

## Core Questions Rubric

*This serves as the rubric used for evaluation of all instructional materials bid for K-3 English Language Arts intervention materials for state adoption.*

### Content

- 1. A. Alignment with Intervention Requirements:** The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.

*Sound Partners* is a K-1 foundational reading skill intervention/tutoring program. The instructional goal and purpose of *Sound Partners* is to provide explicit and systematic instruction in the phonological awareness, phonemic awareness, and phonics skills that students need to become strong, fluent, independent readers (with oral language and fluency practice integrated into the lessons as well). By helping students master these foundational skills, the development of more advanced skills—vocabulary, comprehension, and complex text reading/fluency—will be positively influenced, though not explicitly taught in *Sound Partners*.

As such, *Sound Partners* aligns with the following B.E.S.T. Standards, Benchmarks, and Clarifications: for Kindergarten ELA.K.F.1.1, ELA.K.F.1.2, ELA.K.F.1.3, and ELA.K.F.1.4 and for First Grade ELA.1.F.1.2, ELA.1.F.1.3, and ELA.1.F.1.4.

- 2. A. Alignment with Intervention Requirements:** The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.

*Sound Partners* is a K-1 foundational reading skill intervention/tutoring program that aligns to the following standards, benchmarks, and clarifications: ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.K.F.1.4 and for First Grade ELA.1.F.1.3 and ELA.1.F.1.4. As an intervention, *Sound Partners* is written to match the skill level and instructional needs of K-1 students that are having difficulty learning the foundational skills of reading.

- 3. A. Alignment with Intervention Requirements:** The materials are adaptable and useful for classroom instruction.

*Sound Partners* teacher and student materials include everything needed for instruction. The materials were designed to be adaptable and useful to accommodate a variety of intervention/tutoring settings, and there is a Tutor and Implementation Manual included in the materials to ensure fidelity.

- 4. B. Level of Treatment:** The materials provide sufficient details for students to understand the significance of topics and events.

*Sound Partners* is a K-1 reading intervention/tutoring program that provides explicit and systematic instruction in phonological awareness, phonemic awareness, and phonics skills. All text in the program is decodable for practical application of these skills and does not require details to understand the significance of topics and events.

**5. B. Level of Treatment:** The content matches the standards for applicable components of reading.

*Sound Partners* matches the standards for the oral language, phonological awareness, phonics, and fluency components of reading.

**6. B. Level of Treatment:** The content matches the student needs, abilities and grade level through vertical alignment of each benchmark.

*Sound Partners* matches the needs, abilities, and grade level of struggling K-1 students who need intensive instruction to master the critical foundational skills required for further reading development. For the aligned standards, *Sound Partners* matches the vertical alignment of each benchmark.

**7. B. Level of Treatment:** The content matches the time period allowed for teaching.

*Sound Partners* lessons were designed for 30-minute instructional “sessions.” The content matches this 30-minute time period.

**8. C. Expertise for Content Development:** The primary and secondary sources cited in the materials reflect expert information for the subject.

The primary and secondary sources cited in the *Sound Partners* reflects expert information for the subject.

About the author of *Sound Partners*:

Patricia F. Vadasy, Ph.D., is a Senior Research Scientist at the Oregon Research Institute in Seattle. Her background is in early reading acquisition, instructional design, and school-based intervention research. Dr. Vadasy has led teams engaged in research on effective school-based early literacy interventions for developing readers. 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 reading intervention research have been published widely in peer-reviewed journals.

A statement from the author, Dr. Patricia Vadasy, regarding the development of *Sound Partners*:

Sound Partners and its components were extensively field-tested from 1993–2023 in a series of research grants from the U.S. Department of Education. In this research, the program was implemented in typical urban public school settings, in buildings serving large numbers of students from low-income, minority, and limited-English-speaking backgrounds. In most of our research, the tutors were either paraprofessionals or instructional assistants already working in the schools. We studied the implementation of the programs with kindergarten and first-grade students, although schools have used the program with older students.

