

2nd
Edition

First Grade

Sound PartnersTM

Florida Reviewer's Guide

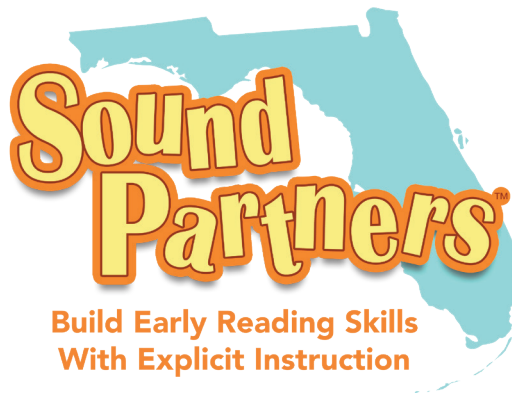
Florida

REVIEWER'S DRAFT



VOYAGER SOPRIS
LEARNING®

Patricia Vadasy



Florida Review Guide

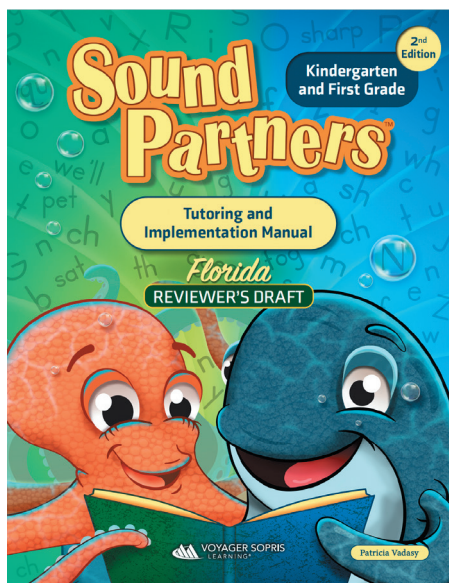
Thank you for considering *Sound Partners* as a K-1 foundational skill reading intervention.

Sound Partners is a print-based program that is designed to help struggling readers master the phonemic decoding and encoding skills that are needed to become strong, fluent readers. In the online review site, you have access to complete versions of all the instructional materials included with the program:

- **Tutor Lesson Book** is a teacher instructional guide with explicit instructions for lesson delivery.
- **Student Lesson Book** is a consumable student workbook for lesson activities.
- **Tutoring and Implementation Manual** is a “how to” manual and ongoing reference guide that includes everything a teacher needs to know about *Sound Partners* to implement with fidelity.
- **BOB Books** are the set of decodable books used to apply and strengthen the decoding skills being taught in the lessons.

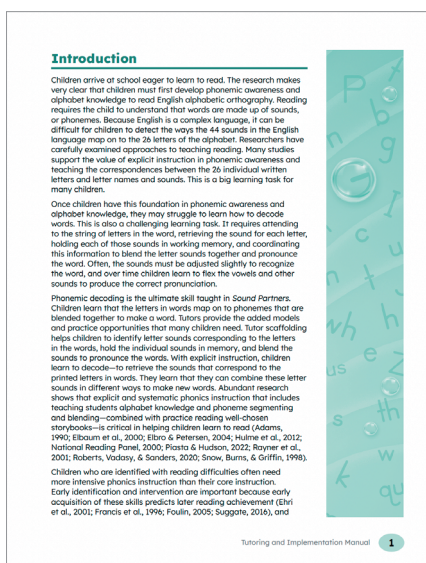
This Florida Review Guide is meant to be a starting point for your review process. It will explicitly direct you to key points of information that will provide the appropriate background knowledge before you explore all components of *Sound Partners*.

For ease of use, **we recommend printing this guide** so you can navigate through the digital *Sound Partners* books online while referencing this Review Guide in your hand. Please turn the page to begin.



PART 1: SOUND PARTNERS OVERVIEW

Start part one by
accessing the Tutoring
and Implementation
Manual (we'll call it "the
Manual" moving forward).



