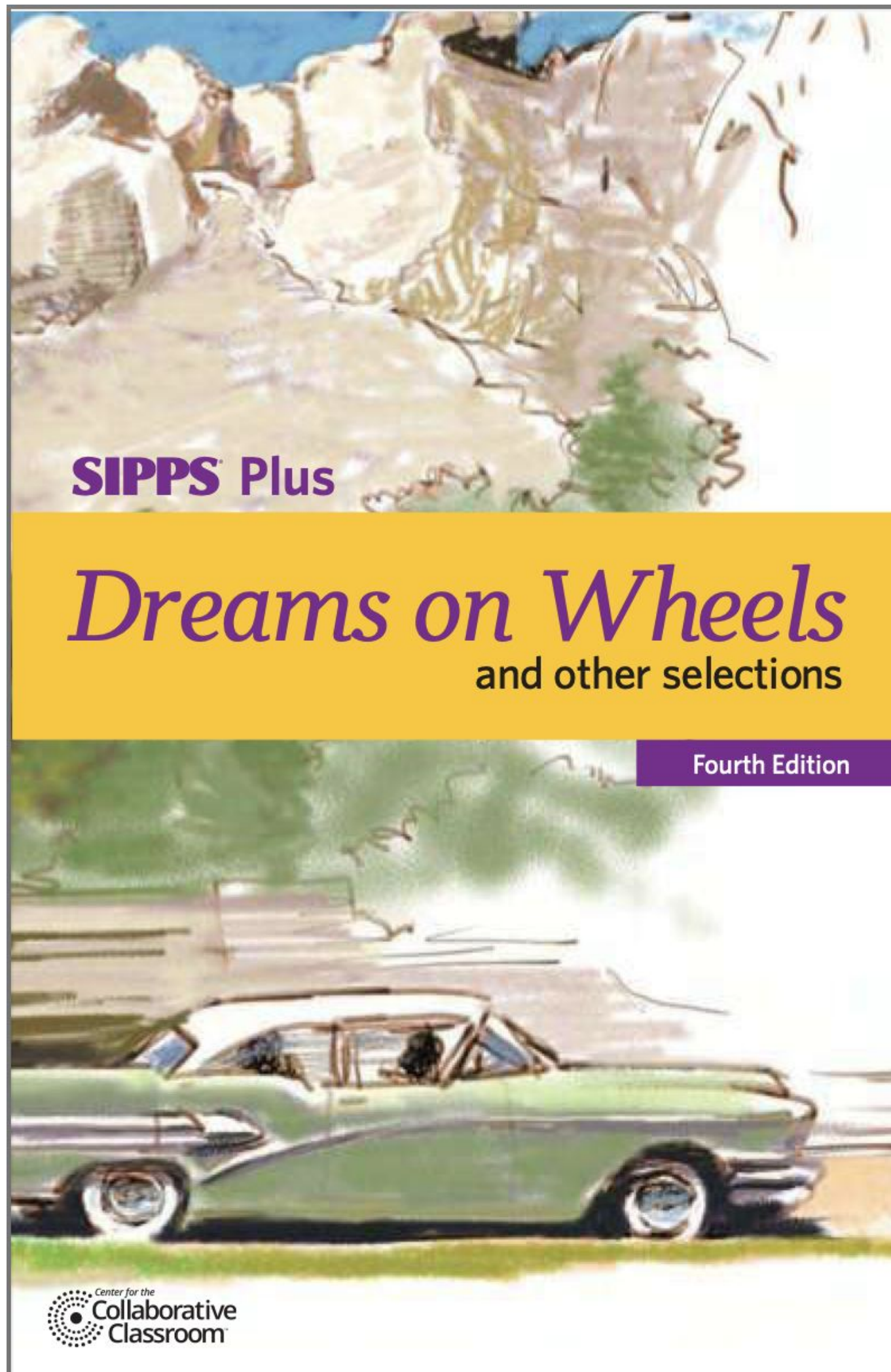
you  
young  
your

**SIPPS Plus**  
Spelling-Sound Wall Cards

 a_	 e_	 i_	 o_	 u_
 a_e ai_ _ay	 e_e ee ea _y	 i_e _igh _y	 o_e oa_ ow	 u_e _ew
 oo u_e _ew	 oo	 ou_ ow	 oi _oy	 au_ aw a(I) a(II)
	 er ir ur	 ar	 or	

**SIPPS Plus**  
Spelling-Sound Wall Cards

 c k _ck	 f ph	 j _dge	 n kn_	 qu_
	 r wr	 s c(e) c(i) c(y)		
 th(2)	 sh	 ch _tch	 wh_	 _ng
 _ing	(ending) _ed (3)	(ending) _s (2)	(ending) _es	



