Publisher Name	Program Name
Pioneer Valley Educational Press, Inc.	*In Tandem*

Subject	Grade Level
English Phonics	2

Texas Essential Knowledge and Skills (TEKS) Coverage:	**100%**
English Language Proficiency Standards (ELPS) Coverage:	**N/A**
Quality Review Overall Score:	**246 / 340**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	**42 / 53**
2. Progress Monitoring	**24 / 28**
3. Supports for All Learners	**21 / 32**
4. Phonics Rule Compliance	**23 / 36**
5. Foundational Skills	**136 / 191**

Strengths

- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their progress and growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.

Challenges

- 1.1 Course-Level Design: Materials do not correlate the ELPS to the content in the scope and sequence. They do not include pacing for various instructional calendars and lack guidance for unit internalization.
- 1.2 Unit-Level Design: Materials do not include a comprehensive unit overview, fail to provide content knowledge and academic vocabulary for effective teaching.
- 1.3 Lesson-Level Design: Materials do not provide daily objectives to meet the content and language standards of the lesson.
- 2.1 Instructional Assessments: Materials do not include diagnostic and summative

assessments aligned to the TEKS and do not include standards-aligned items at varying levels of complexity.

- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials lack explicit daily opportunities for phonics.
- 4.2 Daily Instructional Sequence and Routines: Materials do not ensure daily lessons offer explicit instruction with teacher modeling, guided practice with feedback, and varied opportunities for collaborative learning practice.
- 4.3 Ongoing Practice Opportunities: Materials include practice opportunities for those skills that have not been explicitly taught.
- 4.4 Assessment: Materials lack progress monitoring systems aligned with grade-level phonics skills and lack assessments that span the school year and are aligned to progress monitoring tools.
- 4.5 Progress Monitoring and Student Support: Materials lack specific guidance on progress monitoring frequency.
- 5.B.1 Oral Language Development: Materials lack explicit and systematic guidance for developing oral language.
- 5.C.2 Letter-Sound Correspondence: Materials do not explicitly introduce letter-sound relationships and lack explanatory feedback.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness, neglect starting with simple skills and progressing to complex ones, and fail to offer explicit instruction, corrective feedback, or diverse activities for practice and reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials do not provide a systematic progression of phonological awareness skills, lack explicit instruction, and lack explanatory feedback.
- 5.E.1 Sound-Spelling Patterns: Materials do not provide guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns
- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not include a systematic sequence for introducing regular and irregular high-frequency words or guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words
- 5.E.3 Decoding and Encoding One Syllable and Multisyllabic Words: The materials do not include a systematic sequence for introducing syllable types and syllable division as outlined in the TEKS.
- 5.E.4 Morphological Awareness: Materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

Summary

Pioneer Valley Educational Press Inc *In Tandem* is an English phonics K-2 program. The curriculum provides a variety of resources designed to support small group instruction and direct, explicit guided lessons. *In Tandem* includes Online Professional Learning Resources that feature Teaching Video Tutorials of lesson activities in action, complete with rationales for the activities. Additionally, the program includes a Glossary that provides explicit vocabulary for the terms taught and a Handbook that offers research on academic vocabulary at the beginning of each unit. The materials have some limitations. Daily lessons, though they include opportunities for guided instruction with a phonics focus, lack clear, stated daily objectives. The Lesson Kit does not provide immediate and corrective feedback; instead, teachers must access the Handbook or resources website for this information. Furthermore, the materials often lack a systematic introduction for concepts and skills.

Campus and district instructional leaders should consider the following:

- The materials include a scope and sequence that outlines TEKS concepts and knowledge. The ELPS are not included. There are gaps in the strategies for building vocabulary, comprehension, background knowledge, and language proficiency.
- The materials suggest linguistic accommodations, but the ELPS are not specifically listed, and additional strategies are lacking. The resources provided for assessments offer next steps for students who have and have not achieved proficiency. These assessments are not organized by TEKS, and the same opportunities are suggested throughout the year.

Intentional Instructional Design

1.1	Course-Level Design	12/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	1/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials do not include a scope and sequence outlining the ELPS. Materials include a suggested pacing guide to support effective implementation. Materials do not include suggested pacing guides to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for lesson internalization. Materials do not include guidance, protocols, and/or templates for unit internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The *In Tandem Handbook* includes a 60-lesson scope and sequence that outlines the phonics storybook, phonics skill, sight word, leveled reader, and instructional focus. "Appendix A: In Tandem Scopes and Sequences" does not include the ELPS.
- The "In Tandem TEKS Student Expectations by Lesson" scope and sequence provides the TEKS for each component of the lesson for all 60 lessons. These components include phonological and phonemic awareness, reading words in isolation, phonics activities, phonics standards in reading, phonics standards in writing, and PA/phonics standards in teaching point 1. This scope and sequence does not include the ELPS.
- Table 4-1 in the *In Tandem Handbook* provides a continuum of learning for specific phonic elements. For example, the table displays vowel teams taught in lessons 13-24, 37, and 48-52.

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- Materials include a "Lesson Framework and Instructional Outlines" Section in the *In Tandem Handbook*, which outlines the structure for lessons. This guidance outlines the four steps to complete each day of the week. For example, the materials break lessons into days 1-2, days 3-4, and day 5. On day 5, teachers assess students on skills learned during the week
- The materials include a pacing guide in "Appendix A" of the *In Tandem Handbook* that outlines the phonics storybook, phonics skill, sight word, leveled reader, and instructional focus. Each lesson encompasses five instructional days for a total of 300 instructional days.
- The materials do not include a pacing calendar to support implementing varying instructional calendars. The *In Tandem Handbook* recommends administering a beginning-of-the-year assessment to create small groups. It provides a pacing calendar after the assessment but does not include a yearly pacing guide.

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- The *In Tandem Handbook* begins with research-based evidence supporting the importance of starting reading instruction with phonemic awareness. It emphasizes the need for explicit, strategic teaching to achieve fluency and comprehension. It includes a table titled "Ehri's Phases of Reading and the Phonics Continuum" that guides teachers through the phases of phonics instruction, ensuring effective reading development. Skills are taught in isolation and later applied to reading and writing contexts. This section provides the rational of the unit order.
- "Chapter 3" in the *In Tandem Handbook* defines key terms related to phonemic awareness and underscores its role as a predictor of early reading success and fluency.
- "Chapter 4" in the *In Tandem Handbook* introduces phonics and its role in building students' ability to process written language, laying the groundwork for fluent reading and writing. It explains how each phonics skill builds upon the last, supported by Table 4-1, which outlines the phonics elements covered in K-2 lessons in a structured sequence.
- The materials are divided into units that are structured in accordance with the Tandem Handbook’s rationale for the organization of the course and units.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- "Chapter 3" in the *In Tandem Handbook* details the seven grade K-2 phonemic awareness activities. This chapter details how each activity works with other activities, provides explicit directions, includes photos of required materials, shows script samples from lesson cards, "Teacher Tip" boxes with ideas for teachers to prevent common errors, and QR codes to videos showing the activity in action.
- "Chapter 4" in the *In Tandem Handbook* details the six grade K-2 phonics activities. This chapter details how each activity links with other activities, gives explicit directions, includes

photos of required materials, shows script samples from lesson cards, features a "Teacher Tip" box for supporting students, provides a QR code to videos showing the activity in action, and a supplemental embedded technology box, when applicable.

- The materials provide weekly lesson plans with the four steps outlined for each day. The lesson cards provide the teacher with the teacher's support in implementing each lesson portion. "Lesson Card 17, Day 2" breaks down Step 1 into two activities. These activities include reading decodable words, and reading and writing sight words. The card instructs teachers on how to complete the activity.
- The materials are organized into units of study, which provide an instructional goal and the materials needed to deliver the lesson. However, this does not provide enough information to guide unit internalization.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials include resources to support administrators and instructional coaches in implementing the material as designed. For example, the "In Tandem Fidelity Implementation Checklist" supports administrators and coaches in monitoring the implementation of the product. The checklist components include scoring scale indicators of evident, work in progress, and not observed. There is also a section where observers can write notes. The checklist breaks down the components by logistics, Days 1-4 and Day 5. The lesson component checks are broken down into corresponding steps of the lesson and provide the evaluator with specific items to look for. For example, on Day 5, Step 1, "Partner Read," one indicator states, "Teacher is monitoring and encouraging appropriate listening skills or assessing decoding skills one-on-one with students."
- The *In Tandem Handbook* provides guidance for coaches to support instructional coaches with implementing the materials as designed, but not administrators. Table 2-2 suggests using the "In Tandem Fidelity Implementation Checklist" as "a tool for coaches to provide feedback to teachers. Also, a tool for teachers to self-reflect."
- Administrators and instructional coaches can utilize teaching video tutorials found in *Online Professional Learning Resources*, downloadable resources, tool-kit materials, and QR codes. The materials include explicit guidance for coaches and administrators on the In Tandem Fidelity Implementation Checklist. For example, it provides coaches with what to do before, during, and after observing a lesson. The materials also provide guidance on what to expect when doing an informal walkthrough versus a formal observation. It also provides the next steps of what the administrator should do after an observation session.

