



Reading with TIPS™

A Guide for Parents & Teachers

Zachary Silverzweig, BA, MS, Columbia University
Briney Burley, M.Ed. Columbia University, Teacher's College
Sarah Rothenberg, M. Ed. University of Massachusetts Amherst



© COPYRIGHT 2020 by TinyIvy, LLC

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

For permission requests, contact info@tinyivy.com



Table of Contents

Table of Contents	2
Message from our Founder	3
An Introduction to TIPST™	6
How it Works	7
The TIPST™ Alphabet	9
The TIPST™ Levels	9
The TIPST™ Curriculum	9
The TIPST™ Readers	10
The TIPST™ Explorer Portal	10
The TIPST™ <i>Reading World</i>	11
The TIPST™ Curriculum	11
The Basic Structure and Timeline	12
The TIPST™ Reading Phases	12
Essential Reading Skills	13
The TIPST™ Curriculum Components	15
Packs	15
Units	16
Sections	16
A Deeper Dive into TIPST™	18
The Need for a New System	18
A Literacy Crisis in America	18
An Age Old Alphabet that Didn't Keep Up	19
A Simple View of Reading Comprehension	20
The Shift from Teaching to Learning	21
Finding Solutions Beyond our Borders	22
The Making of TIPST™	23
A Simple View of Reading Comprehension	23
A Simplified Example	24
Creating the Algorithm	24
Assigning Sounds to TIPST™ Letters	25
TIPST™ for Everyone	26
Early Childhood Reading Awareness	26
Remedial Reading	27
English Language Learners	28

Resources for Parents & Teachers	29
The TIPST™ Diacritics	29
TIPST™ by Level	30
Advanced TIPST™ Letters	30
Alignment to Common Core Standards	32
Citations	37

Message from our Founder

Imagine learning math if one plus one only sometimes equalled two. It would be pretty tough, but that's exactly what it feels like for a kid learning to read in English.

"A SMALL ARMY OF MEAN GORILLAS ATE BANANAS ON AN AIRPLANE"

Think about all the sounds the letter A makes in the above. How is a child going to sound out these words correctly? Science shows us that the answer is simple: most won't.

Over half of the kids in the US won't read at proficiency by the fourth grade. In the last two years, reading scores declined nationally. Only one state in America saw improvement. One state! And that was before Covid-19. Who can guess the long term impact the pandemic will have?

But there is a better way, a system proven effective by millions and millions of kids across the world, who learn to read with fluency by the end of the first grade. The answer is really simple: make English better.

Kids need to have the building blocks to teach themselves to read but English doesn't have a system to do that. So we made one.

TIPS™ is a simple approach to literacy. We teach kids the sounds of the letters as they are used to make real words. We give kids a set of training wheels, allowing them to learn to balance the bike by themselves. As they develop confidence and speed, the training wheels quit touching the ground and can come right off. That's TIPS™ in a nutshell.

What we will show you is going to seem different. It is. It is the biggest innovation in teaching English literacy. Ever. But it isn't really new. Hebrew has been taught with a similar approach for two thousand years. Students in China and Japan learn to read with phonetic guides written next to their characters. Virtually every child in the world learns to read a language with letters or shapes that make consistent sounds. Everyone except us!

"But so many kids do learn to read!" you say.

We know. And they and their teachers and parents should be proud of the Herculean accomplishment. But it doesn't need to be so hard. We believe that a child can learn everything they need to know in just 8-12 weeks. Then, over the

course of just one year, they can teach themselves to read sufficiently well that reading becomes a learning experience. From there, the progression is natural and simple. That's what happens for kids educated in other languages. Reading comes years and years earlier.

Our solution is not a silver bullet. Reading is a skill that must be mastered and mastery takes time. But with TIPS™, it will take a tiny, tiny fraction of the time (and the effort) currently required to create readers in English. And that time is filled, absolutely filled, with joy because reading within our system is easy. It is fun. It makes sense. The focus is on the content, not the process and on the stories, not the rules.

We're excited to have you in our reading program. We know that the time you invest with your child is among the world's most precious assets. We value your trust and are here to help you with anything you need to make this journey successful.

Best,

Zachary Silverzweig

Founder & CEO of TinyIvy

An Introduction to TIPS™

This guide is designed to familiarize you with the TinyIvy Phonics System (TIPS™). We explain what it is and why it works so well.

Our system is grounded by the science of how kids learn to read, drawing inspiration not only from various systems used to teach English (like traditional phonics-based programming or whole-language systems) but also from how kids learn Spanish, or Hebrew, or German, or Chinese. **We studied the universal truths** underlying literacy and uncovered a method that has the potential to get your child reading **years** before what has traditionally been possible, with a lot less of your time and a lot more joy for your child.

At our core lies a fundamental truth: written English is chaos. To teach reading is to teach kids that $1 + 1 = 2$ sometimes, but also can be 3, or 4, or a fraction, or an imaginary number. As it stands, learning to read takes thousands and thousands of hours of practice. Half of the kids in our country, even before the Great Pandemic, never mastered it.

TIPS™, quite simply, makes reading easier. We attack the root cause of the challenge, reshaping our very language itself so kids can learn what they need to teach themselves to read in a few months. All the while exploring the beautiful world that being a competent reader unlocks.

Here is how it works.

How it Works

A picture is sometimes worth a thousand words (even if it is a picture of words), so let's start with one. Here is some text written in TIPS™.

Take a close look at the words in this paragraph. Look carefully at the letters and their **TIPS™**. The system becomes clear immediately. Virtually every word in our language requires letter sound combinations that we rarely teach our kids. **TIPS™** simply makes all of this nuance explicit. So that every sound a child needs to decode a word is included right there in the word itself.

Take a few minutes to really analyze the text above. Take a look at the letter E or O or A and investigate the variations. Think about the T in “virtually”. The system is clear, for every variation of a sound we have included a specific marking. When the sounds are the same (like the /O/ in “to” and the /U/ in “include”), the symbols are the same (except for long vowels, which we explain [later](#)).

Now let's take it a bit slower. Pick a word and sound it out. If you see an X underneath, skip that letter. As you do, note how these sounds can come together

on their own to make the word. In traditional phonics approaches, you can't read this way. You need to look beyond each letter at the components of the word, break them down into likely options, and piece it back together. Often, there is no strategy you can use except to just know the word. Traditional whole language approaches go down this path, they help kids learn by context, focusing on the word as a whole and it's meaning, since simple decoding¹ doesn't get you very far for most words.

TIPST[™] really does change everything. Our system encodes the pronunciation of each letter into the letter itself, allowing simple decoding to work for every single word in English. We call this the Tiny Ivy Phonics System, or TIPST[™].

With TIPST[™], children will learn to decode words on their own within a few weeks. With each new tip, they will be able to decode hundreds and then thousands of new words. Through practice and repeated decodings, they internalize each word as a "sight word", reading with the automaticity necessary to drive comprehension. It's a natural, linear process of progress, unlike any system of teaching English ever tried before.