In our earliest studies from 1993–1997, we pilot-tested Sound Partners in four urban elementary schools in a series of four experimental studies, comparing tutored students to non-tutored peers. Since 1998, we have tested both levels of Sound Partners in more than a dozen urban elementary schools in both quasi-experimental studies and randomized controlled trials to identify the

instructional components that are most effective when used by paraprofessional tutors. These studies have been published in peer-reviewed journals and are included in the Bibliography. In 2010, the Institute of Education's What Works Clearinghouse (WWC) reviewed the intervention studies we had previously published on Sound Partners. The WWC reviews provide a rating of effectiveness and a rating of improvement (see <https://ies.ed.gov/ncee/wwc/Intervention/440> for details on the WWC criteria for their ratings). WWC rated Sound Partners as having positive effects for alphabets, fluency, and comprehension (all rated as having strong evidence of a positive effect with no overriding contrary evidence). On a scale of -50 to +50, the WWC average improvement ratings for the earlier Sound Partners studies were: +21 percentile points for alphabets, +19 percentile points for reading fluency, and +21 percentile points for comprehension.

The WWC also summarized average effect sizes across the published studies of Sound Partners it reviewed in 2010. Average effect sizes it reported were .55 for alphabets, .49 for fluency, and .55 for comprehension. Since the 2010 WWC review of our research, many other independent researchers have reviewed the program, or have included our more recent studies of Sound Partners in their reviews of research on early reading interventions. A list of these external reviews and research syntheses is included in the Bibliography on page A32 of the Tutor and Implementation Manual.

In regard to the need for *Sound Partner's* foundational reading skill instruction/intervention:

*Sound Partners* targets beginning readers because early acquisition of these skills predicts later reading achievement (Ehri et al., 2001; Francis et al., 1996; Foulon, 2005; Suggate, 2016). Children who are struggling with reading at the end of first grade are likely to continue to struggle (Juel, 1988). Without early, intensive reading intervention, children who struggle to learn early reading skills are likely to fall further and further behind their classmates (Juel, 1988; Stanovich, 1986). However, research has also established that well-designed supplemental early reading intervention like *Sound Partners* is effective in bringing developing readers back on track. Effective tutoring can help close the gap for children in primary grades who need intensive instruction to learn word-reading skills (National Reading Panel, 2000; Nickow et al., 2020; Vadasy & Sanders, 2008a, 2008b, 2010, 2012, 2013, 2021a, 2021b; Vadasy, Sanders, & Peyton, 2006a, 2006b).

Phonics instruction in *Sound Partners* incorporates attributes found effective by the National Reading Panel (2000), including explicit instruction in phonemic awareness; a systematic alphabet sequence; high-frequency phonics patterns; and a balance between instruction in alphabetic skills and practice reading connected text, spelling, and writing. Many rigorous studies support this systematic phonics approach for teaching reading (de Graaff et al., 2009; Ehri, 2022; Ehri et al., 2001; Herrera et al., 2021; Hulme et al., 2012; Roberts et al., 2021; Sargiani et al., 2022).

**9. C. Expertise for Content Development:** The primary and secondary sources contribute to the quality of the content in the materials.

The primary and secondary sources in *Sound Partners* contribute to the quality of the content in the materials.

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In our earliest studies from 1993–1997, we pilot-tested Sound Partners in four urban elementary schools in a series of four experimental studies, comparing tutored students to non-tutored peers. Since 1998, we have tested both levels of Sound Partners in more than a dozen urban elementary schools in both quasi-experimental studies and randomized controlled trials to identify the instructional components that are most effective when used by paraprofessional tutors. These studies have been published in peer-reviewed journals and are included in the Bibliography.

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**10. D. Accuracy of Content:** The content is presented accurately. (Material should be devoid of typographical or visual errors.)

The publisher and author of *Sound Partners* has ensured material is accurate and devoid of errors.

**11. D. Accuracy of Content:** The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)

*Sound Partners* is free of bias and contradictions and is noninflammatory in nature.

**12. D. Accuracy of Content:** The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)

*Sound Partners* is built on Science of Reading Research and the principles of Structured Literacy.

**13. D. Accuracy of Content:** The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)

*Sound Partners* is factually accurate and free of mistakes and inconsistencies.

