

Sound Partners[™]

Grades K–1

☆☆☆
ESSA
EVIDENCE

TIER 1: STRONG

**Building Early Literacy
Skills for K–1 Students**

Core reading programs meet the needs of your average student, but approximately **50 percent of K–1 students start the school year below grade level.** These students need more than the core to get them back on track.

These students need *Sound Partners*.

What is *Sound Partners*?

Sound Partners is a K–1 foundational skill reading intervention that helps students and teachers:

- Target the three essential early literacy skills and B.E.S.T. Standards associated with: oral language, phonological awareness, and phonics.
- Fill in the gaps that developed prior to the start of elementary school.
- Master the foundational skills to support the development of vocabulary, comprehension, and complex-text fluency skills.

Science-Based and Research-Proven

Lead author Dr. Patricia Vadasy is a senior research scientist at the Oregon Research Institute with an extensive background in school-based intervention research. *Sound Partners* is rooted in the research-proven methods from the science of reading and employs a Structured Literacy instructional approach to teach the foundational skills of reading.

Sound Partners Just Fits

Our team of experts will help customize an implementation plan that fits your needs and schedule. **Individualized tutoring, in-class intervention, after-school program?** *Sound Partners* is designed to fit several instructional models. **Out-of-field tutors, classroom teachers, coaches?** Lessons include explicit instructions to ensure anyone can teach with fidelity. **No time to waste?** Everything you need for teaching is included with your purchase.



Explicit, Systematic, and Scaffolded Instruction



Lesson 32

Say the Sounds
Let's review.
Point to each letter. Say the sound.
Write the letter that makes the sound. Write it three times.
Choose three or more sounds to practice.
Circle your best letter.
For any letter the student has difficulty writing, use the following steps:
Trace the letter with your finger.
Now you trace the letter. Say the sound.
Say the name.

Sound Segmenting and Spelling
Listening only.
I'll point to and say the sounds in this word.
jam
/j/ /a/ /m/
jam
Now you do it. Say the word, and point to each box while you say each sound. Then say the word fast.
Dictate each word.
Use:
jam rob
cat din
rip
Now you spell.
Use:
jam pod
cat rip
Read your words.

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EXPLICIT INSTRUCTION

Sound Partners teacher materials provide clear, step-by-step directions with expected responses and actions for both teachers and students. The text in blue is what teachers say, and the text in black is what teachers do.

GRADUAL RELEASE OF SKILL INSTRUCTION

Teachers introduce new skills by first modeling the skill for students. Then, teacher and students practice the skill together with guided practice before practicing independently with teachers providing corrective feedback when needed.

Lesson Components Scope and Sequence
Sound Partners Kindergarten

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

Mastery Test 2 Lessons 12-25

Lesson Components Scope and Sequence (cont.)
Sound Partners First Grade

Lesson	Sounds	Letters	Sight Words	Book Reading
73	Review	Review	Review	
74	Review	Review	Review	
75	/k/	ee	Review	The Game Long Vowels
76	/k/	ee	talk, walk	
77	Review	Review	Review	
78	/k/	ing	because	Jo's Toy Long Vowels
79	Review	Review	put	The Picnic Long Vowels
80	/k/	rk	four, your	
81	Review	Review	Review	
82	/k/	soft c	don't	The Picnic Long Vowels
83	/k/	soft g	move	Best Bugs Word Families
84	Review	Review	Review	
85	Review	Review	friend	The King Long Vowels
86	/k/	or	sure	The King Long Vowels
87	Review	Review	little	The King Long Vowels
88	/k/	ow	shiny	The King Long Vowels
89	Review	Review	again	The Train Long Vowels
90	Review	Review	Review	
91-100				
101	for, mother, other			The Train Long Vowels
102	couldn't, should, wouldn't			Chickens Long Vowels
103	happy			
104	night, thought			The Visit Long Vowels
105	tiny			
106	Review			

SEQUENTIAL

Sound Partners is built on a logical Scope and Sequence with skill instruction that moves in a developmentally appropriate progression from simple to complex.

CUMULATIVE

As new skills are introduced, previously taught skills are reviewed and reinforced over time to ensure mastery.

ASSESSMENT AND DIFFERENTIATION

There are tests provided every 10 lessons to determine mastery of previously taught skills. Data from mastery tests help drive and differentiate instruction.

Sample Lesson: Kindergarten

Sound Partners 30-minute lessons follow a consistent instructional routine that uses a combination of 10 recurring lesson activities. In Kindergarten, instruction focuses on alphabetic and phonemic skills with applications to blending and segmenting.

SOUND PARTNERS LESSON ACTIVITIES

- 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

KEY WORDS for each letter feature the letter sound in the initial position.

NEW LETTERS and words that must be introduced appear in a box.

Lesson 9

In **SAY THE SOUNDS**, students identify individual sounds, both in isolation (e.g., asking student to provide the sound for each letter) and in the context of a word (e.g., "What's the first sound in the word apple?").

