

# IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Pioneer Valley Educational Press, Inc	<i>In Tandem, Grade 1</i>
Subject	Grade Level
English Language Arts and Reading	1

**Texas Essential Knowledge and Skills (TEKS) Coverage:** 100%  
**English Language Proficiency Standards (ELPS) Coverage:** N/A  
**Quality Review Overall Score:** 211 / 277

## IMRA Reviewers

**Flags for Suitability Noncompliance** N/A

Indicator	Count of Flags
1. Prohibition on Common Core:	N/A
2. Alignment with Public Education’s Constitutional Goal	N/A
3. Parental Rights and Responsibilities	N/A
4. Prohibition on Forced Political Activity	N/A
5. Protecting Children’s Innocence	N/A
6. Promoting Sexual Risk Avoidance	N/A
7. Compliance with the Children’s Internet Protection Act (CIPA)	N/A

**Flags for Suitability Compliance** N/A

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	N/A
Promoting Sexual Risk Avoidance, 6.2	N/A

**Alleged Factual Errors** N/A

## Public Feedback

**Flags for Suitability Noncompliance** N/A

Rubric Indicator	Count of Flags
1. Prohibition on Common Core:	N/A
2. Alignment with Public Education’s Constitutional Goal	N/A
3. Parental Rights and Responsibilities	N/A
4. Prohibition on Forced Political Activity	N/A
5. Protecting Children’s Innocence	N/A
6. Promoting Sexual Risk Avoidance	N/A
7. Compliance with the Children’s Internet Protection Act (CIPA)	N/A

**Alleged Factual Errors** N/A

**Public Comments** N/A

# Quality Review Summary

Rubric Section	Quality Rating
<b>1. Intentional Instructional Design</b>	<b>42 / 53</b>
<b>2. Progress Monitoring</b>	<b>24 / 28</b>
<b>3. Support for All Learners</b>	<b>21 / 32</b>
<b>4. Phonics Rule Compliance</b>	<b>23 / 36</b>
<b>5. Foundational Skills</b>	<b>101 / 164</b>

## Strengths

- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabular 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 fail to apply appropriate pacing, lack explanations for concepts, do not guide lesson internalization, and omit resources to support administrators.
- 1.2 Unit-Level Design: Materials lack a comprehensive unit overview, fail to provide sufficient content knowledge and academic vocabulary, and offer no

suggestions to support families in their students' success.

- 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 lack clearly defined instructional assessments aligned to TEKS at varying levels of complexity. They provide inadequate guidance on assessment administration.
- 3.3 Support for Emergent Bilingual Students: Materials provide insufficient guidance on linguistic accommodations and do not adequately support emergent bilingual students or bilingual/ESL program implementation.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials lack systematic, sequenced instruction in phonics and foundational skills, with minimal daily opportunities for practice, isolated exercises, or cumulative review.
- 4.2 Daily Instructional Sequence and Routines: Materials fail to ensure daily lessons offer explicit instruction with

teacher modeling, guided practice with feedback, and varied opportunities for independent student practice.

- 4.3 Ongoing Practice Opportunities: Materials do not incorporate cumulative review or intentional practice of taught phonics skills, nor do they provide ample opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide inadequate assessment tools that are not developmentally appropriate and lack clear administration guidelines or progress monitoring systems aligned with grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials offer limited data-management tools and provide minimal guidance on tracking individual and whole-class progress, progress monitoring frequency, or strategies to accelerate learning.
- 5.B.1 Oral Language Development: Materials lack explicit and systematic guidance for developing oral language, providing insufficient opportunities for communication, active listening, and discussion.
- 5.C.2 Letter-Sound Correspondence: Materials do not explicitly introduce letter-sound relationships, and fail to offer corrective feedback or sufficient activities for students to practice decoding in both isolated and connected text.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic progression

of phonological awareness skills, lack explicit instruction, and fail to offer enough corrective feedback and practice activities aligned with grade-level TEKS.

- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness, lack explicit instruction, and fail to connect phonemic awareness to the alphabetic principle with sufficient practice opportunities.
- 5.E.1 Sound-Spelling Patterns: Materials do not offer a systematic introduction of sound-spelling patterns, and provide inadequate instructional guidance or activities for developing and reinforcing these patterns.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials fail to systematically introduce regular and irregular high-frequency words, and lack explicit instruction and sufficient activities for decoding and encoding these words.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials do not introduce syllable types or division principles, and fail to offer varied activities for decoding and encoding one-syllable and multisyllabic words.
- 5.E.4 Morphological Awareness: Materials provide insufficient instruction on grade-level morphemes and fail to offer varied activities for decoding, encoding, and comprehending morphemes in text.

## Summary

*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. However, the materials have some limitations. Suggestions for forming small groups are generic, and daily lessons, though they include opportunities for guided instruction with a phonics focus, lack clear, stated objectives, and a list of materials needed for each lesson. The Lesson Kit does not provide immediate and corrective feedback; instead, teachers must access the Handbook for this information. Furthermore, there is no teacher guidance or scripting on how lesson activities build on previous learning.

Campus and district instructional leaders should consider the following:

- **Alignment with State Standards:** While the materials include a scope and sequence that outlines TEKS concepts and knowledge, the ELPS are not included, and there are gaps in the strategies for building vocabulary, comprehension, background knowledge, and language proficiency.
- **Support for Special Populations and Assessment Guidance:** While the materials suggest linguistic accommodations, the ELPS are not specifically listed, and additional strategies are lacking. The resources provided for assessments offer next steps for students who have not achieved proficiency and those who have, but these assessments are not organized by TEKS, and the same opportunities are suggested throughout the year. Additionally, the data-management tools do not guide teachers in analyzing patterns and student needs, and they do not allow students to track their own progress or growth.

## Intentional Instructional Design

1.1	Course-Level Design	12/15
1.1a	<a href="#">Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.</a>	4/5
1.1b	<a href="#">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).</a>	1/2
1.1c	<a href="#">Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.</a>	2/2
1.1d	<a href="#">Materials include guidance, protocols, and/or templates for unit and lesson internalization.</a>	1/2
1.1e	<a href="#">Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.</a>	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 66-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 66 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 short vowels taught in lessons 1-12.

**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).**

- The 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 330 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.

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**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 an extensive rationale 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 Workbook's rationale for the organization of the course and units.

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**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 substituting, and thumbs up, thumbs down. The card instructs teachers on how to complete the activity.
- The materials do not divide the lessons into units or provide guidance, protocols, or templates for unit internalization.

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**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	<a href="#">Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.</a>	0/2
1.2b	<a href="#">Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.</a>	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 do not break the lessons into units. However, they do provide "Getting Started Cards" for each grade-level kit. Each card provides the scope and sequence, materials, lesson framework, and components of each lesson. 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.
- 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 eight letters for caregivers with suggestions on supporting student progress. They section the letters for lessons 1-12, 13-18, 19-22, 23-30, 31-35, 36-48, 49-55, and 56-66. 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, writing a sentence with targeted skills, 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. The guide 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 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 in Spanish.

## Intentional Instructional Design

1.3	Lesson-Level Design	28/34
1.3a	<a href="#">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.</a>	24/30
1.3b	<a href="#">Materials include a lesson overview outlining the suggested timing for each lesson component.</a>	1/1
1.3c	<a href="#">Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.</a>	2/2
1.3d	<a href="#">Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).</a>	1/1

**The materials include 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 that include questions, tasks and materials required to meet the content and language standards. For example, on "Lesson Card 20, Day 1," the teacher asks students to identify the sn blend. The teacher uses the "Digraph-Blend Chart" and points to the /sn/ blend as students complete this activity. On "Lesson Card 3, Day 1, Step 3," the materials provide questions about describing characters for the book discussion. For example, the materials state, "Turn to page 2. Have students describe Tom and Gus. Why does Tom not want to run?"
- 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 19," the materials give teacher guidance such as, "While students are rereading books, assess students one-on-one using The Skunk." 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 "Short Vowels o and u."

