

2nd Edition

Kindergarten

The logo features the words "Sound Partners" in a large, bold, yellow font with a thick orange outline. The text is set against a teal background with faint, scattered letters and symbols. To the right of the main title, the word "Kindergarten" is written in a white, sans-serif font inside a dark green rounded rectangle. A small "TM" trademark symbol is located at the end of the word "Partners".

Sound PartnersTM

Kindergarten

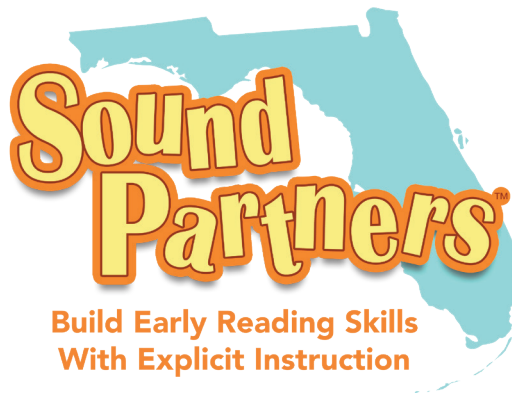
Florida Reviewer's Guide

REVIEWER'S DRAFT

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VOYAGER SOPRIS
LEARNING®

Patricia Vadasy



Florida Review Guide

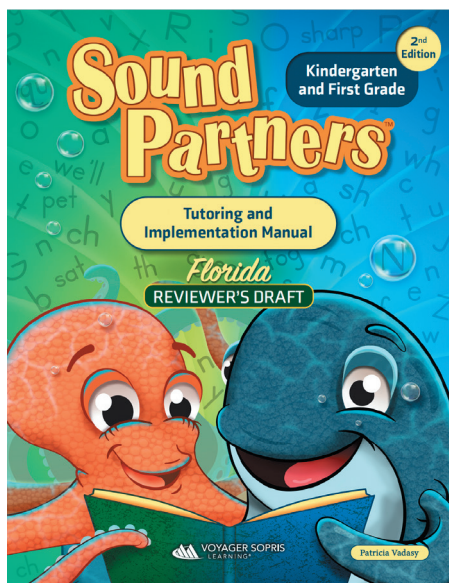
Thank you for considering *Sound Partners* as a K-1 foundational skill reading intervention.

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.

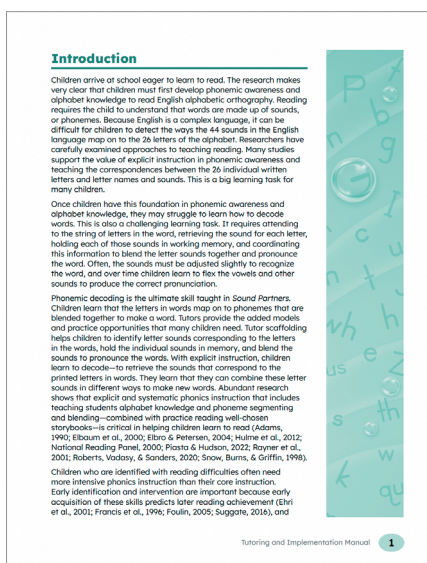
This Florida Review Guide is meant to be a starting point for your review process. It will explicitly direct you to key points of information that will provide the appropriate background knowledge before you explore all components of *Sound Partners*.

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).



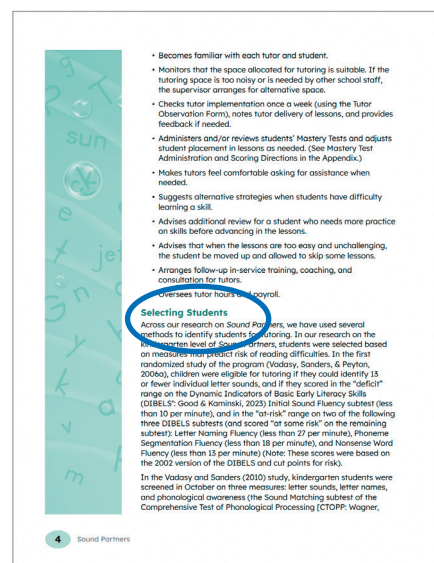
STEP 1: What is Sound Partners?

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



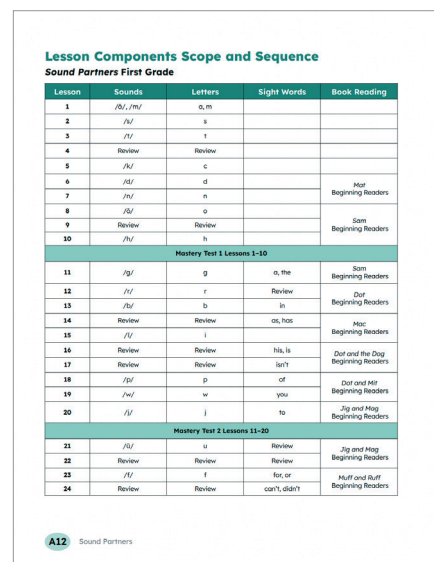
STEP 3: What is the research behind Sound Partners?

