



# SIPPS

**(Systematic Instruction in Phonological Awareness, Phonics,  
and Sight Words)**

## **Parent Program Guide**



Parents,

Montgomery ISD is committed to positive communication with our learning community. Our district utilizes SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Program to meet the requirements of the multisensory, systematic, and researched based instruction for students with dyslexia. The program is explicit, cumulative, and includes all the components mandated by the Dyslexia Handbook for Texas.

We hope that this guide to specially designed instruction (SDI) for the dyslexia intervention program provides information that helps you better understand what your student is learning in the SIPPS Program.

If you have any questions or need clarification, please contact your student's dyslexia interventionist.

Thank You,

Montgomery ISD Dyslexia Team



## How SIPPS Works

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

*SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)*



Beginning and Plus	Extension and Plus	Challenge
<ul style="list-style-type: none"><li>• Short vowels</li><li>• Single consonants</li><li>• Identifying initial, final, and medial sounds</li><li>• Reading and spelling CVC words</li><li>• Consonant digraphs</li></ul>	<ul style="list-style-type: none"><li>• Inflectional endings, -s, -ed, -ing</li><li>• Consonant blends</li><li>• Consonant trigraphs</li><li>• Long vowels</li><li>• Final -e</li><li>• Vowel patterns</li><li>• r-controlled vowels</li><li>• Diphthongs</li><li>• Silent letters</li><li>• Hard/soft c and g</li><li>• Two-syllable decoding</li></ul>	<ul style="list-style-type: none"><li>• 6 syllable types</li><li>• Syllable division</li><li>• Affixes</li><li>• Sight syllables</li><li>• Implications of the schwa</li><li>• Meaningful morphemes</li><li>• High-frequency academic vocabulary at three developmental levels (grade 2, grade 3, and grade 4 and above)</li></ul>

#### GRADES K–3

**Beginning Level** addresses the simple alphabetic phase.

**Extension Level** addresses the spelling-pattern phase.

**Challenge Level** addresses the most complex, polysyllabic/morphemic phase.

#### GRADES 4–12

**SIPPS Plus** addresses the simple alphabetic and spelling-pattern phases of foundational skills instruction and is uniquely designed for intervention instruction for students in grades 4–12.

**Challenge Level** addresses the most complex, polysyllabic stage of decoding. Differentiated word lists make it easy to adapt each lesson for readers in middle or high school.

## Terms

**Consonants** – consonants are sounds that close the mouth and the sound is blocked in some way by the tongue, teeth, or lips.

- consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- continuous consonants: f, h, l, m, n, r, s, v, z
- stop consonants - b, c, g, j, k, p, q, t, w, x, y

**Vowels** – vowels are sounds that open the mouth and the sound is voiced or felt by the vocal cords.

- vowels: a, e, i, o, u and in special situations can sometimes be y
- continuous vowels: such as all short vowels, long e, long o, oo as in moon, oo as in book, aw, r-controlled vowels

**Syllable** – a word or part of a word made by one opening of the mouth (every syllable has a vowel sound)

**Consonant Digraphs/Trigraphs**– two or more adjacent (side by side) consonants that make one new sound or an unexpected sound.

- continuous consonant digraphs - th (2) sh, wh, ph, ng
- stop consonant digraphs -ch, tch

**Vowel Diphthong**- two adjacent (side by side) vowels that combine to make one unexpected sound.

**Voiced**- a sound is voiced when you can feel the vibrations in your throat

**Unvoiced**- when a sound is made without using the vocal cords, made by a push of air

**Accent**- greater stress given to a syllable in a word, many English words are accented in the first syllable

**Base word**- a word that has meaning and can stand alone

**Prefix**- an affix that includes a group of letters that can be added to the beginning of a base word to change the meaning or create another word.

**Suffix**- an affix of one or more letters that is added to the end of a base word to change the meaning or create another word.

## Six Syllable Types

English words are mostly made of six syllable types. We teach the students to identify these main syllable types to help decode (read) and encode(spell).

1. **Closed Syllable**- a closed syllable ends with at least one consonant after one vowel.
2. **Open Syllable**- an open syllable ends with one vowel.
3. **Final E Syllable**- a VCE syllable has a vowel followed by a consonant and an e. The e is silent, and the vowel is long.
4. **Consonant -le Syllable**- a final stable syllable is a final syllable that usually contains a consonant, an L, and an E.
5. **R-Controlled Syllable**- this syllable has a vowel followed by the letter R. The vowel makes an unexpected sound.
6. **Vowel Pair Syllable**- this syllable contains two vowels that stand together or are adjacent.