**14. E. Currency of Content:** The content is up-to-date according to current research and standards of practice.

*Sound Partners* instruction is up-to-date according to current research and standards of practice.

**15. E. Currency of Content:** The content is presented to the standards and benchmarks in an appropriate and relevant context.

The foundational reading skill intervention instruction of *Sound Partners* is presented to the standards and benchmarks in an appropriate and relevant context.

**16. E. Currency of Content:** The content is presented in an appropriate and relevant context for the intended learners.

*Sound Partners* instruction is presented in an appropriate and relevant context for K-1 students in need of foundational reading skill intervention.

**17. F. Authenticity of Content:** The content includes connections to life in a context that is meaningful to students.

As a K-1 foundational reading skill intervention/tutoring program, *Sound Partners* content is focused on phonological awareness, phonemic awareness, and phonics skills specific to helping students learn to read. Any text used is decodable only to help students apply the skills they are learning.

**18. F. Authenticity of Content:** The material includes interdisciplinary connections which are intended to make the content meaningful to students.

As a K-1 foundational reading skill intervention/tutoring program, *Sound Partners* content is focused on phonological awareness, phonemic awareness, and phonics skills specific to helping students learn to read. As such, K-1 students will learn the skills needed to make meaningful interdisciplinary connections.

**19. G. Accurate Representation:** The portrayal of sex, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)

The content and portrayals in *Sound Partners* are fair and unbiased.

**20. H. Humanity and Compassion:** The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)

The content in *Sound Partners* portrays people and animals with compassion, sympathy, and consideration of needs and values with no materials harmful to minors.

**21.** In general, is the content of the benchmarks and standards for this course covered in the material?

All material presented in *Sound Partners* covers the benchmarks and standards for K-1 foundational reading skill intervention instruction.

## Presentation

**1. A. Comprehensiveness of Student and Teacher Resources:** The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for instruction.

All materials needed to teach *Sound Partners* are included in the print materials. Preparation of external materials is not needed or required.

**2. B. Alignment of Instructional Components:** All components of the major tool align with the intervention program and each other.

All *Sound Partners* materials and components of the major tool align with the intervention program/instruction and are designed to interoperate with each other.

**3. C. Organization of Instructional Materials:** The materials are consistent and logical organization of the content for the subject area.

*Sound Partners* follows a deliberate scope and sequence that was designed for K-1 foundational reading skill intervention. The explicit instructions include consistent routines, and skills are introduced and reinforced in a logical organization and sequence.

See *Sound Partners* Scope and Sequence provided in the back of this document.

**4. D. Readability of Instructional Materials:** Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

As a K-1 foundational reading skill intervention/tutoring program, *Sound Partners* content is focused on phonological awareness, phonemic awareness, and phonics skills specific to helping students learn to read. Any text used is decodable and designed to engage students in the practical application of the skills taught.

**5. E. Pacing of Content:** The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

Each *Sound Partners* lesson is designed to be completed in a 30-minute timeframe. However, based on results from Mastery Tests, explicit instructions for adjusting the pace of instruction are provided to the teacher/tutor. Over time, new skills are introduced, and previously taught skills are reviewed and reinforced at a size and rate that is appropriate for K-1 students in need of foundational reading skill intervention.

**6. F. Ease of Use of Materials:** The materials are designed for practical use in the classroom and school and are easy to store and identify.

*Sound Partners* material is easy to use and implement, requiring little preparation from the teacher.

Teacher/tutor materials include a Tutor and Implementation Guide and Tutor Book (instructional guide).

Student materials include a Student Lesson Book (one for Kindergarten and two for First Grade) and a set of BOB Books decodable texts.

All materials are easy to store and identify.

- 7. Accessibility:** The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire.)

*Sound Partners* is a print-only intervention, and print material was developed to ensure color contrast accessibility. Print material can also be accessed through NIMAC for large print needs.

- 8.** In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section.)

*Sound Partners* satisfies all requirements in the PRESENTATION section.

## Learning

- 1. A. Motivational Strategies:** Intervention materials include features to maintain learner motivation.