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



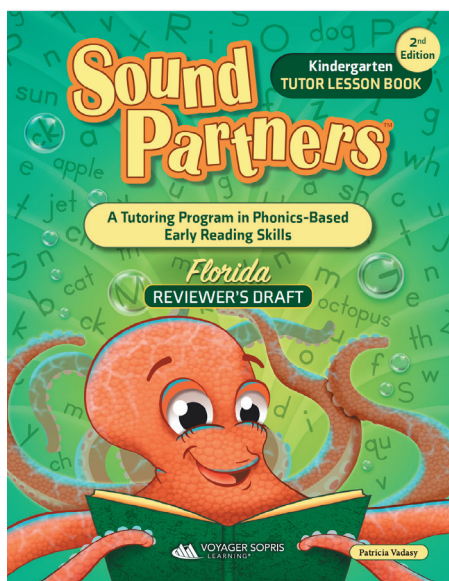
STEP 2: Who benefits from Sound Partners?

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 A9 (back of book) of the Manual. Read through the "Lesson Components Scope and Sequence" section on pages A9-A11.



PART 2: SOUND PARTNERS INSTRUCTIONAL FRAMEWORK

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

STANDARDS	
The following Florida B.E.S.T. standards are covered in Sound Partners Kindergarten.	
ELAK.F.1 Learning and Applying Foundational Reading Skills Pages 1, 3, 5, 8, 11, 14, 16, 18, 20, 22, 27, 32, 36, 39, 42, 45, 48, 51, 54, 57, 61, 64, 67, 71, 74, 77, 79, 82, 85, 88, 91, 94, 97, 100, 104, 107, 110, 113, 116, 119, 122, 125, 127, 130, 132, 134, 137, 139, 142, 144, 147, 150, 153, 155, 157, 160, 162, 164, 166, 168, 171, 173, 176, 178, 180, 183, 185, 187, 189, 191	ELAK.F.1.1 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. Pages 1, 3, 5, 8, 11, 14, 16, 18, 20, 22, 27, 32, 36, 39, 42, 45, 48, 51, 54, 57, 61, 64, 67, 71, 74, 77, 79, 82, 85, 88, 91, 94, 97, 100, 104, 107, 110, 113, 116, 119, 122, 125, 127, 130, 132, 134, 137, 139, 142, 144, 147, 150, 153, 155, 157, 160, 162, 164, 166, 168, 171, 173, 176, 178, 180, 183, 185, 187, 189, 191
ELAK.F.1.2 Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words. Pages 1, 3, 5, 8, 11, 14, 16, 18, 20, 22, 27, 32, 36, 39, 42, 45, 48, 51, 54, 57, 61, 64, 67, 71, 74, 77, 79, 82, 85, 88, 91, 94, 97, 100, 104, 107, 110, 113, 116, 119, 122, 125, 127, 130, 132, 134, 137, 139, 142, 144, 147, 150, 153, 155, 157, 160, 162, 164, 166, 168, 171, 173, 176, 178, 180, 183, 185, 187, 189, 191	ELAK.F.1.4 Recognize and read with automaticity grade-level high frequency words. Pages 1, 3, 5, 8, 11, 14, 16, 18, 20, 22, 27, 32, 36, 39, 42, 45, 48, 51, 54, 57, 61, 64, 67, 71, 74, 77, 79, 82, 85, 88, 91, 94, 97, 100, 104, 107, 110, 113, 116, 119, 122, 125, 127, 130, 132, 134, 137, 139, 142, 144, 147, 150, 153, 155, 157, 160, 162, 164, 166, 168, 171, 173, 176, 178, 180, 183, 185, 187, 189, 191

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

Page ST1 (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 Sound Partners 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. 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 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 columns of text on the left side of each page includes directions for you, the tutor. It may contain instructions in back text for a new lesson activity or reminders about Sound Partners 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 Sound Partners lesson follows a consistent pattern, and students quickly learn the lesson routine and learning tasks.	

STEP 7: What are the instructional routines of Sound Partners Kindergarten?