After reading with TIPST[™], a child must learn to transition these skills back to the real world, with words written as they traditionally are written. As we explain in the Deeper Dive on TIPST[™], this process is already used by millions of students across the world who learn to read exactly like this. Still, an example is really helpful. Try to read this next sentence:

Th dnshr ws vr hngr, s t wnt t fnd sm fd.

Give yourself a few seconds. Got it? "The dinosaur was very hungry, so it went to find some food." This little experiment shows just how little information you need to read, because you are very, very good at it. In fact, this is exactly how Hebrew is written. There isn't a single vowel on the page in the newspaper of Jerusalem. Even without a single vowel, the message can be decoded. Here is another one:

Eh fnuod a ymumy pnlat dan aet het wlhoe tinhg.

Similar to the above, even maintaining the order of the letters isn't necessary. Our memory of these words is so strong and our brains so powerful that, if we can read

¹ By "simple decoding" here we mean applying letter sounds to individual letters to build words, without requiring any additional knowledge of large groups of letters (graphemes) or rules that require you to look ahead in a word (such as VCE).

on sight, we apply this skill even to text that is all a jumble and understand the meaning: “He found a yummy plant and ate the whole thing”.

With TIPST™, the transition back to regular reading is trivial. We include TIPST™ to give kids the tool they need to **learn** to read. Once they can read a given word fluently, just as we can modify our current English drastically and still decode it, we make the small change to remove the TIPST™ and the children can still read like a pro.

TIPST™ includes a number of resources designed to help support you and your child on that journey. The remainder of the introduction will introduce you to the key terms and resources that are referenced throughout the program.

We’ve included a lot of information in this Guide for those who want to really dig into the background and all of the components that make up the Tinylvvy Phonics System. We will also be sending a weekly email as a guide for how to plan the day-to-day implementation of TIPST™ with your child so if this feels like a lot, don’t worry! Just take a look at the email each week and you’ll be all set.

The TIPST™ Alphabet

This Guide will introduce our TIPST™ Alphabet, which includes all the letters you know and love, plus an additional set of markings (“tips”) that show kids exactly what sounds to make when they come across a word in print. When your child sees a letter with TIPST™, there is no question how the letter sounds. There is no confusion, no hesitation, no guesswork. There is also no need to look at the rest of the word. Every letter is directly decodable. A letter with TIPST™ is a TIPST™ Letter.

The TIPST™ Levels

The TIPST™ Letters are organized into a series of Levels, each Level introducing 6 new letters and important concepts your child will need to master to become a competent young reader. TIPST™ Levels are organized to help early readers quickly achieve a foundational set of knowledge that will allow them to decode the most common sounds used in English. To learn more about the Levels and what is taught in each, we’ve included a reference guide at the end of this document.

The TIPST™ Curriculum

To teach a child to read with TIPST™, we have developed three Curriculum Packs, each Pack representing one semester of education. Each Pack is broken down into 3 Units, and each Unit includes 5 Sections of material. The material includes Activities,

Worksheets, Readers and other resources that can be used daily to make huge strides forward.

The TIPSTTM Readers

TIPSTTM Readers are a collection of texts designed to be read to, with, and by your child as they progress through the system. Ranging from simple word/picture books, to phrases, to stories, the readers allow your child to practice what he has learned as he levels up in TIPSTTM. The books offer an array of content so kids can tap into their interests and explore new ones as they progress on the journey towards successful independent reading.

The TIPSTTM Explorer Portal

The Explorer Portal provides a large set of tools you can use to help you and your child make progress in the system. The key areas of the portal are as follows:

- **Progress:** This section allows you to track the progress of your child in TIPSTTM Reading World, so you can see exactly which letters she has learned and which words she can read, as well as where she might be having trouble.
- **Translate:** This section allows you to translate and save your own text with TIPSTTM. This is a great way to explore the system yourself. For those interested, it also gives you the resources you need to create content specifically for your child.
- **Assess:** This section includes several digital assessments that can be used throughout the program. These are very easy to do and can be done at home quickly. The assessments yield important information to help you gauge the progress for your child.
- **Explore Words:** This is a searchable list of words and their spellings with TIPSTTM, which you can use to help identify words using specific sounds or letters, to help teach specific concepts to your child.
- **Explore Letters:** This is a list of the TIPSTTM Letters by level, including numerous words that use the sounds². We strongly recommend you familiarize yourself with these letters and sounds before you introduce them to your child. Undoubtedly, some words will sound strange to you because everyone has a slight regional accent and says certain sounds a little differently (even if you don't know it!).
- **Resources:** Each week, you will receive an email with content to use with your student. If you lose track of anything, don't worry! It will be in your resources folder so you can download it again. Note that materials become available over time in line with your subscription.

² The sounds

The TIPS™ **ReadingWorld**

ReadingWorld is a digital game for iOS and Android designed to support your child's progress towards literacy. The game includes thousands of words and phrases to practice on, with over 20 mini-lessons and games designed to teach every aspect of the TIPS™ program. It's a fun way to give your child additional practice and provides data back to the Explore portal so that we can give you feedback on where your child needs to focus.

This journey is guided by Athena, a reference to the Greek Goddess of both Wisdom and War, a fitting mascot for a literacy revolution. Athena serves as a teacher and guide, as well as a central character you can "Level Up" as you progress through the game.

The game is structured as an adventure, where Athena explores five Islands that float in the sky. On her journey, she uncovers five mystical gemstones and eventually unlocks a gate to a library in the sky. Along the way, she will meet wonderful little characters and, of course, teach your child how to read!

While **ReadingWorld** must be purchased separately in the App Store or Google Play, we include references to the game throughout our curriculum. The program is designed to be delivered across both digital and non-digital mediums, to optimize the learning experience.

The TIPS™ Early Reader Pack & Classroom Cards

All the materials you need are included as digital assets. Just print and go! We also are working to add physical inventory of flashcards and large format cards to be used in a small group setting.

The TIPS™ Curriculum

Unlike any system before it, TIPS™ is a true toolkit that will enable you and your student to read meaningful, rich content in just a few weeks. With these tools, your child will be able to successfully decode every word they see. TIPS™ facilitates that "Aha!" moment when a child successfully draws a connection between the words they read with the words they say. It is this moment that the real learning is accomplished.

This section provides an outline and key components of the TIPS™ Curriculum. The Curriculum best aligns to standards introduced in Kindergarten, but can be adapted to meet the needs of older children, and children with learning accommodations. To learn how to use TIPS™ for kids that are younger, older, have special needs, or don't already speak English, read through this section first and then review [TIPS™ for Everyone](#) later in the book.