## Helpful Spelling Rules

### C or K Rule- /k/ sound

c comes before a, o, u, or another consonant (cap, cop, cup, crust)

k comes before e, i, or y (keep, kite, sky)

### G or J Rule- /j/ sound

g before e, i, or y (giant, gypsy, gentle) \*

j before a, o, u (jam, jump, jog)

\*Exceptions can be words like giggle, get, gill

### Final /ch/ Rule

'tch' comes after a short vowel (witch, crutch, batch)

ch can come after anything else (crunch, pouch, pooch)

### Final /j/ Rule

English words do not end with the letter j.

'dge' comes after a short vowel (badge, fudge, edge)

'ge' comes after any others (wage, hinge)

## Final /k/ Rule

- c at the end of a multi-syllable word (public, Atlantic, music)
- ck after a short vowel (truck, lick, black)
- k after a consonant or vowel pair (milk, week, look)
- ke after a long vowel (bike, take, choke)

## Final /v/ Rule

English words do not end with the letter v. When there is a final /v/ sound, the word must have a silent e. Examples: have, give, save live

## Spelling Rules

- **Doubling Final Consonants Rule (FLOSS Rule)-**

Must meet 3 conditions:

1. One syllable base word
2. Short vowel sound
3. Ends with f, l, or s

Examples: hill, tell, miss, dress, cuff, stuff

- **Doubling Medial Consonants (Rabbit Rule)-**

Must meet 3 conditions:

1. Two syllable base word
2. First syllable has short vowel
3. Word has one medial or middle sound

Examples: muffin, bubble, rabbit, raccoon

- **The Doubling Rule-** If a base word ends in one vowel with one consonant and has one accent, double the final consonant before adding a vowel suffix

Examples: run + ing = running      chop + ed = chopped  
run + er = runner      stir + ing = stirring

- **The Dropping Rule-** If a base word ends with a silent e, drop the final e before adding a vowel suffix


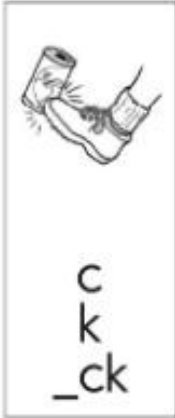













Examples: hope + ing = hoping      bake + ed = baked  
time + ing = timing

- **The Changing Rule-** When the base word ends with a consonant and final y, change the y to an i before adding a suffix that does not begin with an i

Examples: cry + s = cries    happy + ness = happiness  
fly + ing = flying (stays the same because suffix starts with i)

## Syllable Division Chart

1	VC'/CV	nap'/kin	When two sounded vowels are separated by two consonants, divided between the two consonants. Accent the first syllable
	VC/CV'	in/ject'	If, after accenting the first syllable it does not produce a known word, then accent the second syllable.
	V'/CCV	pro'/gram	If the two consonants form a blend or digraph, divide after the first vowel and accent the first syllable.
2	V'/CV	si'/lent	When two sounded vowels are separated by one consonant, the first choice is to divide after the first vowel. Accent the first syllable.
	V/CV'	re/fer'	If, after accenting the first syllable it does not produce a known word, then accent the second syllable.
	VC'/V	rob'/in	If dividing after the first vowel does not produce a known word, then divide after the consonant and accent the first syllable.
3	VC'/CCV	hun'/dred	When two sounded vowels are separated by three consonants, keep digraphs and blends together, then divide between the remaining consonants. Accent the first syllable.
	VC/CCV'	com/plete'	If, after accenting the first syllable it does not produce a known word, then divide after the second consonant and accent the first syllable.
	VCC'/CV	pump'/kin	If dividing after the first consonant does not produce a known word, then divide after the second consonant and accent the first syllable.
4	V'/V	di'/et	When two adjacent vowels are not a vowel pair, and if they do not produce a known word, then they may be two separate vowels in two syllables. Accent the first syllable.
	V/V'	du/et'	If, after accenting the first syllable it does not produce a known word, then accent the second syllable.