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

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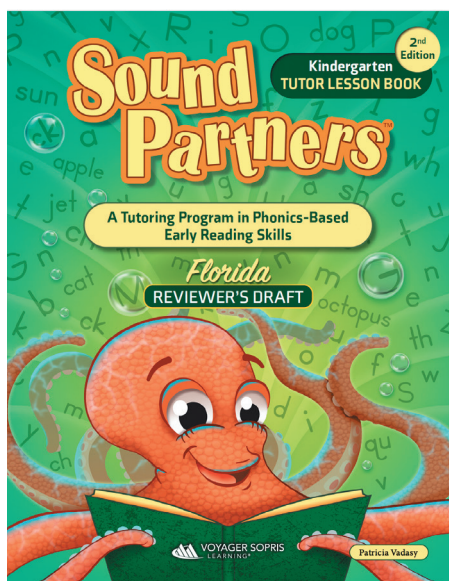
STEP 6: How Many Lessons are in Sound Partners Kindergarten?

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

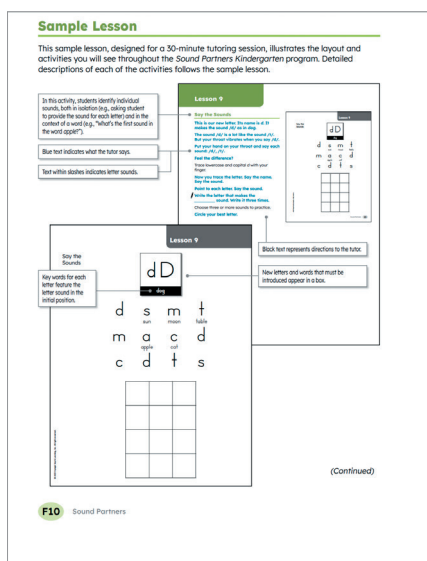
Lesson Activities			
Each of the Sound Partners Kindergarten lessons consists of a combination of the following activities. Students practice reading (decoding) and spelling (encoding) sounds and words, and reading connected text.			
Description	Instructional Techniques	Points to Remember	Correction and Support Procedures
Say the Sounds			
In the Say the Sounds activity, students practice saying the sound associated with a letter or letter pair and writing the progress then another who completes four lessons, if that student is merely reviewing material they have already mastered. Why? Alphabet knowledge is a prerequisite for writing to read and spell.	Have the student say the sound. Trace the letter, then have the student find the letter with a finger. Have the student write the letter close the sound, not the letter name.	Model only sound in a box. Focus on sounds, not letter names. Require fingerpointing. Model correct writing strokes. Have the student repeat correct sound. Use specific praise.	Use modeling or reference key word to correct errors. Provide extra practice on missed sounds or words the student confuses.
Sound Segmenting and Spelling			
The segmenting activities teach students to separate words into individual phonemes. These are auditory activities. Students must learn to complete them without looking at the word. The program focuses on phoneme segmenting. In later lessons, students match one phoneme with a different sound and identify the new word created. Why? This exercise builds awareness that words are made up of individual sounds.	Do not blend sounds together in this activity. Have the student repeat each word to ensure they heard it correctly. Have the student point and say one sound for each box.	This is a listening task. Model pointing to boxes while saying one sound per box, and then saying the whole word. Correct by modeling and having the student repeat. Correct the student if sounds overlap, and then model the correct response.	Correct by modeling and having the student repeat. Correct the student if sounds overlap, and then model the correct response. Scaffold student segmenting by saying each sound and having student point to each box, then fade. Scaffold student spelling by helping segment the sounds, or matching the sounds to printed letters.

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

Page F13 of the Lesson Book. Read through the "Lesson Activities" sections on pages F13-F17.

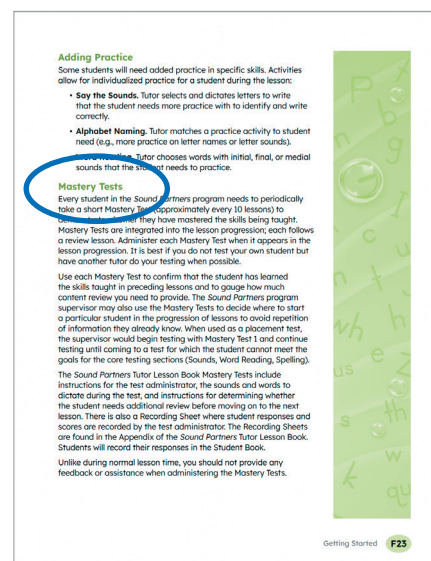


PART 2: SOUND PARTNERS INSTRUCTIONAL FRAMEWORK (continued)



STEP 9: What does a typical lesson look like?

Page F10 of the Lesson Book.
See a sample lesson with
descriptors on pages F10-F12.



STEP 10: How is skill mastery determined?

Page F23 of the Lesson Book.
Read through the "Mastery
Tests" section. Actual Mastery
Tests can be found on pages
31, 70, 103, 129, 152, 175,
and 193.