As a K-1 foundational reading skill intervention, *Sound Partners* lessons include a significant amount of teacher/student interaction and activities to maintain motivation and engagement.

- 2. B. Explicit Instruction:** The materials contain clear statements of information and outcomes.

The *Sound Partners* Tutor Book includes direct, explicit instructions for teachers that reflects a gradual release model of instruction: Modeling (I Do), Guided Practice (We Do), and Independent Practice (You Do).

- 3. C. Guidance and Support:** The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

Once new or previously taught skills and concepts are modeled, teachers/tutors and students practice these skills and concepts together. In Guided Practice (We Do), supportive and scaffolded instruction is provided as the responsibility of learning begins to shift to the student. Moving from Guided to Independent Practice (You Do), students read decodable texts to demonstrate and apply what they have learned as the responsibility of learning fully shifts to the student. All guidance and support are designed to teach K-1 students the foundational reading skills needed to become more independent learners and thinkers.

- 4. C. Guidance and Support:** Guidance and support must be adaptable to developmental differences and various learning styles.

Scaffolding and feedback supports are explicitly provided in the Tutor Lesson Book to help adapt instruction to developmental differences, various learning styles, and individual student needs.

- 5. D. Active Participation of Students:** The materials engage the physical and mental activity of students during the learning process.

*Sound Partners* students are engaged in the lesson by interacting with the teacher/tutor and completing phonological awareness and phonics-based instructional activities.



**6. D. Active Participation of Students:** The materials include organized activities that are logical extensions of content, goals and objectives.

Each of the *Sound Partners* lessons consists of a combination of routine activities for students to learn and practice reading (decoding) and spelling (encoding) sounds and words and to apply these skills as they read connected text. Lesson activities include:

- Say the Sounds
- Segmenting
- Word Reading/Spelling
- Sight Words
- Sentence Reading
- Guess the Word Blending (Kindergarten)
- Magic e (First Grade)
- Alphabet Practice (Kindergarten)
- Word Endings
- Book Reading

**7. E. Targeted Instructional Strategies:** Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

The instructional strategies included in *Sound Partners* were extensively researched and field-tested from 1993–2023 in a series of research grants from the U.S. Department of Education.

**8. E. Targeted Instructional Strategies:** The intervention strategies incorporated in the materials are effective in teaching the targeted outcomes through the vertical alignments within the applicable components of reading for each benchmark in the B.E.S.T. ELA standards.

*Sound Partners* is a K-1 foundational reading skill intervention/tutoring program. The instructional goal and purpose of *Sound Partners* is to provide explicit and systematic instruction in the phonological awareness, phonemic awareness, and phonics skills that students need to become strong, fluent, independent readers (with oral language and fluency practice integrated into the lessons as well).

As such, *Sound Partners* includes strategies that are effective in teaching the targeted outcomes through the vertical alignment of ELA.K.F.1.1, ELA.K.F.1.2, ELA.K.F.1.3, ELA.K.F.1.4 and ELA.1.F.1.2, ELA.1.F.1.3, ELA.1.F.1.4.

**9. E. Targeted Instructional Strategies:** The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

*Sound Partners* instructional strategies are effective in teaching the foundational reading skills to K-1 students who are not proficient and in need of intervention.

**10. F. Targeted Assessment Strategies:** The materials correlate assessment strategies to the desired learning outcomes.

*Sound Partners* includes a Mastery Test at every tenth lesson to provide the teacher/tutor with information to adjust pacing and differentiate instruction.

**11. F. Targeted Assessment Strategies:** The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

*Sound Partners* includes a Mastery Test at every tenth lesson and provides data for teachers to determine student performance and skill mastery.

**12. G. Tiered Instruction:** Materials integrate instruction and intervention, which is delivered to all students in varying intensities (multiple tiers) based on student need.

*Sound Partners* is a foundational reading skill intervention/tutoring program for K-1 students. It is designed for 1:1 instruction or small groups of 2-3 students, which allows the teacher/tutor to adapt instruction/pacing/intensity to student needs.

**13. G. Tiered Instruction:** Materials incorporate a comprehensive array of explicit instruction principles, as well as provide an appropriate dosage for student response and feedback from the teacher.