 <b>b</b>	 <b>c k _ck</b>	 <b>d</b>	 <b>f</b>	 <b>g</b>
 <b>p</b>	 <b>qu_</b>	 <b>r</b>	 <b>s</b>	 <b>t</b>
 <b>a_</b>	 <b>e_</b>	 <b>i_</b>	 <b>o_</b>	 <b>u_</b>



## '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	

### SIPPS® Beginning Level

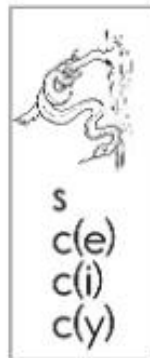
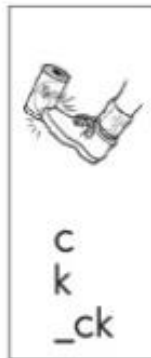
Sight Word Dictionary (Lessons 1–55, for use in Lessons 41–55)

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 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® Extension Level**  
Spelling-Sound Wall Cards

**Appendix J**



## SIPPS Plus and Extension are the same sight words.

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

A, B	C, D	E, F	G, H, I, K	L, M
a	call	early	give	large
after	carry	earth	go	learn
again	caught	eight	goes	lie
ago	change	either	gold	like
all	child	enough	gone	little
answer	children	even	good	live(2)
any	climb	ever	great	look
are	cold	every	group	love
ball	come	eye	guess	many
be	could	father	half	me
beautiful	day	few	have	mind
because	do	find	he	Miss
been	does	floor	head	money
bird	don’t	fly	heard	month
blue	done	food	heart	most
both	door	for	her	mother
bought	down	four	here	move
bread		friend	hour	Mr.
brother		from	I	Mrs.
brought		full	key	Ms.
build			kind	my
built				
busy				
buy				
by				

## 's Sight Word Dictionary



















N, O, P	R, S	T, U, V	W	Y
neither	read(2)	talk	walk	you
never	ready	the	want	young
no	said	their	was	your
nothing	saw	there	watch	
of	says	they	water	
often	school	thought	way	
old	see	through	we	
once	she	tie	were	
one	shoe	to	what	
only	should	today	where	
other	since	toe	who	
our	small	too	who's	
out	so	toward	whole	
over	some	true	whose	
people	sure	two	why	
picture		under	wild	
pie		very	woman	
piece			women	
play			won	
pull			won't	
push			word	
put			work	
			would	

# **SIPPS® Challenge Level** Irregular Sight Syllables

<u>-able</u>	<u>-ster</u>
<u>-al</u>	<u>sym</u>
<u>-ance</u>	<u>syn</u>
<u>-ative</u>	<u>sys</u>
<u>auto-</u>	<u>-tion</u>
<u>-ble</u>	<u>-tive</u>
<u>cent</u>	<u>-tle</u>
<u>cir</u>	<u>-ture</u>
<u>circ</u>	
<u>civ</u>	<u>per</u>
<u>-dle</u>	<u>phon</u>
<u>-eer</u>	<u>photo</u>
<u>-ence</u>	<u>-ple</u>
<u>-er</u>	<u>por</u>
<u>-ful</u>	<u>port</u>
<u>-gle</u>	<u>quad</u>
<u>graph</u>	<u>-sion</u> <sup>(2)</sup>
<u>-hood</u>	
<u>-ible</u>	
<u>inter-</u>	
<u>-ious</u>	
<u>-ive</u>	
<u>-ly</u>	
<u>meter</u>	
<u>-ous</u>	

# 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



# IRREGULAR SIGHT WORD FAMILIES

As you teach a new sight word or spelling-sound relationship, your students may have questions about words they know in which a spelling has a different sound. This is a list of common words that are exceptions to the patterns taught in Extension Level; it is not exhaustive. Sight words taught in Extension Level are underlined. You may wish to expand sight-word learning by including some of the words that are not taught in Extension Level.