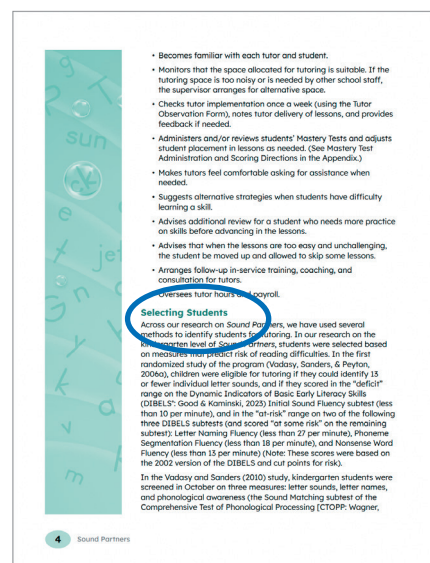
STEP 1: What is Sound Partners?

Page 1 of the Manual.
Read through the
"Introduction" section
on pages 1 and 2.



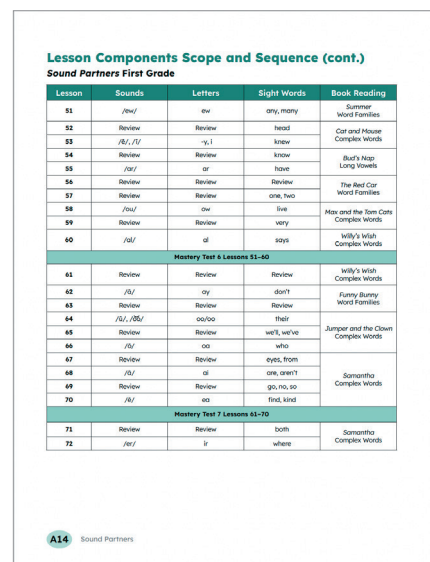
STEP 3: What is the research behind Sound Partners?

Page 2 of the Manual.
Read through the "Research
Base of Sound Partners"
section on pages 2-3.



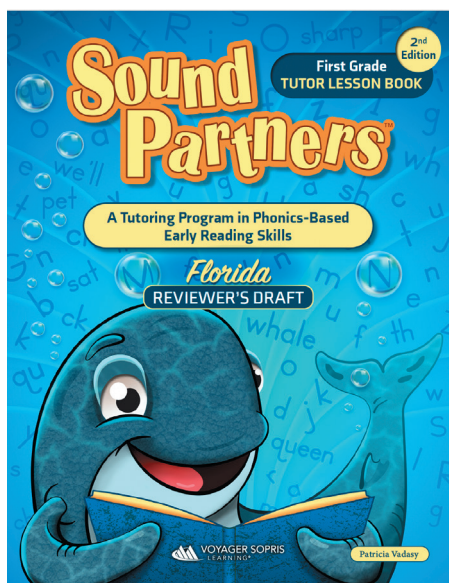
STEP 2: Who benefits from Sound Partners?

Page 4 of the Manual.
Read through the "Selecting
Students" section on
pages 4-6.



STEP 4: What is the Instructional Scope and Sequence?

Page A14 (back of book) of
the Manual. Read through the
"Lesson Components Scope
and Sequence" section on
pages A14-A16.



PART 2: SOUND PARTNERS INSTRUCTIONAL FRAMEWORK

Start part two by
accessing the First
Grade Tutor Lesson
Book (we'll call it
"the Lesson Book"
moving forward).

STANDARDS	
The following Florida B.E.S.T. standards are covered in <i>Sound Partners First Grade</i> .	
ELA.LF.1.2 Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. c. Blend single-syllable spoken words with at least five phonemes. d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words.	ELA.LF.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. b. Decode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode words with inflectional endings. e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final -e and vowel teams to make long-vowel sound.
Pages 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 28, 30, 32, 34, 36, 38, 40, 43, 45, 47, 50, 53, 55, 57, 59, 61, 63, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 87, 89, 92, 94, 100, 104, 108, 112, 116, 118, 124, 127, 131, 135, 139, 143, 147, 150, 153, 156, 160, 163, 166, 168, 171, 174, 176, 179, 182, 185, 189, 192, 195, 198, 201, 203, 205, 207, 209, 211, 214, 216, 218, 220, 222, 224, 226, 228, 230, 233, 237, 240, 243, 244, 247, 250, 252, 256, 259, 261, 264, 267, 270, 273, 276, 279, 282, 285, 288	Pages 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 28, 30, 32, 34, 36, 38, 40, 43, 45, 47, 50, 53, 55, 57, 59, 61, 63, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 87, 89, 92, 94, 100, 104, 108, 112, 116, 118, 124, 127, 131, 135, 139, 143, 147, 150, 153, 156, 160, 163, 166, 168, 171, 174, 176, 179, 182, 185, 189, 192, 195, 198, 201, 203, 205, 207, 209, 211, 214, 216, 218, 220, 222, 224, 226, 228, 230, 233, 237, 240, 243, 244, 247, 250, 252, 256, 259, 261, 264, 267, 270, 273, 276, 279, 282, 285, 288
Sound Partners ST1	

