

Copyright: 2025

Program Features: Phonological awareness, phonics

Contract Starts: 2025

Contract Ends: 2030

Bid ID: 1057

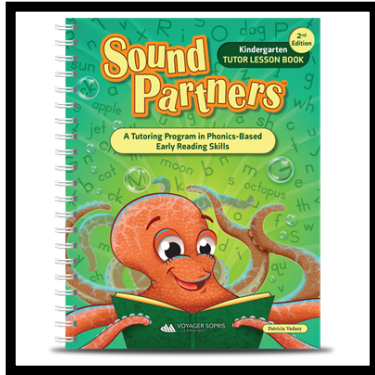
Bid Cycle: 2024-2025 K-3 English Language Arts Intervention Materials

Grade Level: K

Submitted By: Amy Otis

Submitted On: 6/11/2024 2:04:41 PM

Instructional Materials Image:



Organization Registration (IM5)

Company Name: Lexia Voyager Sopris Inc.

FEID / EIN: 84-0770709

Division: Lexia Voyager Sopris Inc.

Status: Active

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Country: United States

Questionnaire (IM8)

Authors & Credentials: List full name of author(s), with major or senior author listed first.

Briefly provide credentials for each author.

Answer: Lexia Voyager Sopris Inc., Patricia Vadasy, Ph.D., Susan Wayne, Rollanda O'Connor, Joseph Jenkins, Kathleen Pool, Mary Firebaugh, and Julia Peyton.

Patricia F. Vadasy, Ph.D., is Senior Research Scientist at the Oregon Research Institute in Seattle and the lead author of Sound Partners. Her background is in early reading acquisition, instructional design, and school-based intervention research. Dr. Vadasy has led a team engaged in research on effective school-based early literacy interventions for at-risk and struggling students. Her work has been supported with grants from the U.S. Department of Education, Office of Special Education Programs, and the Institute of Education Sciences. Findings from her grant-funded intervention research have been published widely in peer-reviewed journals.

In addition to the expertise of Dr. Vadasy and co-authors, also note the bibliography included in the Sound Partners Tutor and Implementation Manual.

Students: Describe the type(s) of students for which this submission is intended.

Answer: Sound Partners benefits students in grades K–2 who are learning to read and provides intervention for students in grades 2–3. Teaching materials are comprehensive and user-friendly, empowering non-professional tutors to deliver high-quality lessons to groups of one to three students at a time. Designed for flexibility, Sound Partners can be implemented in a variety of settings, such as small pull-out or push-in intervention groups, by the core teacher during learning rotations, as part of before-school or after-school programs, or in summer school. It can also serve as a supplemental curriculum for students in grades K–2.

1. List the Florida districts in which this program has been piloted in the last eighteen months.

Answer: Lexia Voyager Sopris Inc. did not offer any specialized pricing or free pilots to any Florida district in the past 18 months.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

Answer: While this product is print only, the standards are searchable within the table of contents for review submission. An additional standards document can be provided upon request.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Answer: Sound Partners offers direct instruction in phonology, decoding, word recognition, and spelling. Learning is highly interactive, with frequent opportunities for both students and educators to engage in multimodal actions. Lessons provide explicit instruction following the “I Do, We Do, You Do” model. The program instruction is also systemic, following predictable and clearly defined instructional routines and spiraled review to reinforce previously taught skills.

Major Tool – Student Components: Describe each of the components, including a format description.

Answer: Kindergarten Student Set includes:

- Student Lesson Book (with Sound Cards in the back of the book)
- Decodable Readers: Bob Books, Sets 1 & 2

Grade 1 Student Set includes:

- Student Lesson Book Part A & Part B (with Sound Cards in the back of the book)
- Decodable Readers: Bob Books, Sets 1–5

There are no digital components included with Sound Partners.

Major Tool – Teacher Components: Describe each of the components, including a format description.

Answer: Kindergarten Tutor Kit includes:

- One Implementation and Tutor Manual
- One Tutor Lesson Book (with Sound Cards in the back of the book)
- One Student Lesson Book (with Sound Cards in the back of the book)
- One set of Decodable Readers: Bob Books, Sets 1 & 2

Grade 1 Tutor Kit includes:

- One Implementation and Tutor Manual
- One Tutor Lesson Book (with Sound Cards in the back of the book)
- One Student Lesson Book Part A & Part B (with Sound Cards in the back of the book)
- One set of Decodable Readers: Bob Books, Sets 1–5

The implementation handbook offers support and directions for the person who supervises the Sound Partners program. This person is typically a special education teacher, a Title I specialist, or a reading teacher with a background in early reading instruction. The tutor handbook for the teacher, paraprofessional, or volunteer in charge of face-to-face student instruction includes explicit implementation directions: scripting, suggested correction strategies, and recommendations for scaffolding supports to use if the student is struggling. There are no digital components included with Sound Partners.