The Basic Structure and Timeline

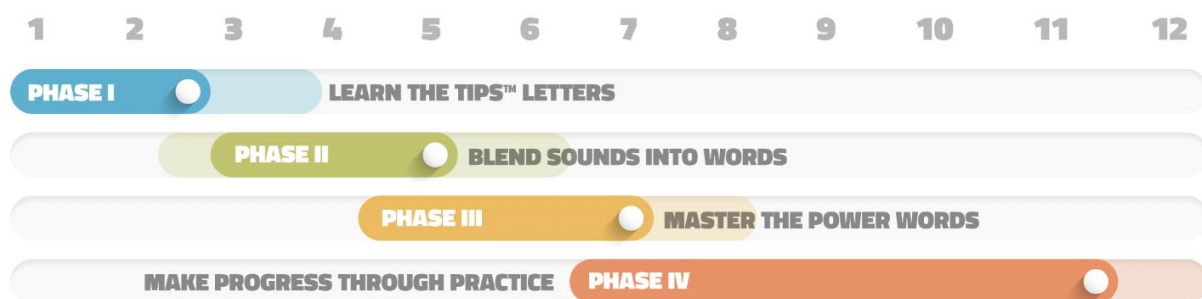
There are **3 TIPS™ Curriculum Packs**, each representing approximately one semester of study for a typical 5 year old. These are each divided into **3 Units**, which are further divided in **5 Sections**. Each Section represents about 1 week worth of work. This means that the full Curriculum represents about 1 year of study. After completing the full course, your child will truly be able to read.

In order to optimize the learning experience, we suggest that you follow the prescribed timeline. That said, for younger students (e.g., 3s and 4s), we suggest spreading out the content over a six or nine month timeframe. Older students and English Language Learners may be able to move more quickly through the material. The important part is the sequence. With TIPS™, learning to read is a linear process. So even if your child is older, you need to start on Pack 1 to make sure they have the fundamental skills needed down the road.

The ultimate objective is to move your child progressively through the TIPS™ Reading Phases, while teaching them the core and supporting skills needed to become the fantastic little readers we know they can be.

The TIPS™ Reading Phases

Learning to read with TIPS™ is a four phased process. The first two phases are driven by you, the teacher. The last two phases are largely led by your child.



First, you teach your child the TIPST[™] letters and their sounds, so that when they come across it, they say the right sound. No hesitation. Once your child knows a handful of TIPST[™] Letters by heart, they have the tools they need to begin to sound out words and read.

Next, as your child internalizes the sounds that letters make, they learn to combine those sounds into words. At first, this is slow. But over time, the recall speed for each sound improves, your child gets better at blending, and they build up sound-memory skills to tackle longer words.

In phase three, your child takes the leap and begins to truly teach themselves to read. They are armed with the skills needed to rapidly decode every word they see and practice these skills on fun phrases and short texts. In this step, they will naturally develop sight-reading skills for the high frequency words and begin to understand the spelling patterns driving the sounds that they are making. At this point, the training wheels are starting to come off. Just like you can't hold the handlebars and expect your kid to learn to ride a bike on their own, we take a step back and let the child use the tools they have to make their own progress.

Finally, your child can start to read at speed. They are now sight reading the high frequency words and rapidly decoding the rest. The focus is on practice, oral reading fluency, extremely rapid decoding, and text comprehension. At this point, we can also begin removing TIPST[™] on our high frequency words, which can now be read on their own without difficulty.

Essential Reading Skills

The following skills are essential to literacy, they are ordered roughly in order of appearance in the Curriculum.

Phonemic Awareness: *The ability to recognize and manipulate the spoken parts of words.* Words are made up of components of sound, which in turn can be broken apart into their smallest parts, the phonemes. Phonetic Awareness (PA) includes a range of concepts, including segmenting and rhyming. It is the critical skill used to blend the sounds of each letter together into a word. PA is all about the sounds, not about the letters. That comes next.

Phonics: *The connection between the letters we write and the sounds they make.* With TIPST[™], letters and sounds have a simple, direct correspondence. Each TIPST[™] Letter has a single sound, which is made every single time, without any exceptions.

Decoding: *The ability to correctly sound out a printed word.* Because TIPST[™] simplifies phonics, it also dramatically simplifies decoding. Every word in TIPST[™] can be sounded out easily, moving from left to right, without learning the complex rules that often are built into traditional decoding strategies. The focus here is in rapid reproduction of the appropriate sounds, building a phonic memory to tackle longer words, and segmenting these sounds into their components.

Self-Monitoring & Correcting: *A process through which children will correct themselves when they get an incorrect result.* Self-correcting demonstrates an understanding of and responsibility for language. When your child catches their mistake and fixes it, you know they are absorbing the reading skills you are teaching them. Also, self-monitoring and correcting creates readers who rely less on a parent or teacher and become more self-sufficient.

Comprehension: *The act of understanding what you are reading.* Juicy orange sing funny gorilla yum yum. You can read each word in that previous sentence, but you know it doesn't make sense. The nonsense sentence demonstrates the difference between reading words and comprehending text. Comprehension is a highly cognitive, interactive reading process that occurs before, during and after reading a text. Comprehension exists at all levels, from reading a single word to understanding the main idea in a book.

Automaticity: *The ability to effortlessly view a word as a whole and read it out loud.* This is "sight reading", which is often taught through rote memorization of high-frequency words, but with TIPST[™] we take a different approach. Our system allows every word to be decoded, even the short, irregular words (like WAS, SOME, DO, FOR). We build automaticity as part of the process of reading itself. As children repeatedly decode a word, they transition the printed word from the unfamiliar to the familiar, and naturally read the word as a whole.

Inference: *The ability to use every available clue in order to identify the correct word.* Some of these clues are the letters in each word, but children also use clues like sentence structure, prior knowledge, the title of a story, or a nearby picture to help guide them towards the right word to use. This predictive power is important for efficient reading, though also presents some challenges if left unchecked. With TIPST[™], we include material that both encourages inference as well as prevents it, so it does not become a crutch.

Punctuation & Capitalization: *The ability to recognize the variations in print that control our reading.* Understanding the role of punctuation and capitalization and how it impacts both speech and inflection is critical to reading. Mastering punctuation and what it means is a skill explicitly developed towards the end of our

TIPS™ Curriculum, as these controls are needed to build towards our ultimate goal of fluency.

Fluency: *The ability to read with speed, accuracy, and proper expression.*

Fluency, like automaticity, is dependent on the ability to decode words effortlessly and accurately, but also includes correct intonation and proper phrasing which stems from the knowledge of punctuation. When the appropriate vocabulary is used, fluency is an indicator of increased comprehension, because the reader can think about what they are reading, give it contextual meaning, and overlay with their own personal experiences.

The TIPS™ Curriculum Components

Curriculum is delivered in 3 packs, each with 3 Units that are divided into 5 Sections. These resources link back to the phases and skills described above. What follows is an outline of the elements included in each component, to help you stay oriented as you begin to work through the program.

Packs

Each of the three curriculum pack contains a summary which details the following:

- **Core Objective:** A summary of the Pack and it's overarching objectives.
- **Reading Phase:** Which of the four TIPS™ Reading Phases are addressed by this Pack.
- **Skills Acquired:** The set of core and supporting Skills that are the focus of instruction.
- **Assessment Goals:** Concrete goals and objectives that can be used to help measure progress. This is particularly important for first time parents, so you can have clear expectations about where your child will be performing at various levels of schooling.