*Sound Partners* follows a Structured Literacy instructional approach to practically apply the Science of Reading Research and methodologies. In following the principles of Structured Literacy, *Sound Partners* instruction is explicit and direct, gradually released (I do, we do, you do), logically sequenced, cumulative and systematic, and diagnostic/responsive.

**14. Universal Design for Learning:** This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.

As an intervention/tutoring program, *Sound Partners* is designed for K-1 students who are consistently struggling with foundational reading skills and not as a curriculum for all students. However, within this unique group of students, there are a variety of individual student needs. *Sound Partners* instruction incorporates multiple means of representation, action/expression, and engagement to ensure that all struggling K-1 students benefit from the program.

**15. B.E.S.T. Standards Application:** Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?

*Sound Partners* includes the appropriate application of ELA Expectations.

**16.** In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

*Sound Partners* satisfies all requirements in the LEARNING section.

## Florida Statutes and State Board of Education Rule

**1. Critical Race Theory:** Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?

*Sound Partners* aligns to Rule 6A-1.094124, F.A.C. and prohibits CRT.

**2. Culturally Responsive Teaching:** Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?

*Sound Partners* omits Culturally Responsive Teaching as it relates to CRT.

**3. Social Justice:** Do instructional materials omit Social Justice as it relates to CRT?

*Sound Partners* omits social justice topics as it relates to CRT.

**4. Social Emotional Learning:** Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?

*Sound Partners* does NOT include Social Emotional Learning materials and strategies.

**5. Principles of Individual Freedom:** Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles:

(a) *No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex*

(b) *No race is inherently superior to another race.*

(c) *No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.*

(d) *Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.*

(e) *A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.*

(f) *A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.*

The publisher and authors of *Sound Partners* acknowledge s. 1003.42(3), F.S. and comply to its principles.

**6. Student Welfare:** Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-8 to EXCLUDE instruction regarding sexual orientation or gender identity except as provided by ss. 1003.42(2)(n)3. and 1003.46, F.S.? If such instruction is provided in grades 9 through 12, is the instruction age-appropriate or developmentally appropriate for students in accordance with state standards?

The publisher and authors of *Sound Partners* acknowledge s. 1001.42(8)(c)3., F.S. and exclude any instruction regarding sexual orientation or gender identity. *Sound Partners* is developmentally appropriate for students in grades K-1.



2<sup>nd</sup> Edition

## Kindergarten and First Grade



# Sound Partners<sup>TM</sup>

Kindergarten  
and First Grade

# Scope and Sequence

# Florida

REVIEWER'S DRAFT

VOYAGER SOPRIS  
LEARNING®

## Patricia Vadasy

# Lesson Components Scope and Sequence

## Sound Partners Kindergarten

Lesson	Sounds	Letters	Sight Words	Book Reading
1	/ă/, /m/	a, m		
2	/ă/, /m/	a, m		
3	/s/	s		
4	/s/	s		
5	/t/	t		
6	Review	Review		
7	/k/	c		
8	/k/	c		
9	/d/	d		Mat Beginning Readers
10	/d/	d		
11	Review	Review		
Mastery Test 1 Lessons 1–11				
12	/n/	n		Mat Beginning Readers
13	/n/	n		
14	/ö/	o		Sam Beginning Readers
15	Review	Review		
16	/h/	h	the	
17	/h/	h		
18	/g/	g	of	
19	/g/	g		Dot Beginning Readers
20	/r/	r	I	
21	/r/	r		
22	/b/	b		Mac Beginning Readers
23	Review	Review		
Mastery Test 2 Lessons 12–23				
24	/ĩ/	i		Mac Beginning Readers
25	Review	Review		