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**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. However, the materials do not provide suggested timing for each step on day 5.

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**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 3 for grade 1, the following materials are listed: "Materials needed for each student: Wag Digs and Come Here, Puppy, Reading and Writing Activity Book One, magnetic letter trays with letters, Sound Box Card, and pencil. Materials needed for the teacher: magnetic easel, magnetic letters, dry-erase marker."

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**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 32, Day 2," states, "Remove the copy of A Fine Place to Hide 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	<a href="#">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.</a>	12/12
2.1b	<a href="#">Materials include the definition and intended purpose for the types of instructional assessments included.</a>	2/2
2.1c	<a href="#">Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.</a>	2/2
2.1d	<a href="#">Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.</a>	4/6
2.1e	<a href="#">Instructional assessments include standards-aligned items at varying levels of complexity.</a>	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 14, students read words in the book *The Penguin Chicks* that contain initial ch-. 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.

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**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.

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**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."

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**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, but they list the TEKS for the whole lesson on the "First 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.

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**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 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	<a href="#">Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.</a>	2/2
2.2b	<a href="#">Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.</a>	1/1
2.2c	<a href="#">Materials include tools for students to track their own progress and growth.</a>	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 "Letter-Sound Assessment," the grade K "Phonics Survey" guide provides explicit guidance on whether students should receive the following assessment. For example, "If students can name more than 40 letters and at least 8 of the 26 sounds, then administer the CVC Decoding and Encoding Inventories." 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, if a student scores a three-four on encoding accuracy and a two on decoding accuracy, it is recommended to start at lesson 25.
- 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 "Letter-Sound Assessment," the materials provide teacher guidance based on their letter/sound knowledge. Students receive small group instruction with activities on their instructional level.

- The In Tandem Handbook recommends activities for students who know fewer than 20 letter names and only a few sounds. It suggests including pre-alphabetic activities at the beginning of the lesson to help students learn phoneme-grapheme correspondences. These activities include the "Trace the Alphabet Book", "Name Puzzles," "Rainbow Writing," "Clap Syllables," "Work with Rhymes," and various letter-matching activities.
- 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."

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**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	<a href="#">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.</a>	3/3
3.2b	<a href="#">Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)</a>	2/2
3.1c	<a href="#">Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.</a>	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.

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**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.

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**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	<a href="#">Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).</a>	6/6
3.2b	<a href="#">Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.</a>	4/4
3.2c	<a href="#">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.</a>	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, went. 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 2, Step 3," the "Teaching

Point" prompts the teacher to write the words "fun" and "run" on the easel. It then prompts the teacher to link the sounds with letters as they run their finger under the words. The materials instruct the teacher to say, "As you are reading, remember to start with the first letter and look carefully all the way through the word."

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**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 6, Step 2," students actively move letters to spell words such as "pop". 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.

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**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	<a href="#">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.</a>	0/2
3.3b	<a href="#">Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.</a>	0/1
3.3c	<a href="#">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.</a>	0/8
3.3d	<a href="#">If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.</a>	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 English language learners in the In 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.

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**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.

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

- 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	<a href="#">Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.</a>	4/4
4.1b	<a href="#">Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.</a>	1/2
4.1c	<a href="#">Materials include practice of phonics skills both in isolation and through decodable texts.</a>	2/2
4.1d	<a href="#">Materials include opportunities for cumulative review of previously taught skills.</a>	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 1 Phonics Scope and Sequence." The materials introduce short vowels in "Lesson 1" through "Lesson 12." They then introduce initial/final digraphs in lessons 13-18, 23, and 24. In lessons 19-22 and 25-30, the materials introduce initial/final blends. The materials introduce long vowels with silent /e/ in lessons 31-35.
- 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 sounds and letters for short vowel /a/, and by "Lesson 48," students are making words with "Vowel Teams" /oa/, /ow/, and /oe/. Students make words such as "goat," "snow," and "toe."