STEP 5: How to review the alignment to the B.E.S.T. Standards?

Pages ST1 and ST2 (beginning of book) of the Lesson Book. Review the alignment to the Foundational Reading Skill standards and click on page numbers to hyperlink directly to where the standard is covered.

Lesson Conventions	
Lesson Pacing Each <i>Sound Partners</i> lesson is designed to be completed in a 30-minute tutoring session, but students will move through the lessons at different rates. You may begin tutoring each student on day one on Lesson 1, but student rates of lesson completion may vary. You may start day two of tutoring in the middle of Lesson 1 with one student and at the end of Lesson 2 with another student. To ensure that each student makes maximum progress, you must carefully control the pace at which they work through the lessons. A student who finishes only two lessons in a week may make more progress than another who completes four lessons, if that student is merely reviewing material they have already mastered. Why? Finding an appropriate pace for each student takes practice. Program supervisors can help tutors with lesson pacing. The program supervisor can show you how to check a student's accuracy in each lesson. If a student's responses are correct 95% to 100% of the time on each lesson component, you may need to move the student forward in the lessons to more challenging material. In contrast, if the student's performance on an activity is correct only 20% of the time, then you need to go back and review or at least this activity in previously completed lessons until the student's performance improves. It is just as important not to use time to work on phonics content the student has already mastered as it is not to overlook skills the student has not yet mastered and needs added practice to learn. Performance on the Mastery Tests is another way to assess whether a student is paced appropriately, and which skills need more practice.	How to Position Lesson Materials The lesson pages are designed for you, the tutor, to sit beside the student. The column of text on the left side of each page includes directions for you, the tutor. It may contain instructions in black text for a new lesson activity or reminders about <i>Sound Partners</i> techniques. The text in blue is your script—what you say to the student to present each lesson activity. You will not typically need to add to the directions for lesson activities. You will also have small versions of the Student Book page for your reference. Each <i>Sound Partners</i> lesson follows a consistent pattern, and students quickly learn the lesson routine and learning tasks.
F4 Sound Partners	

STEP 7: What are the instructional routines of *Sound Partners* First Grade?

Page F4 of the Lesson Book. Read through the "Lesson Conventions" sections on pages F4-F7.

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Lesson 3 t	5
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Lesson 5 c	9
Lesson 6 d	11
Lesson 7 n	13
Lesson 8 o	15
Lesson 9 (Review)	17
Lesson 10 h	19
Mastery Test 1	21
Sound Partners v	

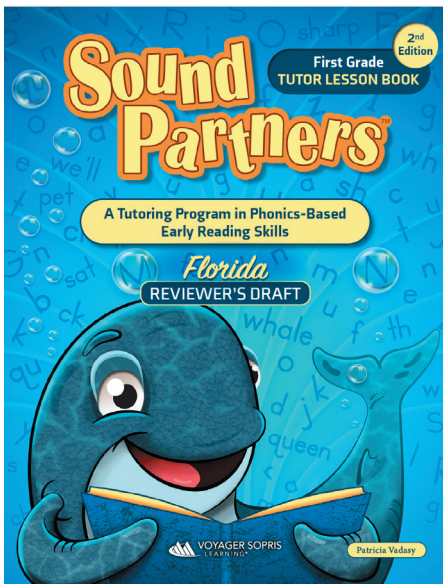
STEP 6: How Many Lessons are in *Sound Partners* First Grade?

Page v (beginning of book) of the Lesson Book. Review all lessons at-a-glance from the Table of Contents on pages v-viii.