TIPS™ CURRICULUM - PACK #1

Your journey begins here, as we introduce the most foundational concepts of reading to you and your child. We will introduce you to the TIPS™ Letters and their sounds. We will work to break down words so we can build them back up again, giving you the tools to decode thousands of words.

READING PHASES

1 2 3 4 5 6 7 8 9 10 11 12

PHASE I LEARN THE TIPS™ LETTERS

PHASE II BLEND SOUNDS INTO WORDS

PHASE III MASTER THE POWER WORDS

PHASE IV MAKE PROGRESS THROUGH PRACTICE

LEARNING TOPICS

	THEME	STEM	SEL
Unit 1	City	Physics	Goal Setting
Unit 2	Ocean	Chemistry	Awareness
Unit 3	Desert	Paleontology	Regulation

BEFORE YOU BEGIN

Take a deep breath, we're about to get started on a mission that will change your child's life forever. Remember, everything you are going to need will be emailed to you each week. The key is consistency. In just a few weeks of solid practice, your child will be sounding out hundreds of words. If you have any question, at any time, we're always available to help at support@tinyivy.com.

READING SKILLS

Phonemic Awareness: The ability to recognize and manipulate the spoken parts of words.

Phonics: The connection between the letters we write and the sounds they make.

Decoding: The ability to correctly sound out a printed word.

Self-Monitoring & Correcting: A process through which children will correct themselves when they get an incorrect result.

ASSESSMENT GOALS

10 Simple Letter Sounds

15 TIPS™ Letter Sounds

TinyIvy LLC - Copyright 2020 - All Rights Reserved

Units

Within each Pack, there are three Units. Each Unit includes a Unit Overview which will provide you with the following:

- **Summary:** A paragraph describing the Unit and objectives at a high level.
- **Focus Areas**
 1. **Reading Phases:** Each unit is focused on a particular phase of the reading process.
 2. **Reading Skills:** Each unit further focuses on a handful of reading skills, although most units will include material that at least lightly covers many skills.
 3. **Theme:** Each Unit is delivered with a specific theme, which ties the materials together. This also helps bring a world of words to the top of the mind, making it easier to bridge the gap from saying the sounds of a word to matching this word to a known concept. (e.g., it is easier for kids to read the word “crab” when reading about the beach, even if there are no pictures in the book).
 4. **Social Emotional:** Each unit brings an important element of social and emotional development, often incorporated across Worksheets, Readers or within the lesson plan itself. Examples include empathy, trust, compassion, self-efficacy, grit, perseverance, cooperation, leadership, or trust.
 5. **STEM:** In addition, each unit incorporates STEM education into the child’s literacy program, with meaningful activities that explore fun concepts, guided by reading.
- **Assessment Goals:** Specific goals that should be achieved before progressing to the next unit. Remember, you are in charge of the pace. If a child is struggling to achieve the assessment goals, simply repeat the needed elements of the unit.
- **ReadingWorld Goals:** This section describes the elements of **ReadingWorld** that are used by students alongside this pack.
- **Common Core Standards:** The Common Core standards that are addressed in this unit.



Sections

Each unit is further divided into 5 sections, intended to cover 1 week of learning with your child.

- **This Week:** A calendar of the activities and lessons you can use during the week to make progress with your child. Each day is planned to include three dedicated reading sessions: one lesson or activity you can do with your child, a worksheet for the child to do independently (or with guidance as needed), and one session of playing **ReadingWorld** (playing through 1 or 2 Islands).

- **TIPS™ Letters:** The TIPS™ Letters that are introduced to the children in progression. Note: capital and lower-case letters are introduced separately. Since 95% of all the letters children come across in reading texts are in lowercase, we start there and introduce capitalization beginning in pack 2.

- **Reader:** A printable digital book, which you can print or read on a tablet to your child. New each week.
- **Lesson & Activity Guides:** Lesson plans and activities that can be played with your child.
- **Worksheets:** Worksheets designed to build progressively towards our reading objectives. The worksheets are designed for the child to achieve a score of an 8 or 9 out of 10 on each worksheet. Scoring below this mark is an indication to slow down and review the section again.

UNIT 1 - SECTION 1



This week, we begin by introducing the concept of letters and sounds, using your child's name. You will read the TIPS™ Alphabet Book, exposing you and your child to wide range of letters and sounds needed to make English work.

THIS WEEK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
What is Your Name? Reader Alphabet Book Worksheet 1.1.1.1	Level 1 TIPS™ Letters Reading World 10-15 Minutes Worksheet 1.1.2.3	Letter Practice Reading World 10-15 Minutes Worksheet 1.1.4.5	Level 2 TIPS™ Letters Craft Sock Puppet! Worksheet 1.1.2.3	The City Song Reading World 10-15 Minutes Reader Tip Tap Cat

FOCUS ON

JOY: This is the very beginning. Make sure you have a lot of fun!

HABIT: Work to make the lesson consistent and focused. The first few days are key to making the habit stick.

TIPS™ LETTERS

LEVEL 1	AS IN	LEVEL 2	AS IN
I i	tip	B b	bat
M m	map	E e	mé
P p	pat	I i	pint
A a	tap	L l	lip
C c	cat	N n	nap
T t	mat	S s	sit

READERS

TIPS™ Alphabet Book [1]
Introduces the most important letters of the tips alphabet.

TIP TAP CAT [2]
Introduces early letters and simple words to practice the foundations.

SUPPLIES NEEDED

1. Printed copy of this Section Guide and the worksheets for your child.
2. One old sock (yellow if possible)
3. Four big black buttons
4. Pink paper

TinyIvy LLC - Copyright 2020 - All Rights Reserved



A Deeper Dive into TIPS™

The Need for a New System

A Literacy Crisis in America

Something has to change. Even a quick glance at literacy in America reveals the extent of the challenge:

- More than 50% of fourth graders read below proficiency
- More than 25% score below the basic level of literacy
- These statistics remain basically unchanged for 30 years
- In the past two years, our literacy scores have gone down in virtually every category. Only 1 state in 50 saw an increase in scores.

For decades, there has been tremendous debate and discussion about why so many American kids can't make the kind of progress we wish that they could. There were (or are, depending on who you talk to) two camps: Phonics and Whole Language³. Both approaches have a lot of merit and both have great linguists, thinkers, educators and scientists who wrote and write about why one system should be used over another. Both approaches have strong proponents and are in wide use across the USA. Both have teachers who have seen incredible results and other teachers who have seen the approach struggle. The data is largely viewed as conclusive that between the two, phonics-based approaches lead to better performance and progress. Yet despite everything both sides tout, the basic challenge still hasn't been resolved: half of kids won't learn to read on grade level, one in four won't even be able to do basic reading for their age. Regardless of which system is better, neither is good enough.