# Lesson Components Scope and Sequence (cont.)

## Sound Partners Kindergarten

Lesson	Sounds	Letters	Sight Words	Book Reading
26	Review	Review		Dot and the Dog Beginning Readers
27	/p/	p		
28	/p/	p	is	
29	/w/	w		Dot and Mit Beginning Readers
30	/w/	w	you	
31	/j/	j		Jig and Mag Beginning Readers
32	/j/	j	that	
33	/ü/	u		
34	Review	Review		
Mastery Test 3 Lessons 24–34				
35	/f/	f		Muff and Ruff Beginning Readers
36	Review	Review	his	
37	/ě/	e	her	
38	Review	Review	was	10 Cut-Ups Beginning Readers
39	/th/	th		
40	/th/	th	for	
41	/k/	k		Peg and Ted Beginning Readers
42	/k/	k		
43	Review	Review		
Mastery Test 4 Lessons 35–43				
44	/l/	l		Lad and the Fat Cat Beginning Readers
45	/l/	l	are	
46	/k-s/	x		
47	Review	Review	as	The Big Hat Advancing Beginners
48	/v/	v		The Vet Beginning Readers
49	/v/	v	said	
50	/y/	y		The Red Hen Advancing Beginners
51	/y/	y	what	
52	Review	Review		
Mastery Test 5 Lessons 44–52				

Lesson	Sounds	Letters	Sight Words	Book Reading
53	/z/	z		Rub-a-Dub Advancing Beginners
54	/z/	z	they	
55	/sh/	sh		
56	Review	Review	go	Up, Pup Advancing Beginners
57	/ch/	ch		
58	Review	Review	their	Sox the Fox Advancing Beginners
59	Review	Review		
60	/wh/	wh	be	Fun in the Sun Advancing Beginners
61	/wh/	wh		
62	Review	Review	know	O.K., Kids Advancing Beginners
Mastery Test 6 Lessons 53–62				
63	Review	Review		O.K., Kids Advancing Beginners
64	/k-w/	qu	have	0 to 10 Advancing Beginners
65	/k/	ck		
66	Review	Review		
67	Review	Review	some	Pip and Pog Advancing Beginners
68	Review	Review		
69	Review	Review		Bow-wow! Advancing Beginners
70	Review	Review		
Mastery Test 7 Lessons 63–70				

# Lesson Components Scope and Sequence

## Sound Partners First Grade

Lesson	Sounds	Letters	Sight Words	Book Reading
1	/ă/, /m/	a, m		
2	/s/	s		
3	/t/	t		
4	Review	Review		
5	/k/	c		
6	/d/	d		Mat Beginning Readers
7	/n/	n		
8	/ö/	o		Sam Beginning Readers
9	Review	Review		
10	/h/	h		
Mastery Test 1 Lessons 1–10				
11	/g/	g	a, the	Sam Beginning Readers
12	/r/	r	Review	Dot Beginning Readers
13	/b/	b	in	
14	Review	Review	as, has	Mac Beginning Readers
15	/i/	i		
16	Review	Review	his, is	Dot and the Dog Beginning Readers
17	Review	Review	isn't	
18	/p/	p	of	Dot and Mit Beginning Readers
19	/w/	w	you	
20	/j/	j	to	Jig and Mag Beginning Readers
Mastery Test 2 Lessons 11–20				
21	/ü/	u	Review	Jig and Mag Beginning Readers
22	Review	Review	Review	
23	/f/	f	for, or	Muff and Ruff Beginning Readers
24	Review	Review	can't, didn't	



Lesson	Sounds	Letters	Sight Words	Book Reading
25	/ě/	e	come, some	10 Cut-Ups Beginning Readers
26	Review	Review	into	
27	/th/	th	were	Peg and Ted Beginning Readers
28	/k/	k	be, he, me, we	
29	/l/	l	said	Lad and the Fat Cat Beginning Readers
30	/k-s/	x	it’s, let’s	
Mastery Test 3 Lessons 21–30				
31	Review	Review	was	Lad and the Fat Cat Beginning Readers
32	/v/	v	they	The Big Hat Beginning Readers
33	/y/	y	I, I’ll, I’m	
34	/z/	z	all	The Vet Beginning Readers
35	/sh/	sh	Review	
36	Review	Review	there	Bow-wow! Advancing Beginning
37	/ch/	ch	you’ll	
38	Review	Review	what, what’s	Ten Men Complex Words
39	Review	Review	Review	
40	/wh/	wh	saw	The Red Hen Advancing Beginning
Mastery Test 4 Lessons 31–40				
41	Review	Review	over	Sox the Fox Advancing Beginning
42	Review	Review	Review	Kittens Word Families
43	/k-w/, /fl/, /sk/, /sl/	qu, fl, sk, sl	she, she’s	
44	Review	Review	Review	Rub-a-Dub Advancing Beginning
45	/er/	er	Review	
46	/sw/	sw	want	Bump Complex Words
47	/ē/, /st/	ee, st	by, my	
48	/k/	ck	Review	The Swimmers Complex Words
49	/ou/, /tr/	ou, tr	house, mouse	
50	/ū/	ue	Review	Summer Word Families
Mastery Test 5 Lessons 41–50				