Say the Sounds

This is our new letter. Its name is **d**. It makes the sound /d/ as in **dog**.

The sound /d/ is a lot like the sound /t/. But your throat vibrates when you say /d/.

Put your hand on your throat and say each sound: /d/, /t/.

Feel the difference?

Trace lowercase and capital d with your finger.

Now you trace the letter. Say the name. Say the sound.

Point to each letter. Say the sound.

Write the letter that makes the sound. Write it three times.

Choose three or more sounds to practice.

Circle your best letter.

Lesson 9

Say the Sounds

d D

dog

d s m t
sun moon table

m a c d
apple cat

c d t s

Write the letter that makes the sound. Write it three times.

Choose three or more sounds to practice.

Circle your best letter.

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TEXT WITHIN SLASHES indicates letter sounds.

BLACK TEXT represents directions to the teacher.

BLUE TEXT indicates what the teacher says.



ARROWS BENEATH WORDS help students point to and blend the sounds while reinforcing left-right orientation of print. The arrows faded out at lesson 32, but teachers can continue to prompt stretched blending for as long as needed.

In **GUESS THE WORD**, students blend individual sounds to make a word.

In **WORD READING**, students learn the skill of sounding out words and practice spelling the words they have read.

In **SENTENCE READING**, students read sentences with a mix of decodable words and sight words.

Lesson 9 (cont.)

Sentence Reading

Read these sentences with me. Point to each word.

Notes Read underlined words for the student.

Alphabet Practice

Have the student complete only one of the following exercises. Choose the exercise based on student skill. Add this practice for letter names or letter sounds or both, depending on student needs.

1. The student says the letter names or letter sounds while pointing to letters on Letter Sounds Cards. Gradually build speed in naming letters.
2. Choose five letters to name aloud. As you name each letter, the student points to the letter on Letter Sounds Cards and repeats the letter name.
3. Choose five letters to point to on Letter Sounds Cards. The student says the name of each letter as you point to it.

NEW! Book Reading

Read *Mat* together.

Notes Start spending the last 10 minutes of each lesson reading the designated Bob Book.

In **ALPHABET PRACTICE**, students gain added practice identifying letter names and/or sounds.

Guess the Word

Listening only.

Stretch out the sounds in each word. Don't stop between sounds.

Listen,

What word is /m-m-m-ă-ă-ă-d/?

What word is /k-ă-ă-ă-t/?

What word is /d-ă-ă-ă-d/?

What word is /s-s-s-ă-ă-ă-d/?

Word Reading

/m-m-m-ă-ă-ă-d/, mad.

Your turn. Point as you stretch out the sounds in each word. Then say the word fast.

Notes If needed, help the student blend words with initial stop sounds by modeling blending of the first two sounds.

Add this step for extra practice with sounds the student finds challenging.

What sound does _____ start with?

What sound does _____ end with?

Lesson 9 (cont.)

Lesson 9 (cont.)

Word Reading

mad

mad am sad

cat sat Tad

Spelling

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Spelling

Choose three words from the Word Reading section above for the student to write. Use a new word, a difficult word, and an easy word, in that order.

Now we're going to spell _____.

Repeat this word after me: _____.

What is the first sound?

Write the letter.

Continue through all letters until the student has spelled the word.

Read the word to me.

A **PENCIL ICON** indicates students will write letters or words in their Student Books.

WORDS ARE UNDERLINED if letters or sight words have not yet been taught; the teacher reads these words.

NEW! indicates the first time an activity type has been presented to students.

In **BOOK READING**, students practice reading newly taught sounds and words in a decodable story.

Lesson 9 (cont.)

Sentence Reading

Sam and the cat sat.
Sam and Dad sat.
Cat sat on a mat.

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Sample Lesson: First Grade

In *Sound Partners* First Grade, 30-minute lessons continue to use the same instructional routine and 10 recurring lesson activities. First grade instruction extends from alphabetics, phoneme, and segmenting through reading more complex words and texts.

In **SAY THE SOUNDS**, students identify individual sounds, both in isolation and in the context of a word.

In **WORD READING**, students learn the skill of sounding out words and practice spelling the words they have read.

BLUE TEXT indicates what the teacher says.

BLACK TEXT represents directions to the teacher.

ELKONIN BOXES are used to help students segment words into syllables and phonemes.

In **SIGHT WORDS**, students are introduced to phonetically irregular words or words that are difficult to sound out, but appear frequently in text.

In **SENTENCE READING**, students read words in sentence contexts, including sight words and decodable words.

NEW! indicates the first time an activity type has been presented to students.

In **MAGIC E**, students learn the silent-e rule and how to identify vowel sounds in words with silent e.

LETTERS OR WORDS ARE UNDERLINED if letters or sight words have not yet been taught; the teacher reads these words.

Lesson 46

Say the Sounds

Point to each letter or letter pair. Say the sound(s).