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials – Student Components: Describe each of the components, including a format description.

Answer: N/A – All materials are included within the level-specific Student Set.

Ancillary Materials – Teacher Components: Describe each of the components, including a format description.

Answer: N/A – All materials are included within the level-specific Tutor Kit.

5. Identify which industry standard protocols are utilized for interoperability?

Answer: N/A – there are no digital components included with Sound Partners.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Answer: The program is most beneficial when delivered in 30-minute sessions, four to five days per week. Sound Partners lessons are laid out in a consistent pattern so that educators and students can sit side-by-side and easily read and work from their respective parts of the lesson pages. Sound Partners includes more than 100 lessons, totaling about 20 weeks of instruction. This framework enables educators to continue working with students who need more than one year of intervention. By the end of Sound Partners instruction, students are able to decode grade 2 texts.

Students make the most progress when the supervisor is a special education, Title I, or reading teacher with a background in early reading instruction. The Sound Partners lessons contain consistent components that gradually increase in complexity. Lessons proceed in a predictable fashion for the educators and students.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the organization for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Answer: For all Florida districts adopting Sound Partners 2nd edition, 10% of the purchase of Tutor Kits and Student Sets will be reinvested in professional development services/days. We will work with instructional leaders to customize an implementation and on-site support plan based on the unique needs and goals of the district. We then provide teachers and coaches with the onsite, virtual-facilitated, and/or recorded training and ongoing support/coaching to ensure the effectiveness and long-term sustainability of the implementation.

Sound Partners training is recommended in order to fully ensure proper implementation for tutoring. We recommend that any district chosen-tutors who will be using the Sound Partners program should utilize our gratis pre-recorded training video or engage in a live training. The gratis recorded training available with program purchase is approximately one hour and 40 minutes long, and the live paid training is three hours.

The initial live onsite and virtual-facilitated sessions are conducted by a nationally-certified Professional Learning Facilitator (PLF). The content and instructional time for both delivery

types are identical. The session prepares participants to develop the skills needed to successfully start the program. Both delivery types use an interactive, practice-driven agenda to engage participants as they learn.

By the end of session, participants will be able to:

- Identify program materials and instructional focus
- Describe lesson components and their purpose
- Implement instructional routines with students

Ongoing support for tutors, coaches and leaders is also available virtually and onsite.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Answer: N/A – there are no digital components included with Sound Partners.

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Answer: N/A – there are no digital components included with Sound Partners.

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Answer: The following Voyager Sopris products are included in State Listings:

- Arizona – MOWR Program List vetted top level green to meet state requirements, Sound Partners (Intervention grades 2&3, Supplemental, grades K-1)
- Colorado – READ Act for Instructional Programs, Sound Partners, 1st Edition

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

Answer: N/A

12. Although not called for in the state adoption, do you have advanced placement (ap) or accelerated program instructional materials available for the course(s) bid for adoption?

Answer: N/A

13. What, if any, foreign language translations do you have available?

Answer: N/A

14. Do you provide access point scaffolding or an access point correlation upon request?

Answer: Yes, we can provide this upon request.

15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence

level alignment, Levels 1-4 (as outlined in the specifications), for the entirety of the program, part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.

Answer: Sound Partners has been proven effective based on strong evidence from at least one well-designed and well-implemented experimental study and meets the Every Student Succeeds Act's (ESSA) "Strong" Criteria. To achieve this Tier 1 rating, Sound Partners demonstrates a strong and measured impact on improving student outcomes or other relevant outcomes. In a randomized controlled trial of students identified as benefiting from intensive additional reading instruction (sample from 13 urban public schools), the study reported, and the What Works Clearinghouse (WWC), confirmed, positive and statistically significant effects measures of phonics, fluency, and comprehension. Additional studies confirm these findings. Please see <https://www.evidenceforessa.org/program/sound-partners-struggling-readers/>, <https://www.evidenceforessa.org/program/sound-partners-english-learners/>, and <https://ies.ed.gov/ncee/wwc/Intervention/440>.