At TinyIvy, we believe the root cause of our literacy crisis is not *how* we teach English, but is more directly related to the challenges of English itself. When measured against a host of other languages, English reading acquisition fails spectacularly.⁴ It ranks the absolute worst. And by far. Kids who learn to read simpler languages are hyperlexic by the end of 1st grade. That level of fluency isn't achieved by students learning English until years later. The language alone accounts for this difference. It

³ Whole Language teaches words as a complete "unit", in a well-structured context where meaning and content is placed above memorization of sounds and rules. Phonics approaches make word decoding the central mission. Both methods are taught across the US, but neither has yet been able to significantly alter national literacy rates.

⁴ Seymour, Aro, and Erskine 2003

takes *years of extra work* to achieve the same level of literacy in our language as it does in easier ones.

Why is this? The scholarly consensus is clear: it's our spelling. The reason why English reading is the hardest is simply because English spelling is the worst⁵. By a huge margin. Without any doubt. A comprehensive study showed that understanding English requires over 200 different letter combinations and 226 different rules to properly parse, and each rule contains numerous exceptions. These exceptions are often in the most common words.⁶ This means that even if a child learns the English rules, they don't "believe" them in the same way, because they don't always apply.

"I before E except after C, unless sounding like A (as in APE) as in neighbor or weigh." But in THEIR, which is, by far, the most common word with an I and an E next to each other, it doesn't apply. Or A_E, which should indicate the long A (as in ATE) sound. This is true, but not in HAVE, which is, by far, the most common appearance of this structure. The most common O_E word is SOME. Send us a rule and we can share the many, meaningful exceptions.

When we look at our national literacy levels, we see a truly desperate challenge. Scholars and teachers have tried many, many things to close the literacy gap. While it has worked for some students in some classrooms. Nothing has worked at a national scale.

This is because nothing goes after the root cause of the problem. English is just too hard to learn.

An Age Old Alphabet that Didn't Keep Up

TIPS™ make it possible to sound out every word, from left to right, with perfect regularity. Sometimes a picture *is* worth a thousand words. So let's take a look at a sentence in TIPS™.

Â smäll ärmý ôf mēan gorillās
āte bānanās on an āirplāne.

⁵ In more technical terms, English spelling has, the least regular and transparent connection between the letters and sounds of any alphabet.

⁶ Carney 1994

This sentence includes 7 different variations of the letter A. Read it again, looking carefully at the As and thinking about their sounds. The A in the middle of BANANA has no tip. That's the same sound as an A in CAT. It's the only A sound we regularly teach our kids. But all the other As in that sentence have different sounds. With TIPS™, we include markings to make this abundantly clear. If you know the TIPS™, you can easily sound out the words. The correct pronunciation is right there, in every letter. No complex rules. No exceptions. Everything is written exactly as it should sound.

Kids learn TIPS™ Letters and the basic process of how to turn letters on the page into words. Armed with these tools, a child can sound out, on their own, every single word they need to know to master reading. They can truly teach themselves to read, which is exactly how reading is supposed to work.

The system was created by an algorithm that decoded the entire English language and, for the first time in history, matched the sounds of English to the exact letter in our words that make those sounds. We then add our TIPS™ and, almost like magic, reading becomes 3-7X easier. With learning just thirty TIPS™ Letters, a child will be able to read over ten thousand words. After sixty, nearly the entire dictionary is effectively unlocked so that rich, wonderful stories can be read by five and six year olds.

TIPS™ is a “constant intervention” that helps ensure a child can successfully decode every word that they see. As they decode, they learn. They are committing this word to memory as a “unit”, a whole set of letters making certain sounds and tied to a specific meaning. They are building, one word at a time, a set of readable vocabulary and spelling knowledge that will ultimately grow to allow both efficient reading of words they know, as well as a library of words and sounds to enable rapid decoding of words they don't, with or without TIPS™.

A Simple View of Reading Comprehension

Building a rocket ship is really hard. It requires a ton of skills and knowledge. That's why being called a “rocket scientist” is such a great compliment. Building a paper airplane... not quite so hard. There is some overlap though: 1.) You need strong attention to detail; 2.) You need to be careful & focused; 3.) You need to be consistent and 4.) To get your paper airplane to really fly, you need to know a little bit about aerodynamics (e.g., if you fold up the back of the wings a bit, it can fly 3x farther). But “folding” is also a key skill. In fact, it's the most important one.

This is a long, but important analogy that demonstrates how we think about teaching reading. When kids learned to read English in the past - it was a laborious process. First: You introduce basic sounds, then learn to break sounds apart, then

learn the letters and their common sounds, next memorize “tricky” words, learn the complex rules governing our spelling, learn the variations in spelling that lead to certain sounds, carve out the exceptions, and continue to practice until it all makes sense. There was a lot to learn!

With TIPS™, much of the complexity of English is stripped away, so we don’t need so much support. We build and focus on the skills that matter and move quickly through or skip over the ones that don’t. For example, there is no rote memorization of “sight words” in our program. Instead, the skill of efficiently reading a word on sight develops naturally, as a result of repeated decodings. Since every single TIPS™ word is decodable, the decoding skills of blending and phonics matter the most.

This easy path to decoding is absolutely essential, because it directly links to reading comprehension. The leading model for this is the Simple View of Reading which states:

Reading Comprehension (RC) = Language Skills (LS) x Decoding Ability (DA)

We like to think of DA not as a whole number but as a percentage: what percent of words can you decode? With TIPS™, in a few units of study, that percentage reaches 95%, which means you can read virtually every word you know how to use in speech.

The Shift from Teaching to Learning

Reading in English is a skill that is passed down generationally. If you read well, it is very likely your parents did too. So did their parents. It takes thousands and thousands of hours to master, and this mastery is largely not obtainable without direct instruction. Hundreds of sight words need to be taught and memorized. Dozens of rules, and their exceptions, need to be memorized and practiced. All the while, the irregularity of English makes these lessons hard to internalize. There is no simple system that covers all the situations.

So we fill this gap with time. Time from parents reading books, helping explain homework, sounding out words for kids. Time from teachers working closely with students one-on-one to drive progress and in classrooms too large to manage trying to do the same for a whole class. Literate kids will have thousands and thousands of hours of reading time by the time they are able to read on their own. But most kids don’t have this luxury and most kids won’t learn to read proficiently.

TIPS™ simplifies reading dramatically. The process is linear and easy. It’s perfectly regular - each letter makes a sound and those sounds make words. You move

through the word from left to right. No exceptions, no complex rules. It is so easy that the system can be fully taught to a child in just a few weeks.

After that, the child is able to sound out words correctly on their own. With every successful decoding, these words are added to their little mental library. After a few decodings, the words are learned (and read) on sight. This is something that *the child does*, not the teacher.

Put another way, with TIPST[™], we are reducing the early reading skills that need to be “taught” to a tiny fraction of what it is today. Instead, we give all the power and the tools to the kids. In truth, you can’t teach a child to read. You can teach them rules and exceptions to apply, but in order to read they need to internalize this information, approach texts and teach themselves. They need to transition each unfamiliar scribble into a familiar word, with its sound and meaning, that can rapidly be consumed as whole. Because TIPST[™] is a one to one correlation between sound and letter, once the kids know the TIPST[™] they can begin to read by themselves, with confidence. The children then drive the learning process for themselves, every time they sound out a word successfully. This is exactly what happens in virtually every other major language, where kids are reading far in advance of American students.