<b>a</b>	as schwa in first syllable: <u>again</u> , <u>ago</u> , away, another, around, about, among, above, American
<b>al</b>	as first syllable: almost, also, already, always, although
<b>any</b>	in compound words: anyone, anything, anywhere, anybody
<b>_b</b>	as final silent b: <u>climb</u> , comb, crumb, lamb, thumb
<b>be</b>	as first syllable: <u>because</u> , become, between, before, behind, below
<b>ch</b>	as /k/: <u>school</u> , ache, choir, chord, Christmas
<b>ch_</b>	as /sh/: machine, Charlotte, Chicago
<b>_ea_</b>	as short-e sound: <u>head</u> , instead, <u>ready</u> , already, heavy, <u>weather</u> , bread, read, breakfast, dead, deaf, health
<b>_ea_</b>	as long-a sound: <u>great</u> , break, steak
<b>_ear</b>	as in bear: bear, pear, tear, wear, swear
<b>ear_</b>	as /r/: <u>early</u> , <u>earth</u> , <u>heard</u> , <u>learn</u> , earn, search
<b>eigh</b>	as long-a sound: <u>eight</u> , weigh, weight, neighbor
<b>every</b>	in compound words: everyone, everywhere, everything, everybody
<b>_ey</b>	as long-e sound at end of word: <u>money</u> , <u>key</u> , turkey, monkey, donkey, honey



g(e)	as /g/ (hard g): get, geese, gear. Also when g is doubled before ed, e.g., wagged, fogged, hugged
g(e)	as /j/ (soft g): <u>large</u> , gem, germ, age, page, huge, strange, aged, paged
_gh	as /f/: <u>enough</u> , cough, laugh, rough
_gh	silent (in addition to igh and eigh patterns): <u>through</u> ; <u>thought</u> , <u>brought</u> , <u>bought</u> , ought; though, although; straight; caught, daughter, taught
g(i)	as /g/ (hard g): <u>give</u> , gift, girl. Also when g is doubled before ing, e.g., wagging, hugging, tugging
g(i)	as /j/ (soft g): giant, giraffe, magic, margin. Also when final-e is dropped before ing, e.g., aging, charging
g(y)	as /g/ (hard g): when g is doubled before y, e.g., baggy, piggy, doggy
g(y)	as /j/ (soft g): gym, allergy, apology, stingy
h_	as initial silent h: <u>hour</u> , honest, honor, herb
_ie	as long-e sound: <u>piece</u> , field, chief, thief, niece, priest, yield. Also in the pattern: candied, babied, hurried; candies, babies, hurries; Debbie, Billie
_ie	as long-i sound: <u>pie</u> , <u>lie</u> , <u>tie</u> , die. Also in the pattern: dried, cried, fried, spied; dries, cries, fries, pies, flies
_ind	in which i has a long-i sound: <u>find</u> , <u>kind</u> , <u>mind</u> , behind, wind, blind, grind
l	as silent l: <u>talk</u> , <u>walk</u> , chalk; <u>half</u> , calf; calm, palm; folk; <u>could</u> , <u>would</u> , <u>should</u>
ng	as /ng/: in words ending in ng with ing or y added, e.g., hanging, singing, bringing; springy, stringy, tangy
o	as long-o sound: <u>most</u> , almost, post, ghost; <u>old</u> , <u>cold</u> , told, hold, <u>gold</u> , fold, sold; roll, toll, poll, troll; colt, bolt; <u>won't</u> , <u>don't</u> ; <u>both</u>
o	as short-u sound: <u>of</u> , front, <u>won</u> , <u>from</u> , <u>month</u> , Monday
o_e	as in move: <u>move</u> , prove, lose
o_e	as short-u sound: above, <u>love</u> , dove, glove, shove; <u>come</u> , <u>some</u> , <u>one</u> , become, <u>done</u>

<b>_oe</b>	as long-o sound: <u>goes</u> , <u>toe</u> , doe, hoe, Joe
<b>_ou_</b>	as long-o sound: though, although, thorough, soul
<b>_ou</b>	as in you: <u>you</u> , <u>through</u> , <u>group</u> , soup
<b>_ou_</b>	as short-u sound: <u>enough</u> , country, <u>young</u> , touch
<b>_ou_</b>	as in could: <u>could</u> , <u>would</u> , <u>should</u>
<b>ought</b>	as in bought: <u>bought</u> , <u>brought</u> , <u>thought</u> , ought, fought
<b>our</b>	as in four: <u>four</u> , course, pour
<b>some</b>	In compound words: someone, something, somewhere, somebody, sometimes
<b>_ue</b>	as long-u sound: <u>true</u> , <u>blue</u> , due, sue, clue, glue, Tuesday
<b>wor_</b>	as /wer/: <u>work</u> , <u>word</u> , world, worth, worm, worse, worst, worry