Intentional Instructional Design

1.2	Unit-Level Design	2/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The materials are organized into units. The unit designation is indicated at the beginning of each lesson. This section provides an instructional goal and the materials needed. However, it does not provide background content knowledge or academic vocabulary.
- The materials provide a digital *Academic Language Glossary*, which defines the academic vocabulary necessary to teach the concepts effectively. This, however, is not organized into units and serves as a general resource.
- The *In Tandem Handbook* provides summaries of chapters, including background information on specific concepts within each chapter. It outlines skill sets across phases such as pre-alphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic. Table 1-1 correlates these phases with the phonics continuum.

Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

- The materials provide seven letters for caregivers with suggestions on supporting student progress. They section the letters for lessons 1-6, 7-12, 13-24, 25-33, 34-42, 43-54, and 50-60. The top of the letter provides the learning objectives for the upcoming lessons. The bottom of the letters include activities to reinforce the learning. Examples include rereading, scavenger hunt, sight word tic-tac-toe, drawing and labeling pictures of items containing the phonics pattern, four square, writing a retell (fiction), and facts learned (nonfiction). The materials provide the letters in English and Spanish.
- The materials provide "In Tandem at Home" letters to be sent home after day 2 of the lesson plan. They provide a letter for lessons 1- 42 and 43- 60. The lesson 1- 42 letter instructs the teacher to fill out the take-home letter with the current phonics focus, review phonics focus,

sight words, dictated sentences, take-home story, digital reader (paired book), and activities. The lesson 43- 60 letter instructs the teacher to fill out the current phonics focus, review phonics focus, take-home story, the digital reader (paired book), and activities. The letter includes a list of activities for the teacher to highlight for students to complete, or they can allow parents to select the activities they want to complete. The letter includes activity descriptions on the back to assist parents. The materials provide the letter in English and Spanish.

Intentional Instructional Design

1.3	Lesson-Level Design	28/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	**24/30**
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	**1/1**
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	**2/2**
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	**1/1**

The materials include comprehensive, structured, detailed lesson plans that include questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The materials provide structured, detailed lesson plans, which include questions, tasks, and materials required to meet the content and language standards. For example, on the "Lesson Card 22," during the book discussion, the teacher asks questions about the main idea and key details. These questions and guidance for the teacher include, "Which sticky note describes what happened when Jen started her presentation? Put croaked under M. Why did Jen croak when she started her presentation? Put smiled under E. Why did Jen smile at the end of the story? Have students use the key words on the chart to retell the story to a partner. What lesson did Jen learn in this story?" On the same card, as students learn vowel team /oa/, "Day 1, Step 1," the teacher asks, "Now let’s say these words together and listen for the sound in the middle."
- The materials provide instructional assessments aligned with the content and language standards within the lesson plans. For example, on day 5 of every lesson plan, the teacher assesses students based on the content learned on days 1-4. While the teacher assesses students individually, the materials provide the rest of the class with an activity to complete. For example, on "Lesson Card 10," the materials give teacher guidance such as, "While

students are rereading books, assess students one-on-one using *The Great Big Bone*" The materials also provide a whole-class progress monitoring assessment.
- The materials do not include daily objectives, but they do include a weekly phonics instructional focus. For example, on "Lesson Card 3," the weekly "Phonics" focus is "Final Blend *sp*."

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The "Lesson Frameworks" and "Instructional Outlines" section of the *In Tandem Handbook* provides suggested timing for each lesson component. The materials include detailed timing for each lesson step in parenthesis for days 1-4, for example, "Step 2: Developing Phonics Skills (3-5 minutes)."
- The "Fidelity Implementation Checklist" outlines the suggested timing for each step from days 1 to 4. For example, step 1 should take 1-2 minutes, step 2 should take 1-2 minutes, step 3 should take 6-9 minutes, and step 4 should take 6-9 minutes.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The materials include the teacher and student materials needed on the lesson cards for every lesson. For example, in Lesson 10 for grade 2, the following materials are listed: "Materials needed for each student: The Great Big Bone and Tucker the Lost Puppy, Reading and Writing Activity Book One, Vowel Chart Card, magnetic letter trays with letters, Sound Box Card, Analogy Chart Card, write-on sleeve, dry-erase marker, and pencil. Materials needed for the teacher: magnetic easel, magnetic letters, dry-erase marker. sticky notes, Writing Teaching Points Chart, Assessment Recording Form."

Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

- The materials feature a "Next Steps" section in the weekly lessons that includes suggestions for students to continue activities beyond the school day. For example, "Lesson Card 5, Day 2," states, "Remove the copy of *The Wolf* from students' activity books and send it home with them to read to family members."
- An "In Tandem at Home" letter provides suggestions for families on practicing at home. Sight word hide-and-seek is an example of an activity included on this list. The activity description states, "Write the new and review words on index cards or sticky notes and hide them around the house. Your child will have fun searching for them. Have them read the word when they find it." The teacher provides the sight words to practice on the front of the letter.

Progress Monitoring

2.1	Instructional Assessments	20/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	**12/12**
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	**2/2**
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	**2/2**
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	**4/6**
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	**0/2**

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Formative assessments are aligned with the TEKS and objectives of the course, unit, or lesson. Diagnostic and summative assessments are aligned to the objectives of the course, unit, or lesson. Diagnostic and summative assessments are not aligned to the TEKS of the course, unit, or lesson. Instructional assessments do not include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- The "Phonics Survey" comprises three main assessments: letter knowledge and sounds, decoding, and encoding. These assessments vary in the types and tasks students complete. They determine the lesson students begin within the program. While students take this assessment at the beginning of the year, the materials state that the "Phonics Survey" can be given at any time if students progress and need to advance lessons.
- The materials include formative assessments at the lesson level. Each weekly lesson card contains a progress monitoring activity, which serves as a formative assessment for the weekly objective. These assessments vary in the types of tasks and questions they include. For example, in Lesson 6, students read words in the book *The Trolls* that contain the floss rule pattern. Then, they read one to two pages in a book while the teacher takes notes. Students also write words using the phonics pattern for the week and sight words.
- The materials include summative and formative assessments at the unit level that vary in types of tasks and questions. For example, the Unit 2 assessment assesses students on

phonological/phonemic awareness skills, decoding of words containing the phonics skill and sight words, and encoding words, sentences, and sight words.

Materials include the definition and intended purpose for the types of instructional assessments included.

- The "Phonics Survey" states in the first paragraph of the introduction sheet, "The data collected will help determine a starting place in the lesson sequence and provide information to guide you in supporting individual students during instruction."
- "Chapter 8" of the *In Tandem Handbook* describes "Progress Monitoring" throughout the program. It states, "The goal of progress monitoring in these lessons is to assess whether students are grasping the decoding and encoding skills, sight word knowledge, and reading behaviors necessary for successful reading and writing."
- On day 5 of each lesson, teachers monitor students' progress on the weekly objectives. During the progress monitoring component, students reread a familiar book so teachers can track fluency and accuracy.

Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

- The In Tandem Handbook provides guidance on how to deliver instructional assessments. For example, the "Letter Sound Assessment" specifies eight procedures the teacher should follow while administering the assessment. The assessment also states what the teacher should say: "Now we are going to look at the letters again so you can tell me what sound each letter spells. Point to the first lowercase letter in the first row. Start here and tell me the sound of each letter you know."
- "Chapter 1" in the *In Tandem Handbook* provides the procedures for all diagnostic assessments. The materials needed to complete each assessment are clearly labeled. The guides provide step-by-step directions as well as "Teaching Tips." The directions are explicit to ensure consistent and accurate administration. For example, the "Decoding Inventory" guides the teacher to tell the student, "Please read this word." Still, it also gives the teacher moves, including marking the word incorrect and moving on to the next word if the student takes more than five seconds to respond. An example of a tip includes, "To be correct, the student must give the natural pronunciation of the word without teacher support."

Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

- The materials do not include diagnostic assessments aligned with the TEKS, but they do include assessments aligned with the course objectives. For example, the "Phonics Survey" includes inventories testing specific instructional objectives, such as students' decoding of

CVC words. The materials include a phonic elements assessment chart by grade level. For example, in grade K, the materials assess CVC words, words with digraphs, and blends.

- The materials do not explicitly list the TEKS for the formative assessments at the end of each lesson. Still, they do list the TEKS for the whole lesson on the "Second Grade TEKS Student Expectations by Lesson" chart in the *In Tandem Handbook*.
- The materials provide summative assessments aligned to the objectives of the course. The summative assessments assess phonological/phonemic awareness skills, sight words, encoding, and decoding over the focus objectives throughout the unit. The materials do not provide TEKS alignment for the assessments.

Instructional assessments include standards-aligned items at varying levels of complexity.

- Instructional assessments do not include standards-aligned items at varying levels of complexity. The materials do not provide TEKS alignment to the diagnostic, summative, or formative assessments, but the formative assessments do align with the weekly focus. The assessment questions do not include items at varying levels of complexity.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	**2/2**
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	**1/1**
2.2c	Materials include tools for students to track their own progress and growth.	**1/1**

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- Chapter 1 in the *In Tandem Handbook* provides explicit instructions for interpreting the results of the diagnostic surveys provided. After administering the "Decoding and Encoding Inventory: Final Blends/Final Digraphs/Floss Rule," the grade 2 "Phonics Survey" guide provides explicit guidance on whether students should take the "First Grade Phonics Survey," the following assessment, or land at a starting place. For example, if students cannot decode or encode any words on the initial assessment, the guide recommends administering the "First Grade Phonics Survey." Teachers use the assessment results to place students in lesson groups. The materials provide scoring matrices to determine which lessons students should begin with. For instance, after taking the "Final Blends/Final Digraphs/Floss Rule Encoding and Decoding" assessments, if a student scores a two on encoding accuracy and a zero on decoding accuracy, it is recommended to start at lesson 1.
- On the "Encoding Inventory Recording" sheet, a reflection column is provided for teachers to record observation notes. The form also provides guidance, such as "Circle those sounds that need to be taught during phonics instruction." The teacher uses this form to address weaknesses in the instruction.

Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

- The materials provide guidance on how to respond to student trends in assessment performance. After students take the "Phonics Survey" assessments, the materials provide guidance on the next steps based on their encoding and decoding skills. Students receive small group instruction with activities on their instructional level.

- Table 4-4 in the *In Tandem Handbook* provides target and specific instruction moves for the teacher to use in response to student trends in assessment performance regarding phonics. For example, if a student successfully writes words with the correct letters for each sound, then it recommends students produce and write an additional word containing the phonic element.
- Materials include guidance on responding after students complete the weekly progress monitoring assessment on day 5 of the lesson plan. Table 8-1 in the *In Tandem Handbook* provides guidance on using progress monitoring assessment data. The table breaks up into three sections of support: decoding, reading, and encoding/spelling. If a student does not achieve proficiency in decoding, one recommended suggestion is to "Reteach the phonic element using a different book."

Materials include tools for students to track their own progress and growth.

- The materials provide a student-friendly tracker students use to track their progress. The student data sheet allows students to track their progress on progress monitoring assessments across several lessons. Students record the lesson number and their scores from one to four. They track progress and growth in reading retelling, reading fluency, phonics spelling, and sight word spelling.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	**3/3**
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	**2/2**
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	**3/3**

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- The materials structure lessons by using small group instruction. The program recommends regrouping frequently to ensure students receive the instruction they need.
- The materials in the In *Tandem Handbook* include guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have yet to reach proficiency in grade-level content and skills. They provide general guidance for grades K through 2.
- "Table 4-4" in the In *Tandem Handbook* provides guidance for differentiating phonics activities within the lesson. The table uses an if-then format to match teacher observations to student behaviors to provide corrective feedback and lesson differentiation. For example, if a student struggles with making words with different phonics elements, it suggests only focusing on words with the target phonic element.
- "Table 3-2" in the In *Tandem Handbook* provides guidance for differentiating phonemic awareness activities within the lesson. The table uses an if-then format to match teacher observations to student behaviors to provide corrective feedback and lesson differentiation. The materials provide scaffolds for letter sound identification, letter sorting, blending, segmenting, adding/deleting, and substituting.

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). **(T/S)**

- The materials include pre-teaching supports for unfamiliar vocabulary in text. For example, they provide a "Vocabulary Scope and Sequence" that provides the words used within the program and a procedure for introducing new vocabulary words. The procedure prompts the teacher to provide a student-friendly definition, connect the word to something familiar, describe the word's usage in the text, and have students orally use the word in a sentence.
- The materials provide graphic organizers to support students' vocabulary development. Students write the unfamiliar word, define it, write a synonym/antonym, and draw a picture representing the word. They use these during centers and independent time.

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The In *Tandem Handbook* recommends frequent regrouping of instructional groups to ensure that instruction meets the needs of all students. Students receive different levels of instruction depending on their assessment and observation data.
- Materials include teacher guidance for enrichment activities for students proficient in grade-level content and skill. "Table 4-4" in the In *Tandem Handbook* provides teacher guidance on extending activities with students based on observational data during phonics activities. When students write words with the correct letters to spell each sound fluently, the table suggests, "Have the student produce and write an additional word containing the phonic element."
- Materials include teacher guidance for extension activities for students proficient in grade-level content and skill. "Table 4-4" in the In *Tandem Handbook* provides teacher guidance on extending activities with students based on observational data during phonics activities. When students make words, if they can successfully select the correct letters to represent sounds, the table provides two suggestions for extending the lesson. For example, "Add blends and or digraphs to a series that contains only CVC words (e.g., *sap, sat, mat, map, cap, CLAP*)."
- "Table 6-2" in the In *Tandem Handbook* provides guidance on differentiation with comprehension. For example, if students ask and answer literal questions, they should also ask and answer inferential questions.

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	**6/6**
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	**4/4**
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	**3/3**

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The materials include prompts and guidance to support teachers in modeling. For example, on "Lesson 13, Day 1," students learn the new sight word, "*next*." The materials state, "Model for students by saying the word, counting the sounds, and mapping the letters." After the teacher models this, students make the word. The graphic provided for this routine includes steps such as "Say the Word, Count the Sounds: 4, Map the Letters."
- The *In Tandem Handbook* offers prompts and guidance to help teachers explain concepts. Table 3-3 provides explicit instruction on sounds. The table provides information on the sound, spelling placement in words, articulation movements, and possible corrective feedback. For example, for sound /*a*/, the table provides articulation movement guidance such as, " Your mouth is open and relaxed. Turn your voice on to make this sound. That means you will be able to feel your throat vibrate. This is a sound that can be stretched out (voiced, continuous)." It also provides guidance on supporting students who struggle with the sound. For example, it states, "Show the student how to let their tongue rest on the bottom of their mouth with a low arch."
- The lessons include prompts and guidance to help the teacher communicate the concepts. For example, all lessons include Step 3 on day 1, which states, "New Sight Word: Before we read the book, we are going to learn an important word that we will see in many stories." After the teacher introduces the word, students repeat the new sight word.
- The materials include prompts and guidance to support the teacher in modeling and communicating the concept. For example, on "Lesson Card 6, Day 1, Step 3," the "Teaching

Point" prompts the teacher to write the word "floss" on the easel. It then prompts the teacher to direct students' attention to the double *s* and explicitly communicate, "If a word has a short vowel sound and ends in the letter f, l, s, or z, that letter is doubled."