Finding Solutions Beyond our Borders

English is unique not only in its complexity, but also in the lack of a commonly adopted system to make it easier to learn.

Some languages are easier than others. Most latin languages have a very close relationship between the letters and the sounds. For languages where this isn’t the case, there are systems that evolved to help students. Every single student of Chinese and Japanese learns a phonetic alphabet in the first grade. It takes only a few weeks to learn. These systems are the foundation for teaching literacy in those countries. Every child learns to read by sounding out these symbols.

In Hebrew, there is a simple system used to teach kids to read.



The black portion of the characters above is what an adult would read or write. The red marks are **only** added when reading is taught to children. As with English,

Hebrew doesn't include enough information in its standard written form for a child to read without error. So, two thousand years ago, they added "tips" to make things easier. This works wonders.

Take a group of kids who speak English as their primary language and teach them to read in Hebrew. *By the end of 1st Grade, they read better in Hebrew than they will read in English 4 years later.* When a written language is easy to pronounce, kids learn to read with ease.⁷

Put all of this together and the message is extremely clear.

- English is so hard to learn that only half of our kids become proficient.⁸
- English is hard because our spelling is "complex" and irregular.⁹
- Languages that are more regular are learned years faster and much easier.¹⁰
- Most "complex" languages have some kind of "tips" that teach kids to read.¹¹
- Kids easily remove these systems as they achieve mastery of the language.¹²

So we know, from lots and lots of research, that a system that makes it easy to read English will make it easier for kids to read. Kids will read faster and with more joy.

That's why we invented TIPS™.

The Making of TIPS™

A Simple View of Reading Comprehension

Building a rocket ship is really hard. It requires a ton of skills and knowledge. That's why being called a "rocket scientist" is such a great compliment. Building a paper airplane... not quite so hard. There is some overlap though: 1.) You need strong attention to detail; 2.) You need to be careful & focused; 3.) You need to be consistent and 4.) To get your paper airplane to really fly, you need to know a little bit about aerodynamics (e.g., if you fold up the back of the wings a bit, it can fly 3x farther). But "folding" is also a key skill. In fact, it's the most important one.

⁷ Geva & Siegel 2000

⁸ NAEP 2019 Reading Report Card, 4th Grade Reading Proficiency

⁹ Downing, 1967; Thorstad, 1991

¹⁰ Geva & Siegel 2000; Seymour, Aro, Erskine 2003

¹¹ Hebrew and the other semitic languages typically use points or dots. Chinese and the other Sino-Tibetan languages use a separate phonetic alphabet.

¹² Bar-On and Ravid 2011; Frost 1995

This is a long, but important analogy that demonstrates how we think about teaching reading. When kids learned to read English in the past - it was a laborious process. First: You introduce basic sounds, then learn to break sounds apart, then learn the letters and their common sounds, next memorize “tricky” words, learn the complex rules governing our spelling, learn the variations in spelling that lead to certain sounds, carve out the exceptions, and continue to practice until it all makes sense. There was a lot to learn!

With TIPS™, much of the complexity of English is stripped away, so we don’t need so much support. We build and focus on the skills that matter and move quickly through or skip over the ones that don’t. For example, there is no rote memorization of “sight words” in our program. Instead, the skill of efficiently reading a word on sight develops naturally, as a result of repeated decodings. Since every single TIPS™ word is decodable, the decoding skills of blending and phonics matter the most.

This easy path to decoding is absolutely essential, because it directly links to reading comprehension. The leading model for this is the Simple View of Reading which states:

Reading Comprehension (RC) = Language Skills (LS) x Decoding Ability (DA)

We like to think of DA not as a whole number but as a percentage: what percent of words can you decode? With TIPS™, in a few units of study, that percentage soon reaches nearly 100%, which means you can read virtually every word you know how to use in speech. The rest of this chapter explains the steps we took to arrive at this elegant solution.

A Simplified Example

Let’s say I have 3 words: OCEAN, SPACE, and CAT, which each must be “properly” pronounced as /OWE-SH-UH-N/, /S-P-AY-S/, and /C-A-T/.

In TIPS™, every letter has a specific role in how a word should be decoded. Each letter is matched up to a sound or assigned silence. Every combination of letter-and-sound is assigned as a tip. Looking carefully at the above, we can see that to parse these words, English requires at least three versions of the letter C, one for /SH/ sound of OCEAN, one for /S/ sound in SPACE , and one for /C/ sound in CAT.

We can also infer that there are at least 2 versions of A: /AY/ and /A/ from SPACE and CAT, and also, depending on if we assign the /UH/ of OCEAN to the E or the A, silence.

Creating the Algorithm

Already, this is a little tricky. Is our /UH/ “better” on the A or the E?

The answer depends on a lot of factors, but fortunately this is where our algorithms can come into play. By weighting different elements of the words, looking ahead and behind at both typical graphemes (collections of letters) and phonemes (sounds), analyzing frequency of usage under various modelled scenarios, and goal-seeking towards minimal variations, we were able to identify the optimal solution, given the weighting of various underlying data sets.

This algorithm is critical in TIPST™, as it allows us to determine the precise order in which we introduce each new letter to students, maximizing how many words they are able to read for each new tip that they learn.

Assigning Sounds to TIPST™ Letters

While the algorithm works to identify the variations of letters required to produce different sounds, it does not provide us guidance on the specific graphemes, or visual representations, that should be assigned to each sound. This problem, of “Diacritic Assignment” was approached with the following core objective:

Every tip must follow a single, well defined rule or
map to a single particular sound.

In some cases, following the above leads to two potential choices for a diacritic. One common method to teach some “long” vowel sounds is to write the letter with a bar over it. This serves as our single rule: if a letter is written under a bar, you say it’s name, such as the A in SPACE or the U in USE.

This leads to several situations where multiple “correct” diacritics can be used to indicate the same sound. For example, the Y in CRY makes the long I sound as in ICE. So we need a diacritic to indicate this sound. We could then use either a bar over the i to indicate this sound, or the open dot marking used over the Y. In these cases, we make a choice and teach the one we believe the easiest to learn. In early versions of the system, a long i sound indicated with a bar over it was confused with a t, so we have opted to use the open dot and match the Y in CRY diacritic. For the E in BE, we maintain the bar to stay more consistent with traditional approaches which indicate this sound this way, instead of the double accent which indicates the same sound when applied to the Y in HAPPY.

The specific shapes of the diacritics were chosen to avoid direct conflict with as many traditional markings on letters (in both English and other latin languages) as we could.

For Advanced TIPST[™] consonants introduced beyond Level 10, we denote changes in voicing by including an accent mark. At this stage, children's knowledge of one-to-one letter-sound combinations is so strong that this minor indication is a sufficient prompt to achieve fluency in the program.