# Lesson Components Scope and Sequence (cont.)

## Sound Partners First Grade

Lesson	Sounds	Letters	Sight Words	Book Reading
51	/ew/	ew	any, many	Summer Word Families
52	Review	Review	head	Cat and Mouse Complex Words
53	/ē/, /ī/	-y, i	knew	
54	Review	Review	know	Bud’s Nap Long Vowels
55	/ar/	ar	have	
56	Review	Review	Review	The Red Car Word Families
57	Review	Review	one, two	
58	/ou/	ow	live	Max and the Tom Cats Complex Words
59	Review	Review	very	
60	/al/	al	says	Willy’s Wish Complex Words
Mastery Test 6 Lessons 51–60				
61	Review	Review	Review	Willy’s Wish Complex Words
62	/ā/	ay	don’t	Funny Bunny Word Families
63	Review	Review	Review	
64	/ū/, /öö/	oo/oo	their	Jumper and the Clown Complex Words
65	Review	Review	we’ll, we’ve	
66	/ō/	oa	who	
67	Review	Review	eyes, from	Samantha Complex Words
68	/ā/	ai	are, aren’t	
69	Review	Review	go, no, so	
70	/ē/	ea	find, kind	
Mastery Test 7 Lessons 61–70				
71	Review	Review	both	Samantha Complex Words
72	/er/	ir	where	

Lesson	Sounds	Letters	Sight Words	Book Reading
73	Review	Review	Review	The Game Long Vowels
74	Review	Review	Review	
75	/n/	kn	Review	
76	/r/	wr	talk, walk	
77	Review	Review	Review	
78	/ng/	-ng	because	Joe’s Toe Long Vowels
79	Review	Review	put	
80	/ng-k/	nk	four, your	The Picnic Long Vowels
Mastery Test 8 Lessons 71–80				
81	Review	Review	Review	The Picnic Long Vowels
82	/s/	soft c	don’t	
83	/j/	soft g	move	Bed Bugs Word Families
84	Review	Review	Review	
85	Review	Review	friend	The King Long Vowels
86	/or/	or	sure	
87	Review	Review	little	The King Long Vowels
88	/aw/	aw	shiny	
89	Review	Review	again	The Train Long Vowels
90	Review	Review	Review	
Mastery Test 9 Lessons 81–90				
91	/l/	-le	brother, mother, other	The Train Long Vowels
92	/bē/, /dē/, /prē/, /rē/	be-, de-, pre-, re-	could, couldn’t, should, shouldn’t, would, wouldn’t	Chickens Long Vowels
93	/shən/	-tion, -sion	busy	
94	Review	Review	bought, thought	The Visit Long Vowels
95	/er/	ur	tiny	
96	Review	Review	Review	

## Lesson Components Scope and Sequence (cont.)

### Sound Partners First Grade

Lesson	Sounds	Letters	Sight Words	Book Reading
97	Review	Review	Review	Reread favorite stories
98	/ā/	ey	cried, toward	
99	Review	Review	paper, sorry	
100	/oi/	oi, oy	beautiful, laugh	
101	Review	Review	neighbor, through	
102	Review	Review	cookies, eight	
103	/ō/	ow	enough, lion	Reread favorite stories
104	Review	Review	cherry, eggs	
105	/f/	ph	piece, strange	
106	Review	Review	cold, hold	
107	Cumulative Review	Cumulative Review	Review	
108	Cumulative Review	Cumulative Review	Review	
Mastery Test 10 Lessons 91–108				