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

- The materials guide and recommend effective lesson facilitation by offering active student participation, manipulatives, and engagement opportunities. For example, in "Lesson 37, Step 2," students actively move letters to spell words such as "tray." They continue manipulating letters to create new words with different initial or final sounds.
- The materials include guidance and recommendations for effective lesson delivery in small groups. For example, the *In Tandem Handbook* recommends using assessment data to form groups for small-group instruction. It provides guidance, such as keeping the group size between three and five students and not exceeding six. It also recommends keeping the group size smaller with students who need extra support or are not meeting grade-level expectations.
- The *In Tandem Handbook* includes a detailed instructional outline of each lesson's four days. The guidance lists the lesson component, teacher actions, student actions, and the time allotted. For example, on "Step 2" of each day, students develop phonics skills. This takes three to five minutes. It states, "Students practice the week's phonics skill using engaging activities that combine multiple modalities of learning." During this component, the teacher provides corrective feedback.

Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

- Materials support guided, independent, and collaborative structures to support effective implementation. For example, on day 5 of the lesson, while the teacher assesses students individually, students read a familiar book with a partner. Throughout the week, students read independently using soft voices as the teacher works with individuals. During the "New Sight Word" component of the lesson, the teacher guides students through the routine of learning a new word. The teacher models saying the word, counting the sounds, and mapping the letters before students attempt this.
- Materials include guidance for teachers to support effective implementation. The materials recommend delivering instruction in small groups. For example, the *In Tandem Handbook* explains the power of working with students in a small group as an opportunity to provide individual attention. Within the lessons, students work in small groups, with a partner, and individually.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	0/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	0/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

- The materials do not provide teacher guidance on providing linguistic accommodations for various levels of language proficiency to engage students in increasing academic language. However, they do include general tips in the *Tandem Handbook* section called "English Language Learners."
- The *Tandem Handbook* provides general guidance that applies to all lessons and grade levels. An example of support includes: "To enhance oral language skills during book discussions, provide sentence starters to help EL students construct complete sentences. For further assistance, encourage students to use specific pages with illustrations or photographs as visual aids while discussing the book."

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The materials do not provide implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials do not reference the ELPS within the curriculum and only include general guidance on supporting emergent bilingual students in the *Tandem Handbook*.
- The materials do provide guidance on implementing phonemic awareness with English language learners. For example, they suggest, "Adding gestures to the phonemic awareness activities such as tapping the table or using your fingers to count each phoneme will help students better hear sounds in words."
- The materials also recommend adding additional time for demonstrating phoneme-grapheme correspondences by mapping letters with their sounds.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, creating comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. The materials in the *Tandem Handbook* provide generic guidance for supporting emergent bilingual students.
- Chapter 10, "Teaching English Language Learners," provides a section on vocabulary development. The vocabulary development section is divided into four categories: high-frequency, tier 1, tier 2, and tier 3 words. The materials provide recommendations for supporting English language learners with reading and understanding these words. For example, when students encounter tier 1 work, it suggests using pictures, adding gestures when teaching the words, and having students talk about the pictures.

If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- The *Tandem Handbook* provides general guidance that applies to all lessons and grade levels. An example of support includes: "To enhance oral language skills during book discussions, provide sentence starters to help EL students construct complete sentences. For further assistance, encourage students to use specific pages with illustrations or photographs as visual aids while discussing the book."
- This curriculum is not designed for dual language immersion programs.

Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	8/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	**4/4**
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	**1/2**
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	**2/2**
4.1d	Materials include opportunities for cumulative review of previously taught skills.	**1/1**

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include intentional daily opportunities for phonics (sound-symbol correspondence). Materials do not include explicit (direct) opportunities for phonics (sound-symbol correspondence). Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.

- The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills. Table 4-1 in the *In Tandem Handbook* outlines the "Grade 2 Phonics Scope and Sequence." The materials introduce final blends in lessons 1-5 before introducing long vowels and silent /*e*/ in lessons 7-11. "Vowel Teams" and "Vowel R-Combinations" start in lessons 43 - 45.
- The materials include systematic and sequenced instruction of foundational skills. "Appendix B" in the *In Tandem Handbook* outlines the phonological and phonemic awareness TEKS by lesson. For example, in "Lesson 1," students identify the final blend /ld/ in words such as "old," "told," and "mild." By "Lesson 52," students identify sounds in the medial position, such as "Vowel Team," /ea/, in "bread."

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The materials include intentional daily opportunities for phonics instruction. The *In Tandem Handbook* provides a "Lesson Framework" and "Instructional Outline" with time suggestions for each lesson step. Every lesson consists of four steps, but the focus of the step varies by day. On days 1 and 3, "Step 1" focuses on "Learning Letters" and "Fostering Phonemic

Awareness," while on days 2 and 4, it focuses on "Reading Words." This step should take 1-2 minutes. "Step 2" focuses on "Developing Phonics Skills," "Step 3" involves "Reading Books," and "Step 4" centers on "Building Writing Skills." "Step 2" should take 3-5 minutes, "Step 3" should take 6-9 minutes, and "Step 4" should take 6-9 minutes.

- The materials do not include explicit opportunities for phonics (sound-symbol correspondence). The phonics concepts are taught through guided activities and do not provide explicit explanations. For example, in "Lesson 13, Day 1, Step 1," to introduce the "Vowel Team" */ee/*, the teacher says the following words, emphasizing the long sound: "beep, feed, seen." Then the class says the words together. Students say the sound they hear in the middle of the words. The teacher says the sound for "Vowel Team" /ee/ while pointing to the picture on the "Vowel Chart Card."

Materials include practice of phonics skills both in isolation and through decodable texts.

- The materials include the practice of phonics skills in isolation. Students use "Sound Boxes" to segment words by sounds. For example, in "Lesson 6, Day 1, Step 4," students segment words by writing one sound in each box on the "Sound Box Cards." After writing each word, students check the letters by slowly saying the word as they run their fingers under it. The teacher dictates the words *"press, fluff, drill."*
- The materials include the practice of phonics skills through decodable texts. For example, in "Lesson 30, Day 1," students locate words with /y/ with the short /i/, long /i/, and long /e/ sounds in the decodable book *Henry's Room*. Students read words su*ch as "gym, myth, spy, many."*

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities for cumulative review of previously taught phonics skills. For example, in "Lesson 13, Day 1," students manipulate the letters Ee, Nn, Pp, Ss, and Tt from their trays to build words. The teacher instructs students to pull down the letters Tt, Ee, and Nn. "Read the word: *ten*." The teacher instructs students to make the word "teen." Students practice the lesson's current phonics focus of "Vowel Team" /ee/ and the short vowel /e/ from previous lessons. Manipulation of letters continues with "seen, seep, steep, step."
- In "Lesson 46, Day 2, Step 2," students use an analogy chart to practice writing words with the week's current lesson focus on three-letter blend /spl/ while also reviewing the blend /sl/ from "Lesson 47" in the Kindergarten curriculum. Students write the keywords "slit" and "split" at the top of their chart. The teacher dictates the words "slat, splatter, slashing, splashing, splendid." Students place the words in the correct column.

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	2/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	0/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	0/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	2/4

The daily lessons do not include explicit (direct) instruction with teacher modeling. Daily lessons do not include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through independent practice. Daily lessons do not include a variety of opportunities for students to practice through collaborative learning.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- Daily lessons do not include explicit instruction with teacher modeling. The materials give suggestions for modeling activities. For example, in "Lesson 2, Day 1," the materials provide teacher guidance such as, "Say the following words, emphasizing the *final blend: tusk, mask, risk*. Now let's say these words together and listen for the sounds at the end: *tusk, mask, risk*. What sounds do you hear at the end of these words? Say the sounds: */s/-/k/*." The materials provide opportunities for the teacher to model, but do not provide direct explicit instruction for the teacher to use.
- The daily lessons do not include scripted, explicit instruction with the teacher modeling the instructional objective. For example, in "Lesson 27, Day 3," the teacher receives the following guidance, "Model substituting by saying: *spot*, change */ot/* to */ort/*, *sport*. Repeat the process with the following: *snot*, change */ot/* to */ort/, snort. Stock*, change */ock/* to */ork/*, *stork."* The teacher models the activity students complete in a procedural fashion, but not explicit instruction on the phonics skill content.

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- Daily lessons do not include explicit guided instruction, but the materials provide suggestions for guided instruction. For example, in "Lesson 7, Day 1," under the "Teaching Point," the only explicit instruction includes, "Write the word *place* on the easel. Underline the *c*. In this word, the letter *c* spells */s/*. Then, write *race* and *space* on the easel and have students read each word as you underline the *c*."