Sw makes **two** sounds.

Write the letter or letter pair that makes the _____ sound(s).

Word Reading

Sound out these words and say them fast.

What sound(s) does _____ start with?

What sound(s) does _____ end with?

What is the middle/vowel sound in _____?

Now you spell _____.

Choose three words for the student to spell and read.

Lesson 46

Say the Sounds

sw swim

er	wh	sl	sh
cherry	whole	slide	sheep
ch	u	er	sk
cherry	up	er	skunk
n	w	h	fl
nail	window	hat	flower
er	qu	i	sw
er	queen	ish	
sl	sh	sw	sk

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Lesson 46 (cont.)

Word Reading

fern

Lesson 46 (cont.)

Sight Words

This word is _____.

You read it.

Point and spell.

What word?

Have the student read, point and spell, and then reread each word.

Now you spell _____.

Dictate three sight words for the student to spell and read.

Sentence Reading

Read these sentences. Point to each word.

Note: Always supply underlined items.

NEW! Magic e

Here is the rule: If a word has an e at the end, the middle vowel says its name and the e is quiet. Let's practice this rule.

Point to each word and say:

Is there an e at the end of this word? Will the middle vowel say its name or its sound?

Let's sound out the word.

Lesson 46 (cont.)

Sight Words

want

she	I'm	want
over	there	she
saw	they	want
what	all	there

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Lesson 46 (cont.)

Sentence Reading

Lin wants to run over there. Her pet cat is there. Lin's cat is soft and licks her hand.

NEW! Magic e

vowels: a, e, i, o, u

mate mat dime dim

In **WORD ENDINGS**, students read words with inflectional endings.

First Grade includes more **PENCIL ICONS** as students are more confident in their writing and spelling skills.

In **PAIR PRACTICE**, students practice letter-pair correspondences.

A **PENCIL ICON** indicates students will write letters or words in their Student Books.

In **BOOK READINGS**, students practice reading newly taught sounds and words in a decodable story.

Lesson 46 (cont.)

Word Endings

Point to the y.

I'm going to say *bump* with this ending. *Bumpy*.

Your turn. Touch the y and say *bump* with this ending.

Repeat with:

salt	sun
jump	snap

Now you read these words.

Final m and n Blends

I'll say these word pairs. First, say each word and listen to hear if there is a /m/ or /n/ sound at the end of the word. Then, spell the word pairs.

sent	set
Ted	tend
chat	chant
clamp	clap
lend	led

Now you read these words.

Pair Practice

Let's do extra practice with our new letter pairs.

Write the letters that make these sounds.

Lesson 46 (cont.)

Word Endings

y

sun sunny Tim Timmy
bug buggy flash flashy
Dan Danny Till Tilly

Final m and n Blends

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Lesson 46 (cont.)

slat slant chip chimp
skimp skip bet bent

Pair Practice

flap slop swim
chop whip shed

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Now read these words.

Have the student read the words in the Student Book.

Now spell these words.

term	quip	when
swam	chug	verb

Now read these nonwords.

Have the student read the words in the Student Book.

Now spell these nonwords.

trag	sler	florm
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Book Reading

Read *Bump*.

Supplementary: Read 0 to 10.

Lesson 46 (cont.)

fler skub slev
cheg nert slaf

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Sound Partners Lessons Exclusively Incorporate Bob Books

Book reading is included in lessons to help students apply phonics skills and build fluency and comprehension through repeated readings. *Sound Partners* lessons use the decodable Bob Books readers.



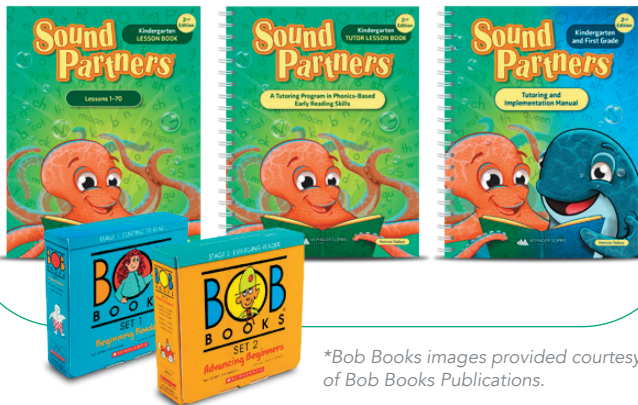
Sound Partners™

Grades K-1

What's Included in the Sound Partners Kits?

KINDERGARTEN

- Teacher/Tutor Lesson Book
- Student Lesson Book: Lessons 1-70
- Tutoring and Implementation Manual
- Bob Books, Sets 1 and 2



*Bob Books images provided courtesy of Bob Books Publications.

FIRST GRADE

- Teacher/Tutor Lesson Book
- Student Lesson Books: Lessons 1-60 and Lessons 61-108
- Tutoring and Implementation Manual
- Bob Books, Sets 1-5