Each letter of the alphabet is included in TIPST[™] without any mark to represent the common sound taught for that letter. Note that this isn't always the most common way the letter is used. For example, we conventionally teach 'e' as the E in NET, though 'E' is most commonly used silently. The most common 'o' is the one in GO, which pops up about 80% more often than the one in OSTRICH.

Our key concern here is that our system must work in tight alignment with traditional phonics education, so the basic, common pronunciations were selected for the unadorned letters.

Silent Letters

One result of the work above was the discovery of just how many letters don't need to make a sound, once you have a system that covers all the variations for each letter. This includes many of the doubled letters, final 'e' vowels, and numerous others. These letters are indicated with an X below them, indicating they should be skipped.

TIPST[™] for Everyone

Early Childhood Reading Awareness

This program is centered around the learning profile of a 5 year old just entering Kindergarten. That said, TIPST[™] can of course be incredibly valuable for young learners. For younger students, the key is to ensure a positive experience. There is no need to pressure a 3 or a 4 year old to read. Some kids just might not be ready and that is OK! Especially since we know that when they *are* ready for TIPST[™], they can make such rapid progress.

For younger children, limit the letters introduced until true mastery is achieved. Older students will be able to piece things together over time, but for younger kids we want to keep the working set they are operating with really small (no more than 20 or so letters) to limit any confusion. You should also include all the TIPST[™] letters

used in their name, even if these are high-level letters. This is a great place to start. It's also absolutely great to just teach the full alphabet letter-sounds. These are not as valuable for reading as the TIPS™, but are of course a big part of the puzzle.

In addition, be sure to focus heavily on sound games that don't require visual cues, building up a fundamental knowledge of phonemic awareness and how sounds come together to make words.

If a child is making substantial progress, then they might be ready for Pack 1. We would suggest doubling the timeframe for delivering this to the students, so plan to cover one Section every two weeks. If this pace feels too fast at any point, *restart*. Don't repeat the same material, but restart from the very beginning. Build confidence and mastery on the foundations, so the rest follows naturally and easily.

If the pace feels too slow, congratulations, your child is really a rock star! You can pick up the pace, but remember that if you do run into a roadblock it might be *developmental*, meaning your child needs to mature and grow before that particular skill can be accomplished. Try restarting the Unit or the pack you are on to break through these barriers.

Finally, if a book is indicated to be read **with** or **by** your child, **do not** read it **to** your child. Children have phenomenal memories and are often able to recall stories even after hearing them only once. To gain the full value of the program, save these books for the moment when your child is able to tackle them on their own.

Remedial Reading

Over half of the kids in the country are behind in reading and TIPS™ can certainly help. There is a tremendous opportunity here, because many of these students are currently very frustrated. A key element for them is the introduction. Bring them on board that they are trying something new. Explain to them that English really doesn't make sense, so it's not their fault that they are behind. Try to give them hope.

There are a lot of different reasons that any given child may have fallen behind. The most critical to address would be any learning disability. If you have concerns on this front please consult your pediatrician or speech therapist in an active dialogue on the best path forward. At risk of a gross generalization, reading challenges fall into two categories: those of accuracy and those of speed. TIPS™ has the potential to help on both fronts. The fundamental idea still holds: if reading itself is easier, more kids will be able to do it.

A lot of remedial reading is needed simply because reading (before TIPS™) is an incredibly hard subject to learn. Most children who are behind can not only catch up,

but fly past their peers by learning to read with our system. With older kids, the letter introduction process can be sped up quite a bit. It is possible for most 7 and 8 year olds to learn the entire set of 60 TIPST[™] with rapid recall in a few weeks. The key here is to ensure that letters learned early on are not confused or forgotten, especially the higher level letters that are encountered far less frequently in print.

A key challenge with this group will be content. The content in our program is designed for young children, so it may not be exactly age appropriate. Older kids can also focus longer and do more, more pages of reading and more independent work on worksheets. TinyLvy is working to build out supplemental materials for this audience, but in the meantime you will have to roll up your sleeves and work with the Translator of the Explore Portal to create stories for your child to read.

English Language Learners

There are 900 million people on the planet that are either learning (or already speaking/reading) English as a second language (Ethnologue, 2020). And because these 900 million are non-native speakers, they do not have the sound of the word in their heads (the phonological form) to help them deal with the vagaries of English spelling. In other words, how a word should sound isn't in their head. It has to be communicated to them.

Before our system, this communication had to be done by either a teacher or by listening to a recording of the word. With TIPST[™], the specific sounds needed to create this particular word are included in the word itself. This dramatically improves the ability to reproduce the proper sounds for ELLs, both increasing the accuracy of their performance as well as the speed at which new words (and their sounds) can be learned.

TIPST[™] provide foreign speakers with a constant support, which further aides in the reduction of accents. As ELLs encounter different words and learn to pronounce them correctly (say, by direct instruction from a teacher or hearing the word in a film), they can easily associate the sounds of those words with the same sounds used in other related words. The net result is that for ELLs, not only does TIPST[™] dramatically reduce the timeline and complexity to develop literacy, but significantly can impact oral fluency skills as well.

For young ELLs (in or below 3rd grade), the TIPST[™] program can be used as-is to great effect. As with Early Childhood Reading or Remedial Reading, the pacing of the program may need to be adjusted to meet the needs of a given student, but the overall principles (the skills and phases) still apply.

Resources for Parents & Teachers

TIPS™ by Level

Level 1

c	cap, cat
p	pit, cap, tap, map, tip
i	pit, tip, it
a	am, cap, tap, map, mat, at, cat
m	am, mat, map
t	pit, at, cat, it, mat, tap, tip

Level 2

b	bit, bē, bat, cab, bib, bats
ē	bē, acnē, mē
i	cacti, lilac, pint
l	last, plants, plant, lap, clam, lilac, slim, slap
n	in, pan, acnē, snap, plants, mint, spin, an
s	mist, snap, ants, slap, spat, last, maps, spin

Level 3

ā	tāstý, ōāsis, bābý, bāsic, pāstrý, bāsics, lāđý
d	bodý, mind, tōld, bad, sand, sad, dip, rid
ō	sō, ōāsis, rōmēō, bōný, tōld, rōdēō, discō, nōbodý
r	iris, crib, rēact, rōdēō, rōmēō, ran, pāstrý, brand
o	on, clot, bobcat, rōbot, lot, nōbodý, bodý, pond
ý	lilý, candý, tāstý, bōný, tiný, spiný, lāđý, slimý

Level 4

ō	bōom, tōol, brōom, <u>shōēs</u> , tōo, bōo, pōol, tō
ś	as, <u>shellś</u> , cārś, <u>knōws</u> , snāīś, spillś, ārmś, slōws
e	bell, empty, met, mess, <u>shellś</u> , bed, crept, leapt
ă	tăcōś, ārmpit, pārtý, cār, cārś, ārmś, pārt, tăcō
sh	mārsh, <u>shiný</u> , <u>shōwed</u> , <u>shē</u> , <u>ship</u> , <u>shot</u> , <u>shellś</u> , <u>shadōw</u>
th	brēathē, pathś, <u>thōse</u> , <u>that</u> , <u>them</u> , <u>this</u> , clōthēs, <u>thē</u>