## Daily Routine:

- 1.) Phonological Awareness
  - a.) Oral Blending of Phonemes
  - b.) Segmentation
- 2.) Phonics and Decodable Words
  - a.) Introduce
  - b.) Review
  - c.) Read a Mixed List
- 3.) Sight Words
  - a.) Introduce
  - b.) Review
- 4.) Guided Spelling and Segmentation
  - a.) Dictation of Decodable Words
  - b.) Dictation of Sight Words
  - c.) Sentence Dictation
- 5.) Reading A Selection
- 6.) Fluency Practice



# Challenge Level

In Challenge Level, your child will focus on **syllabic patterns** (including **open and closed syllables** and **consonant/vowel patterns** ) and **morphological units** (including common prefixes, roots, and suffixes). Your child will increase their reading proficiency through extensive experience reading **polysyllabic words** with teacher guidance. By the end of this level, your child will be able to read polysyllabic words with accuracy and increasing fluency.



- 1. Review spelling sounds-wh (as in when)**
- 2. Read from a mixed list-whisk, hunch, etch,  
patch, chill**
- 3. Syllabic Transformations- se, sef, ef**
- 4. Sight syllables- /nect/as in connect, /dif/as  
in different, /er/as in perfect**

## 5. Reading by syllables

### Lesson 12

attach

common

servant

bundle \*

master \*

## 6. Reading entire words

### Lesson 12

protect

election \*

perfectly \*\*

connect

invention \*

## 7. Guided Spelling-sud.den, sum.mer. u.nit, up.set, la.bel



# How can I support my child at home?



## Build your child's vocabulary

- Narrate their world
- Describe everything
- Use common adult words

## Help your child become aware of sounds in words

- Read Rhyming books
- Sing Songs
- Play with sounds
- Look for words all the time
- Clap syllables
- Play guess my word: s-ock, l-adder (swap)
- Closed Caption TV

## Build comprehension of books

- Ask literal questions “right there”
- Ask deeper inferential questions “how the character is feeling, why they did something, what they are wondering”

## Point out and practice letter names and sounds

- Read alphabet books
- Play alphabet naming games

# How can I support my child at home?

## Building Your Child's Reading Life at Home

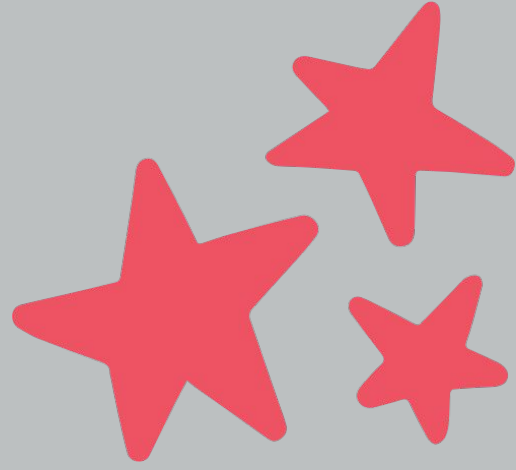
- Make trips to the local library to borrow books as you are able.
- Set aside a time to read together every day.
- While reading aloud, stop every so often to talk with your child about what they are thinking about in the story.
- Model good listening by paying attention to your child when the two of you discuss the story.

# HOW CAN I SUPPORT MY CHILD AT HOME?

## Supporting Sight Syllable Instruction

- Have your child read the syllable, spell it, and read it again. If your child cannot read the syllable, simply say the syllable and then have your child read, spell, and read it.
- Be a “reading detective”. Look for sight syllables in other books.
- Look at magazines, newspapers, cereal boxes, and other media to highlight and read the sight syllables.
- Choose a sight syllable and find the syllable as many times as they can on billboards, signs, etc.
- Set up a waste-paper basket 3 or 4 feet from a table. Write the sight syllables on scraps of paper. Read the syllable and, if correct, crumple the paper and toss it for a basket.
- Write the sight syllables on index cards. Stand at a distance from each other. Flash the syllables one at a time. If read correctly, have him/her take a step forward
- Post the sight syllables around the room. Turn the lights off. Give your child a flashlight and have him/her search for syllables. As he/she shines their light on the syllables, have them read the syllable.
- Write down movement activities or exercises on small scraps of paper and put them in a bag or bowl. Some suggestions include “twirl once,” “hop 2 times,” “do 3 jumping jacks,” “run in place,” or any other movement idea appropriate for the age of your children.  
Pick a movement activity from the bag. Show the syllable, and, if read correctly, do the movement on the paper. If he/she does not know the syllable, read the syllable to them and ask him/her to spell the syllable and read the syllable once more. Then, put the card back into the deck to try again.

# Thank You!



PLEASE ENJOY THE NEXT SESSION WHERE YOU WILL  
SPEND SOME TIME WITH YOUR CHILD'S TITLE I READING  
TEACHER IN THEIR CLASSROOM, LEARNING MORE  
ABOUT THE RESOURCES AND MATERIALS USED.