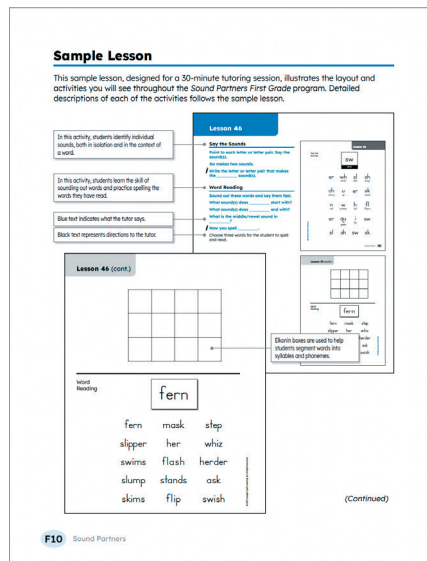
Lesson Activities			
Each of the <i>Sound Partners</i> First Grade lessons consists of a combination of the following activities. Students practice reading (decoding) and spelling (encoding) sounds and words, and reading connected text.			
Description	Instructional Techniques	Points to Remember	Correction and Support Procedures
Say the Sounds			
In the Say the Sounds activity, the student practices saying the sound associated with a letter or letter pair and writing the letter(s) associated with a sound. Why? Alphabet knowledge is a prerequisite for learning to read and spell.	<ul style="list-style-type: none"> Have the student say the sound. Trace the letter, then have the student trace the letter with a finger. Have the student write the letter. Give the student the sound, not the letter name(s). 	<ul style="list-style-type: none"> Model any sound in a box. Focus on sounds, not letter names. Require finger-pointing. Model correct writing strokes. Have the student repeat correct sound. Use specific praise. 	<ul style="list-style-type: none"> Use modeling or reference key word to correct errors. Provide extra practice on missed sounds or sounds the student confuses.
Letter Sounds Cards			
Students practice pairing sounds with key words. Why? Use as needed to add practice for students not learning sounds at the rate they are introduced in the lessons.	<ul style="list-style-type: none"> Add practice on 2-3 sets of sounds per day for 5 minutes of the start of the session. To help with reading, the student points to "a, apple, /a/." To help with spelling, the student points to "apple, /a/, a." Practice each time, both the reading and spelling why, if needed. 	<ul style="list-style-type: none"> Add 5 minutes of dedicated practice with the Letter Sounds Cards with students who cannot accurately identify names of sounds. Keep the Letter Sounds Cards out and in view if the student still needs to refer to them to retrieve a name or sound. 	<ul style="list-style-type: none"> When word reading, if the student cannot identify a sound or says the wrong sound, use "what sound?" Have the student refer to the card to retrieve the sound. When spelling, if the student cannot retrieve a letter or makes a spelling error, repeat the word, exaggerate the letter, and ask "what letter?" Have the student refer to the card to retrieve the letter.
F14 Sound Partners			

STEP 8: What instructional activities are included in a lesson?

Page F14 of the Lesson Book. Read through the "Lesson Activities" sections on pages F14-F17.

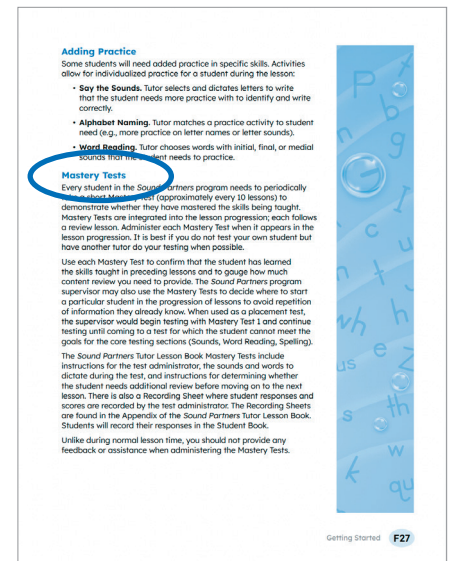


PART 2: SOUND PARTNERS INSTRUCTIONAL FRAMEWORK (continued)



STEP 9: What does a typical lesson look like?

Page F10 of the Lesson Book.
See a sample lesson with descriptors on pages F10-F13.



STEP 10: How is skill mastery determined?

Page F27 of the Lesson Book.
Read through the "Mastery Tests" section. Actual Mastery Tests can be found on pages 21, 42, 65, 86, 123, 159, 188, 213, 236, and 291.