Level 5

f	cliff, follōw, furrý, left, fēēd, fillēd, fiēldś, flock
g	glōomý, glēē, pigś, flag, grāpēs, gōon, wings, gōing
r	iron, fern, <u>shimmer</u> , tiller, pāper, gātor, bird, nēithēr
h	highēr, had, hōpē, hurd, hippō, hot, hārdēr, hārd
ý	buy, dry, lýing, býē, whý, mýself, cry, fly
w	wāit, swim, whý, windý, wear, whālēś, wind, whērē

Advanced TIPSTM Letters

Learning the list above would allow you to pronounce over half of the words in the dictionary and 99% of the most common 3,000 words in English. TIPSTM does progress beyond this point, and to learn more you can check out the resources in our Library. For example, the J can make the H sound (like the J in jalapeno), but for most young readers it is better to simply work around these words and focus on the core skills development needed.

In many cases, after level 12, letter-sound combinations are so rare that they are used in only a tiny handful of cases, effectively making words using those sounds into sight words.

Another challenge is with names, where cultural origins and flexible application of typical rules leads to a huge variety of sounds. If this situation comes up for you or your child, underline the whole word. That means it is really special and gets its own sound.

For those interested, the full system includes over 150 TIPSTM letters to cover the full battery of English sounds, including TIPSTM Letters for every member of the alphabet with a bar across the top, indicating the sound made is the letter name (useful for abbreviations like NYPD).

Alignment to Common Core Standards

The Common Core is a series of standards that help guide practitioners in the expectations and sequencing of key content important to children in their development towards becoming literate young adults. TIPST[™] fits into this framework very well.

Every aspect of the Reading Foundational Skills is covered by the TIPST[™] program. Each unit and section of our TIPST[™] Curriculum is mapped to these standards as well. The table below outlines in general terms how TIPST[™] enables each aspect of these standards to be achieved.

Reading Foundational Skills - Kindergarten	
K.RF.1 Print Concepts (Demonstrate understanding of the organization and basic features of print.)	
K.RF.1.a Follow words from left to right, top to bottom, and page by page.	TIPST [™] allow for all words to be read from left to right, without looking ahead for patterns that might impact pronunciation.
K.RF.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	TIPST [™] shows the explicit relationship between the sound of a word and the letters included in that word.
K.RF.1.c Understand that words are separated by spaces in print.	TIPST [™] are designed to support the decoding of sight/power words, so that lessons can include phrases, even at early Reading Levels.
K.RF.1.d Recognize and name all upper- and lowercase letters of the alphabet.	TIPST [™] are available for upper and lowercase letters.
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
K.RF.2.a Recognize and produce rhyming words.	TIPST [™] reinforce the similarity between rhyming words, such as WORD and BIRD and HEARD.
K.RF.2.b Count, pronounce, blend, and segment syllables in spoken words.	Until Reading Level 8 (which includes L as /uhl/ like TABLE, TIPST [™] syllable counting is simply a count of non-silent Vowels, making it easier to teach and understand the concept.
K.RF.2.c Blend and segment	Because TIPST [™] Letters are aligned to each

onsets and rimes of single-syllable spoken words.	sound, students develop a deeper understanding of phonemic awareness and are able to blend and segment with less difficulty.
K.RF.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	TIPST [™] simplifies and makes it clear how the initial vowel in each word must be sounded out and how it flows into the final sound of the word.
K.RF.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TIPST [™] takes single syllable words and will add another easy to sound out word that allows for the understanding of more complex words.
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
K.RF.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	TIPST [™] Simplifies the different sound combinations made when transitioning from letter to letter.
K.RF.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	TIPST [™] offers simplified spellings to help understand different sounds created with the 5 major vowels.
K.RF.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TIPST [™] will help to identify these words quickly and sound them out instantly.
K.RF.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TIPST [™] makes it easier to differentiate different sounds in similarly spelled words.
K.RF.4 Read emergent-reader texts with purpose and understanding.	
K.RF.4 Read emergent-reader texts with purpose and	The TIPST [™] curriculum includes thirty emergent reader texts, which are completely

understanding.	decodable by the child. By the end of Kindergarten, repeated decodings leads to fundamental knowledge that allows emergent-reader texts (with or without TIPST [™]) to be read.
----------------	---

Reading Foundational Skills - First Grade	
1.RF.1 Print Concepts (Demonstrate understanding of the organization and basic features of print.)	
1.RF.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Punctuation and capitalization is taught explicitly in the TIPST [™] Curriculum.
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
1.RF.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	In TIPST [™] , this concept is taught explicitly within the first few weeks of Kindergarten. TIPST [™] reinforces this distinction throughout the course of study by providing visual cues to students as well.
1.RF.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	In TIPST [™] , this ability develops naturally, since the relationship between the letters and sounds is so transparent.
1.RF.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	This concept is taught explicitly by TIPST [™] , again with TIPST [™] Letters aiding the process since each of them can be read consistently as a specific phoneme.
1.RF.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TIPST [™] aids in this process as well. Each phoneme of the word is tied to a specific TIPST [™] Letter. This is exactly how we teach kids to read.
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	

1.RF.3.a Know the spelling-sound correspondences for common consonant digraphs.	TIPST [™] introduces digraphs early in the curriculum, because these letter combinations are so critical to reading.
1.RF.3.b Decode regularly spelled one-syllable words.	With TIPST [™] , every word becomes decodable following this simple pattern. TIPST [™] includes every letter of the alphabet without markings, representing their basic sounds. These sounds can be used directly when decoding “regularly” spelled one-syllable words.
1.RF.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	With TIPST [™] , the focus is on helping children transition from words being unfamiliar to familiar, developing automaticity in reading them. In tandem, we also work to explain spelling guidelines to help take their knowledge of a given word and the sounds of its parts and use that knowledge to improve decoding for words they have not yet learned when they come across them in traditional text.
1.RF.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TIPST [™] improves the transparency of syllables and syllable counting.
1.RF.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	TIPST [™] allows for longer words to be decoded with ease, because each individual phoneme is mapped to a single letter. Syllable grouping is taught as a strategy to aid in the decoding of longer words.
1.RF.3.f Read words with inflectional endings.	TIPST [™] teaches inflectional endings explicitly, to rapidly expand a child’s readable vocabulary.
1.RF.3.g Recognize and read grade-appropriate irregularly spelled words.	TIPST [™] focuses on teaching children
1.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
1.RF.4.a Read on-level text with purpose and understanding.	TIPST [™] drives on-level reading by building automaticity and comprehension.
1.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive	TIPST [™] Curriculum focuses on fluency as a core reading skill.

readings.	
1.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TIPST [™] incorporates self-awareness and self-correction early on, as well as aiding children and exposing parents to the Social/Emotional aspects of development needed to master these skills.