- Daily lessons do not include opportunities for immediate or corrective feedback. Lessons do not include embedded feedback, but the materials provide several tables in the *In Tandem Handbook* that offer general guidance for grades K -2 on providing corrective feedback. Table 4-4, provides corrective feedback for phonics activities. For example, if students struggle isolating phonemes while using sound boxes, the materials suggest, "Model how to say a word slowly, stretching the sounds while running your finger under the boxes. Have students repeat the process."
- The materials do not embed immediate and corrective feedback within the lessons. However, Table 6-1 in the *In Tandem Handbook* provides five forms of corrective actions. The materials describe each type and provide an example of how it would sound in action. An example of "Explicit Correct Answer Feedback" includes, "You made a mistake here. The word is ball. Run your finger under the word and say the sounds."

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- Daily lessons include various opportunities for students to practice through independent work. For example, In "Lesson 7, Day 1," students say and write the words dictated by the teacher using "Sound Boxes." Students check their work by running their fingers under the word as they read it slowly. The teacher dictates the words "shame, plate, crave." Students read the story *Dave's New Skates* independently during this lesson.
- Daily lessons do not include a variety of opportunities for students to practice through collaborative learning, but the materials do provide whole-group activities. For example, in "Lesson 40, Day 2," students read the decodable words chorally from the student *Reading and Writing Activity Book 2*. These words include "coin, coil, soil, spoil, broil, moist, joint, droid."

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	5/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	0/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities do not include phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- The materials include intentional cumulative reviews throughout the curriculum. For example, students are introduced to vowel team /ee/ in "Lesson 13" and revisit this concept as a main focus in "Lesson 13."
- The materials include intentional practice activities throughout the curriculum. The decodable texts incorporate the cumulative practice of taught phonics skills. For example, in "Lesson 49," students encode and categorize words with the short vowel /i/ and trigraph /igh/. Students encode the word under the correct column as the teacher dictates the following words: "fitted, fighter, right, ripped, thinning, thigh."

Practice opportunities include only phonics skills that have been explicitly taught.

- The materials do not provide explicit phonics instruction; instruction only happens through practice opportunities. For example, in "Lesson 3, Day 1," the materials provide a suggested lesson scripted for the teacher to introduce the sounds /s/ and /p/. It instructs the teacher to "Say the following words, emphasizing the final blend: wasp, gasp, wisp. Now let’s say these words together and listen for the sound at the end: wasp, gasp, wisp. What sound do you hear at the end of these words? Say the sounds: /s/-/p/."
- In "Lesson 1," students read the books *The Wild Child* and *Lemonade for Gilbert*. These books feature words with skills that teachers have not introduced yet, such as "table," "pitcher," and several multi-syllabic words.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts incorporate the cumulative practice of taught phonics skills. The materials alternate between students reading the phonics storybook and leveled readers during "Step 3" of each lesson. The scope and sequence indicates whether the book is a phonics storybook or a leveled reader. For example, in "Lesson 7," students read the leveled reader, *The Snowstorm*. In this reader, students read sentences such as, "Grandpa Walrus and Mrs. Polar Bear looked and looked for Little Penguin and Baby Seal." Students practice reading words with final /y/ from grade 1. The students also read words with unfamiliar patterns, such as multi-syllabic words and suffix -ed.
- For example, in "Lesson 10," students read the decodable book *The Great Big Bone*. They read words such as "bone," "hole," "home," "hope," "mope," "nose," "shone," and "woke." Students practice the current lesson focus of the long vowel /o_e/ by reading the words "stole" and "stone." Students also practice previous phonics concepts such as digraph */sh/* from grade 1.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- Lessons include an instructional focus with opportunities for practice in isolation. For example, "Lesson 12, Day 1" provides instruction on trigraph */tch/*. Then, students build words using this phonics pattern using letter magnetics. Students make the words "match," "patch," "pitch," and "fetch." After this, students encode the words dictated by the teacher, which include "fetch," ditch," and "snatch."
- Lessons include an instructional focus with opportunities for practice in connected text. For example, in "Lesson 12, Day 1," students read the connected text, *Tiger and the Mouse*. Students read words that match the lesson’s instructional focus of trigraph /tch/. These words include "catch," "kitchen," "match," "patch," "snatch," "stretch," "twitch," and "watched."

Phonics Rule Compliance

4.4	Assessment	4/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	**2/2**
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	**2/2**
4.4c	Materials include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics skills.	**0/2**
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	**0/1**

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials do not include progress monitoring tools that systematically and accurately measure students’ acquisition of grade-level phonics skills. Materials do not include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

Materials include a variety of assessment tools that are developmentally appropriate.

- The materials include a variety of developmentally appropriate assessment tools. For example, the "Phonics Survey" includes several assessments, including the "Letter-Sound Assessment," "Decoding Inventory: CVC," and "Encoding Inventory: CVC." The materials suggest using other inventories if students reach mastery of these assessments. Students take this assessment at the beginning of the year to determine their lesson placement within the curriculum sequence. These assessment tools are developmentally appropriate. For example, on the "Letter-Sound Assessment," students name the uppercase and lowercase letters and say the sounds of each letter.
- The materials include formative assessments on day 5 of each "Lesson Card." The assessments assess the phonics skills taught during days 1-4. For example, the phonics focus for "Lesson 7" is long /a-e/. On "Day 5," the teacher assesses students' decoding of words with the long /a-e/ pattern from the book *Dave’s New Skates*. The teacher also assesses students' encoding of words such as "grape, state, brave, frame."

Materials include clear, consistent directions for accurate administration of assessments.

- The materials include clear, consistent directions for accurate assessment administration for the "Phonics Survey" assessments. The "Phonics Survey" overview provides guidance on administering each component. For example, the "Decoding Inventory" states, "Have students read each word in the first row of the Decoding Inventory Student Form one at a time. Say, Please read this word. Wait for 5 seconds. If the student does not respond, mark it as incorrect and ask students to try the next word."

- The materials provide clear, consistent directions for accurately administering the weekly formative assessment on day 5 of the lesson card. For example, in "Lesson 2," when the teacher assesses students on decoding the materials, the directions are, "Point to a few words in the book containing the final sk and ask them to read the words." The materials do not provide the words students should decode in the book.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

- The progress monitoring tools do not systematically and accurately measure students' acquisition of grade-level phonics skills. For example, in "Lesson 5," the materials prompt the teacher to "Point to a few words in the book containing *final lf* or *lt* and ask them to read the words." The progress monitoring tool measures different concepts on each iteration, making it difficult to track student progress with discrete skills.

Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

- The materials include recommendations for formally assessing students at least three times during the school year: at the beginning, middle, and end of the year. The material provides the "Phonics Survey" to assess students three times a year. They also embed assessment opportunities at the end of each lesson to determine whether students are progressing adequately with the instruction provided. However, the day five assessments measure different concepts throughout the year. The "Phonics Survey" does not align with the weekly progress monitoring tools. After students take the assessment, the materials do not guide which progress monitoring tools to use and the frequency at which students should be progress monitored.

Phonics Rule Compliance

4.5	**Progress Monitoring and Student Support**	**4/6**
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	**1/1**
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	**2/2**
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	**0/2**
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	**1/1**

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

- The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. "The Kindergarten Phonics Survey Tracker Form" allows teachers to record the results from all assessment components for the year's beginning, middle, and end. The teacher records the score for letter names, letter sounds, decoding CVC, encoding CVC, decoding initial/final digraphs, encoding initial/final digraphs, decoding initial blends, and encoding initial blends. The teacher also records the lesson placement at the bottom of each section. The teacher uses the provided "Scoring Matrix" to find the lesson placement depending on student assessment results.

Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

- The materials include tools for tracking whole-class student progress to analyze the patterns and needs of students. The materials include a "Forming Groups" chart allowing teachers to record students' names, placement, phonics focus, and notes. Teachers use this form to list the students in sequential order on lesson placement based on "Phonics Survey" results.

- The materials also include a "Whole-Class Data Tracker" to input results from the "Phonics Survey." The teacher records the phonics skill placement, decoding, and encoding scores for the beginning, middle, and end of the year.

Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- The materials do not provide guidance on determining the frequency of progress monitoring based on students' strengths and needs. The materials recommend giving the "Phonics Survey" at the beginning, middle, and end of the year. In the *In Tandem Handbook*, under the "Ongoing Progress Monitoring" section, it suggests reassessing students with the "Phonics Survey" if they have mastered targeted skills and need to advance in the lesson sequence.
- The materials provide weekly formative assessments to assess skills taught during the week, but these skills track different concepts over time. For example, in "Lesson 36," the teacher assesses students on encoding and decoding CVC words; in "Lesson 37," the teacher assesses students on encoding and decoding CCVC words.

Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

- The materials include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. They include diagnostic assessments to determine students' small-group and lesson placement. The *In Tandem Handbook* suggests reassessing students using the "Phonics Survey" to see if they have mastered targeted skills in their group.
- Table 8-1 in the *In Tandem Handbook* provides general guidance on using progress monitoring assessment data. The table includes two main components: guidance for students who have yet to reach proficiency and guidance for students who have reached proficiency. It also provides instructional guidance for decoding, reading, and encoding/spelling. For example, if a student has not reached proficiency in decoding, one recommendation is to "Regroup students as needed within the lesson sequence."

Foundational Skills

5.B.1	Oral Language Development	9/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	5/9

The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to engage in discussion to understand information and share information and ideas. Materials include authentic opportunities for students to listen actively and ask questions to understand information. Materials do not include authentic opportunities for students to listen actively and ask questions to share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- The materials do not include explicit and systematic instructional guidance on developing oral language. The materials provide opportunities to engage in discussions but do not provide scripting to encourage students to take turns, listen politely, or learn how to build upon the ideas of others. For example, in "Lesson 44, Day 2, Step 3," students engage in a book discussion and include teacher guidance on questions to ask. Questions include, "Where do you see that happening in the illustration?" The materials include discussion prompts but lack systematic and explicit guidance for oral language development.
- The materials do not include explicit and systematic instructional guidance on developing oracy. They allow students to discuss after reading books but do not provide scripted guidance on modeling, speaking audibly, clearly, and politely conversing.
- The materials include a digital resource, "How to Facilitate Effective Discussions," which describes oral language examples. For example, the chart describes "Explain Your Thinking" as "Using evidence to support your thinking" and "Adding on to your thinking." However, the chart provides generic teacher guidance rather than explicit and systematic guidance to develop oral language and oracy.

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- The materials provide opportunities for various purposes to engage in social and academic communication. For example, in "Lesson 18, Day 2," students discuss whether they would want a pet lizard after reading the book *Blane's New Pet*. They also discuss questions such as, "Why does Blane think the lizard might bite him?"
- The materials provide opportunities for students to communicate with different audiences. For example, in "Lesson 39, Day 4," the materials prompt the teacher to have students identify their favorite page in the book *Caring for Your Dog* and tell them something they've learned about how to care for dogs from that page. Students engage in all other discussion questions during "Step 3" of the lesson in a whole group.

Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

- The materials provide opportunities within lesson plans for students to listen actively to understand information. For example, in "Lesson 16," students engage in a "Thumbs-up, Thumbs-down" routine to identify whether the middle sounds are the same or different. Students listen to the words the teacher says, then put their thumbs up if they are the same and down if they are different. The materials do not provide prompts or guidance to ensure students listen actively to share information or ideas.
- The materials provide opportunities within lesson plans for students to ask questions to understand information. In "Lesson 19, Day 1," after reading *The House of Doom,* the teacher instructs students to turn to a specified page and asks, "Who can ask a question about this page?" The materials do not provide prompts or guidance to ensure students ask questions to share information or ideas.
- The materials provide opportunities within lesson plans for students to engage in discussion to understand and share information and ideas. For example, in "Lesson 22, Day 2," students discuss why Jen croaked when she started the presentation in the story *Jen's Hen Presentation* to understand the information in the text. They also shared their ideas on what lesson Jen learned in the story. After reading *Hatching Chicks* on "Day 4," students share what happens to baby chicks in the last step.

Foundational Skills

5.C.2	Letter-Sound Correspondence	26/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	**2/4**
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	**0/2**
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)	**24/24**

The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials do not explicitly (directly) introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials do not include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)

- The materials do not provide explicit instruction on letter-sound relationships that allow for application to basic decoding and encoding. The materials provide activities for teaching phonics, but these activities do not provide explicit instruction on letter-sound relationships. For example, in "Lesson 1," students engage in the "Learning Letters" and "Fostering Phonemic Awareness" activity to learn the final blend /ld/. The teacher says the words "gold, mild, held." Students repeat the words and identify the sound at the end of the words. Students say the sound, and the teacher writes /ld/ on the easel. The teacher does not explicitly model or explain the sound-letter relationship for the final blend introduced. Students cannot apply the letter-sound relationships to basic decoding and encoding without this explicit instruction.
- The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The grade 2 *In Tandem* "Scope and Sequence" shows the instructional sequence of letter-sound relationships. The sequence includes instruction on syllable types, mention of multisyllabic encoding/decoding strategies, or final stable syllable -le. In lessons 55 through 60, students learn affixes, *-est*, *-ly*, *-ful*, *un-*, *-ment*, and *dis-*.

Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- The lesson plans do not script the teacher's direct and explicit instruction to connect phonemes to letters within words. Students only engage in activities such as "Making Words," "Make a Big Word," "Breaking Words," and "Breaking Big Words" to practice connecting phonemes to letters.
- The materials do not guide the teacher to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The materials provide feedback support in Table 4-4 in the *In Tandem Handbook*, which provides general guidance for students who struggle with phonics skills. For example, if students struggle to select the correct letter to represent the sound, the chart suggests that the teacher "Reference the ABC Chart, Vowel Chart, or Digraph-Blend Chart." Additionally, the materials lack a recommended script for teachers to use.

Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)

- Materials include various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. In "Lesson 4, students develop their understanding of decoding one-syllable words during Day 1, Step 2." Students use letter magnets to create words with the final blend /pt/. During the activity, the teacher instructs the students to "Change the *sl* to *k* and read the word: *kept*." Students practice decoding words in isolation during "Day 2, Step 2." The teacher writes the word "kept" on the easel, and students chorally read the word. Students engage in these activities weekly to reinforce through cumulative review their previous letter-sound correspondence knowledge and practice new ones.
- Materials include various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. In "Lesson 20," students develop their letter-sound correspondence skills by locating the word "crook" in the book *Cookie the Seahorse* and framing the part of the word that says /oo/. Students continue to develop their skills by reading the book independently. Students decode words such as "crook, good, hook." Students then practice this skill by reading the list of words with vowel team /oo/ from the book and locating them within it. Students engage in these activities weekly to reinforce through cumulative review their previous letter-sound correspondence knowledge and practice new ones.
- Materials include various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode

multisyllable words in isolation. For example, in "Lesson 4, Day 1," students explore reading multisyllabic words. The teacher writes the word "adopt" on the board. Students chorally read and clap the syllables. On "Day 2," students use magnet letters to create the word adopting. Students break the word at the syllables and blend the sounds of each part before reading the word. Students engage in these activities weekly to reinforce through cumulative review their previous letter-sound correspondence knowledge and practice new ones.

- Materials include various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode multisyllable words in connected text. For example, in "Lesson 5, Day 1," before reading the book *The Wolf*, students identify the word trotted and clap the two parts. Students read the book independently and read words like "*myself, melting*, *salty*." Students engage in these activities weekly to reinforce through cumulative review their previous letter-sound correspondence knowledge and practice new ones.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	0/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	0/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.1c	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	0/6

The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

- The phonological awareness lessons lack systematic structure. The materials include two phonological awareness lessons to address TEKS 2.2(A)(ii), distinguishing between long and short vowel sounds in one-syllable and multi-syllable words. In lesson 11, students sort and write one-syllable words by long or short vowels in the analogy chart. In lesson 13, students engage in the thumbs up, thumbs down routine to distinguish if words have similar vowel sounds. The materials use word pairs such as *beep* and *bop*, *feed* and *keep*, *said,* and *seed*. However, they do not have to identify if the words have long or short vowel sounds.

- The phonological awareness lessons do not align with the TEKS. The materials do not address TEKS 2.2(A)(i), producing a series of rhyming words.

Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- The materials do not include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. They do not provide explicit instruction for distinguishing between long and short vowel sounds in one-syllable and multi-syllable words. The materials do not guide teachers in providing explanatory feedback to address student errors and misconceptions regarding this skill.
- The materials do not include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. They do not provide explicit instructions for producing rhymes or guide teachers in delivering explanatory feedback to address student errors and misconceptions regarding this skill.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials do not include various activities to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS. The materials do not include phonological awareness activities that connect to grade-level standards. For example, students use an analogy chart to distinguish between long and short vowels in one-syllable words through a written activity. Students do not first practice this skill orally.
- The materials do not include resources, including memory-building strategies, for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS. They do not include kinesthetic movements, manipulatives, stories, or other memory-building resources to support students in developing, practicing, and reinforcing phonological awareness skills.

Foundational Skills

5.D.2	Phemic Awareness (K–2)	8/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	**0/3**
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	**0/2**
5.D.2c	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)	**2/2**
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	**6/6**

The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

- Materials do not include a systematic sequence for introducing phonemic awareness activities. For example, in the first ten lessons, students review grade 1 skills such as blending and segmenting phonemes. Starting in lesson 11, students manipulate phonemes in words by substituting ending sounds. In lesson 55, students add and delete phonemes, but they also add and delete affixes. Students do not manipulate phonemes by adding and deleting them within base words.

Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- The materials provide explicit instruction for teaching phonemic awareness but do not include recommended explanatory feedback for students based on common errors and misconceptions. For example, in lesson 34, day 3, students engage in the *Thumbs Up, Thumbs Down* activity to identify if middle vowel sounds are similar. After the teacher explains the activity, the script states, "Repeat these words after me: heal, howl. Let's repeat these words, stretching the middle sound." The materials do not provide explanatory feedback for students based on common errors or misconceptions when identifying and comparing middle vowel sounds in words.
- The materials do not provide explanatory feedback for students based on common errors and misconceptions. For example, in lesson 42, day 3, the materials state, "Model substituting by saying: *ploy*, change */oy/* to */ow/*, *plow*." The materials do not include explanatory feedback on common errors, and misconceptions students might have when substituting phonemes.

Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

- The materials provide phrasing and statements teachers use during core instruction to connect phonemic awareness skills to the alphabetic principle to support students from oral language activities to basic decoding and encoding. For example, in lesson 20, day 1, steps 1 and 4, the script directs the teacher to "Say the following words, emphasizing the */oo/* sound: *good, took, nook*. Now let's say these words together and listen for the sound in the middle: *good, took, nook*. What sound do you hear in the middle of these words? Say the sound: */oo/*. Point to the *oo* (book) on the vowel chart card. Say the picture, the sound, and the letters that spell that sound." In step 4, the guidance states, "Distribute dry-erase boards and markers. Model saying the word *wood* slowly as you count the sounds. Say the word again as you draw a line for each phoneme. Say the word *wood* slowly as you write the phonemes on the lines, linking the letters to their sounds (w oo d). Have students repeat the process with *stood* and *hoof*."

Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)

- Materials include various activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, in lesson 11, students develop the skill of substituting phonemes at the end of a word during day 3, step 1. Students continue to practice this skill in lesson 15, day 3, step 1. Students also substitute phonemes during the *Making Words* activity throughout the curriculum. Students use letter magnets to change letters the teacher dictates to change. For example, in lesson 15, day 1, step 2, the teacher instructs students to make the word seat and then change the letter *s* to *b* to create the word *beat*.

Foundational Skills

5.E.1	Sound-Spelling Patterns	15/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	0/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials do not include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)

- The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The grade 2 In Tandem Scope and Sequence shows the instructional sequence of sound-spelling patterns. In Lessons 8 - 10, students learn suffixes -ing, -es and -ed. The materials address syllable types in Lesson 13, 21, 38, 44, and 48. In Lessons 55 - 60, students learn affixes, *-est, -ly, -ful, un-*, *-ment,* and *dis-*.

Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)

- Materials do not include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. The materials teach sound-spelling patterns through activities rather than explicit instruction. For example, in Lesson 35, Day 3, Step 2, the teacher is directed to "Distribute dry-erase boards and markers. Model saying the word *found* slowly as you count the sounds. Say the word again as you draw a line for each phoneme. Say the word *found* slowly as you write the phonemes on the lines, linking the letters to their sounds (f ou n d). Have students repeat the

- process with *ground* and *sprout*." The lesson provides bulleted points and shows that the *ou* makes one sound; however, there is no explanation for why the *ee* makes only one sound.
- The materials do not include specific terms, phrasing, or statements teachers can use during core instruction. For example, in Lesson 43, Step 1, students are spelling multisyllabic words with r-controlled syllables. Students say words *care, are,* and *share*. At the same time, listening to what sounds the same in each word. The guidance states, "Write *'are'* on the easel showing the letters that spell the sound." In the next step, students are asked to complete an analogy chart with *ar* and *are*, but the spelling rule is not explained.
- The materials do not include explicitly defined strategies and instruction. For example, Lesson 31, Day 1, Step 2 focuses on spelling words with silent letters. Students listen for the beginning sound in *knit, knob,* and *knock*. The teacher then asked students what sound they heard at the beginning. The teacher says the /n/ sound, then writes *kn* on an easel. In Step 2, the teacher dictates the words *knit, knot,* and *knock,* and students spell them with magnetic letters.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

- The materials include activities for students to develop and practice sound-spelling patterns. Students develop sound-spelling patterns during the Making Words activity of each lesson. Students start by creating the word the teacher dictates with letter magnets and change a letter to create a new word based on teacher directives. For example, in Lesson 25, Day 1, students create the word *speak* and change the letter *ea* to *ar* to create *spark*. Students continue to practice this skill in the Building Writing Skills component of the lesson. Students encode sentences the teacher dictates through the Building Writing Skills component of the lesson. Students also practice by reading decodable words in the activity book. For example, in Lesson 25, students read words such as *had, hard, harm*, and *ham*.
- Students engage in these activities weekly to reinforce through cumulative review their previous sound-spelling patterns and practice new ones.

Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials include various activities and resources to support students in decoding words, including taught sound-spelling patterns in isolation and connected text. Students practice decoding words in isolation by reading decodable words in the Student Activity book. For example, in Lesson 12, students read words such as *bat, batch, pit*, and *pitch*. Students decode words in connected text by reading a decodable reader with taught-sound spelling patterns. For example, after learning the trigraph *tch*, students read the decodable reader, *Tiger and the Mouse*.

- Materials include various activities and resources to support students in encoding words that include taught sound-spelling patterns in isolation and connected text. Students practice encoding in isolation through the Making Words and Building Writing Skills activities. In the Making Words activity, students use letter magnets to manipulate letters to create new words. In the Building Writing Skills activity, students use Sound Boxes to encode words that the teacher dictates. Students also practice encoding with connected text during the Building Writing Skills component. Students encode a dictated sentence from the connected text in the Student Activity book. Students then circle the targeted pattern. For example, in Lesson 12, Day 4, students encode the sentence, "Bella and Rosie were in the house. They watched the puppies peek out of the box." Then, they circle words with the trigraph tc*h*.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	36/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	0/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)	0/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)	12/12

The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)

- Materials do not include a systematic sequence for introducing regular high-frequency words. The materials lack a coherent sequence for introducing regular words that align with the sound-spelling patterns taught in phonics. For example, the materials introduce the sight word, *right*, in lesson 27, but do not teach the vowel team *igh* until lesson 49, making this sight word irregular for students.
- Materials do not include a systematic sequence for introducing irregular high-frequency words. No background knowledge/guidance or alignment to the phonics focus suggests a systematic sequence. For example, the materials lack a coherent sequence for introducing irregular words that align with the sound-spelling patterns learned in phonics. For example, the materials introduce the sight word *know* in lesson 23, but students do not know the silent *kn* yet. This does not allow students to use their knowledge to identify the regular parts in irregular high-frequency words.

Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)

- Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding irregular high-frequency words. The materials include sample scripts and explicit activities for encoding and decoding irregular high-frequency words. For example, in lesson 3, the *New Sight Word* activity states, "Model for students by saying the word, counting the sounds, and mapping the letters. Have students make the word *their* out of magnetic letters." The materials provide the number of sounds for the teacher but do not provide explicit instruction for connecting the sounds to letters. There is no indication or background knowledge for the teacher about the specific features of the word and if it is irregular for the student within the sequence of the curriculum.
- Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular high-frequency words. The materials use sight words, and the sequence correlates with the decodable readers, so some regular high-frequency words are considered irregular to students. Chapter 6 of the *In Tandem* handbook, regarding procedures for the *New Sight Word* activity, states, "After students make an irregularly spelled high-frequency word with magnetic letters, have them use their index fingers to frame the ‘tricky part’ or parts that are irregularly spelled." However, this guidance appears outside the lesson cards, and there is no indication for teachers when the word is irregular for the student at that point in the sequence of skills taught.

Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode and encode irregular high-frequency words. For example, the materials introduce sight words on day 1 by modeling mapping the sound to words. Students develop the skill by using manipulative letters to build, break, and rebuild the sight word to read it. A picture supports the teacher’s knowledge of how to map the word. The word is practiced again in the *Book Introduction* activity; students find and read the word. On day 4, students read and write sight words new and previous sight words in the student activity book. Also, students write sight words in the dictated sentences routine.
- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode and encode regular high-frequency words. The materials follow the same routine used for irregular high-frequency words. For example, in *In Tandem* lesson 13, the sight word that is explicitly taught is the word next. Students have learned all parts of the word in previous lessons, so therefore it is a regular sight word. The materials introduce sight words on day 1 by modeling mapping the sound to words. Students develop the skill by using manipulative letters to build, break, and rebuild the sight word to read it. A picture supports the teacher’s knowledge of how to map the word. The word is practiced again in the *Book Introduction* activity; students find and read the word. On day 4, students read and write sight

words new and previous sight words in the student activity book. Also, students write sight words in the dictated sentences routine.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)

- Materials include various activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists). For example, the New Sight Word activity supports recognition and reading the word in isolation by building it with manipulatives. Students practice encoding and decoding high-frequency words in isolation in the Read and Write Sight Words activity on Day 2. Students chorally read the sight words in the student activity book and encode the sight words dictated by the teacher.
- Materials include various activities and resources for students to recognize, read, and write high-frequency words in connected text (e.g., within sentences or decodable texts). The decodable text and dictated sentence activities support students in recognizing, reading, writing, and focusing on high-frequency words in context. For example, in lesson 3, students read the sight word *their* in the decodable text called *Spider Wasps*. Students encode a sentence from the text, such as, "Spider wasps clasp their prey with their legs."

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	24/38
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	**0/2**
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)	**8/8**
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	**12/12**
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)	**4/16**

The materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable division principles, in isolation (e.g. word lists) that builds on previous instruction. Materials do not include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable division principles, in decodable connected text that builds on previous instruction. Materials do not include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types, in isolation (e.g. word lists) and in decodable connected text that builds on previous instruction.

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

- The materials do not include a systematic sequence for introducing grade-level syllable types or division principles, as the TEKS outline. They do include a few teaching points that address syllable types and division principles. However, there is no evidence of a consistent, systematic sequence of skills being taught, such as syllable types or division patterns in the lessons. The Scope and Sequence does not indicate when syllable types or syllable division principles occur, but a few lessons include explicit teaching. Still, the materials do not include a systematic sequence for introducing syllable types or division principles.

Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

- The materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. For example, in Lesson 32, the teacher explicitly names the syllable types and where to draw the line to divide the syllables in the word *hairstreak*.
- The materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable and multisyllabic words. For example, in Lesson 38, Day 1, during the Teaching Point, the teacher writes the word lawn on the easel. The materials instruct the teacher to have students read the word, clap and count the syllables, and name the syllable types. In Lesson 21, the teacher writes the word monsoon on the easel. The materials instruct the teacher to "Write a *v* above the *o* and *oo*. Then a *c* above each consonant. We hear two vowel sounds, so this is a two-syllable word. The syllable mon is a closed syllable because the short vowel is closed in by two consonants. The syllable soon is a vowel team syllable, since the two vowels work together to spell one sound."

Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- Materials include various activities for students to develop and practice skills to decode and encode one-syllable words. For example, in Lesson 14, students develop knowledge of decoding and encoding one-syllable words in Step 1. The teacher says the words *neat, beak,* and *teach* while students identify the sound in the middle. The teacher connects the sound to the Vowel Team *ea*. Students practice this in Step 2 when they encode and decode the words *red, read, bead, bed,* and *lead*. In the decodable text, students practice reading words such as *pip, trick*, and *pig*. Students encode words during the sentence dictation portions. Students engage in these activities weekly to reinforce these skills.
- Materials include various activities for students to develop and practice skills to decode and encode multisyllabic words. For example, in Lesson 50, students develop knowledge of decoding and encoding multisyllabic words by encoding and decoding the word lightweight with letter magnets in Step 2. Students practice decoding words such as rescue and options in the decodable book Sleigh Ride Rescue. Students encode sentences from the decodable book that contain multisyllabic words such as *sister, sitting*, and *mother*. Students engage in these activities weekly to reinforce these skills.

Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

- Materials include various activities for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable division principles in isolation that builds on previous instruction (e.g., within sentences or decodable texts). In Lesson 51, students say and clap the syllables in the word *retrieved* before creating the word with letter magnets. The teacher instructs students to break the word at the syllables and say each part before combining the parts to read the whole word. Also, in Lesson 26, students use letter magnets to segment the word *birthday* into syllables before decoding.
- The materials do not include various activities for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable division principles in the decodable connected text that builds on previous instruction. Students read multisyllabic words in decodable connected text, but the materials do not provide instruction or activities on using syllable division principles.
- Materials do not include a variety of activities for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types in isolation (e.g., word lists) and decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). The variety of activities included in the materials supports students in decoding and encoding words in isolation with their knowledge of syllable division. However, they do not support students using their syllable type knowledge to encode and decode.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	18/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	**0/1**
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)	**4/4**
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	**6/6**
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	**8/8**

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

- Materials do not include a systematic sequence for introducing grade-level morphemes, as the TEKS outlines. Moving On, Set 2, and Building Up, Set 2, do not include morphemes in the Scope and Sequence. These sets include practice opportunities with morphemes, but the materials do not include a systematic sequence for doing so. Lifting Off, Set 1 includes morphemes, *-est, -ly, -ful, un-, -ment,* and *-dis*. Although *-ful* and *-dis* are grade 3 TEKS. The materials do not include *-er, -re, -ion, -tion,* and *-sion* in the Scope and Sequence.

Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morpheme meanings (e.g., affixes, roots, and base words) to support decoding and encoding. For example, in Lifting Off, Set 1, Lesson 13, Step 1, students identify the sound at the end of the words as *slowest, fastest,* and *loudest*. The teacher writes est on the easel to show the letters that spell the sound. On Day 3, the teacher provides explicit instruction on encoding a word with the suffix -*est* that ends in *y*.
- Materials include guidance for the teacher to provide explicit (direct) instruction for identifying common morphemes and using their meaning to support reading comprehension. For example, in Moving On, Set 2, Lesson 13, the materials provide teacher guidance such as, "When you add un- to the beginning of a word, it changes the meaning. Un- at the beginning of a word means not or undo. So the word unglued would mean not glued, or not put together."

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials provide opportunities to develop, practice, and reinforce morphological skills. For example, in lesson 55, students develop this skill by identifying the sound of the morpheme at the end of the spoken words while the teacher identifies the letters that spell the sound. Students orally develop the skill of adding and deleting morphemes. In step 2, students practice encoding and decoding the word *puniest* with magnetic letters. Students practice reading words with morphemes in the decodable book and in the student activity book. The activity includes words with the current skill and previously learned skills. The materials include the opportunity to discuss how the affix changes the meaning of the word *luckiest*.

Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- Materials include various activities and resources for students to decode and encode words with morphemes in isolation that build on previous instruction. For example, in Lifting Off, Set 1, Lesson 16, Day 1 Step 2, students make the word *unusual* with magnetic letters, break the word at the syllables, and say each part before putting it back together to read the whole word.
- Materials include various activities and resources for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, In Moving On, Set 2, Lesson 15, students decode words in the decodable connected text, *Maud*. Students read words such as *launched* and *paused*. Students write a response about the connected text, which includes, "Who hauled Greg to the animal shelter to adopt a new dog?