**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 15, Day 1," to introduce digraph /th/, the teacher says the words "thin, thorn, thump." The teacher then says, "What sound do you hear at the beginning of these words?" The teacher then asks students to point to the /th/ on the "Digraph-Blend Card." "Say the picture, the beginning sound, and the letters that spell that sound." The materials do not provide explicit instructions on the phonic concept.

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**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 letters from their letter trays to make and manipulate words. For example, in "Lesson 6, Day 1, Step 2," students are instructed to make the word "pup." The teacher instructs students to "Change the u to o and read the word pop." Students change letters to make the words "pot, rot, rut, run."
- The materials include the practice of phonics skills through decodable texts. For example, in "Lesson 2, Day 1, Step 3," students locate short /i/ words in the decodable book *Kit and Jim* before reading it independently. The teacher models finding the words, "kit," and "it," stopping on the indicated pages. Students then read the book independently, reading words such as "big, fig, pig, Jim."

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**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 encode the words "shed" and "ship" using "Sound Boxes." They practice the lesson's current phonics focus, the initial digraph /sh/. Students also practice the short vowel /i/ from "Lesson 2" and the short vowel /e/ from "Lesson 7."
- In "Lesson 48, Day 3, Step 2," students practice making words with letter magnets. The teacher instructs the students to remove the letters Aa, Bb, Ff, Gg, Ll, Oo, Rr, Ss, Tt, Ww, and Yy from their trays. The teacher instructs students to pull down the letters Gg, Rr, Aa, and Yy to read the word "gray." The instructions then state, "Change the ay to ow and read the word grow." This activity continues with words "flow, blow, stow, stay." These words continue the current lesson's focus on vowel teams, including /ow/, while also reviewing "Vowel Team" /ay/ from "Lesson 41."



## Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	2/8
4.2a	<a href="#">Daily lessons include explicit (direct) instruction with teacher modeling.</a>	0/1
4.2b	<a href="#">Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.</a>	0/3
4.2c	<a href="#">Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.</a>	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 13, Day 1," the materials provide teacher guidance such as, "Say the following words, emphasizing the beginning sound: ship, show, shoe. Now let's say these words together and listen for the sounds at the beginning: ship, show, shoe. What sounds do you hear at the beginning of these words? Say the sounds: /sh/."
- The daily lessons do not include scripted, explicit instruction with the teacher modeling the instructional objective. For example, in "Lesson 20, Day 1," the teacher receives the following guidance, "Model substituting by saying: slap, change /s/ to /sn/, snap. Repeat the process with the following: slob, change /s/ to /sn/, snob. Snot, change /sn/ to /sl/, slot." The teacher models the activity students complete, not instruction on the phonics skill.

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### **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 14, Day 1," under the "Teaching Point," the only explicit instruction includes, "Say the word chick" The rest includes teacher-suggested moves such as, "Have students segment the sounds in chick by tapping the table. Draw three boxes on the easel and run your finger under the boxes as you say the word. Then have students help you map the sounds and letters as you fill in each box."

- 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."

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**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 28, 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 "lamp" and "chimp." During this lesson, students also read the story Camping with Gramps independently.
- 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 28, Day 2," students chorally read the decodable words from the student Reading and Writing Activity Book 2. These words include "ramp, camp, lump, bump, jump, dump, chomp, stomp."

## Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	5/6
4.3a	<a href="#">Materials include intentional cumulative review and practice activities throughout the curriculum.</a>	2/2
4.3b	<a href="#">Practice opportunities include only phonics skills that have been explicitly taught.</a>	0/1
4.3c	<a href="#">Decodable texts incorporate cumulative practice of taught phonics skills.</a>	1/1
4.3d	<a href="#">Lessons include an instructional focus with opportunities for practice in isolation and connected text.</a>	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 the short vowel /i/ in "Lesson 2" and revisit this concept as a main focus in "Lesson 3," "Lesson 9," "Lesson 11," and "Lesson 12."
- The materials include intentional practice activities throughout the curriculum. For example, in "Lesson 16, Day 1," students encode the words "thin, chin, shin, ship" with magnetic letters. The lesson focuses on digraphs /ch/, /th/, and /sh/. Students previously learned the letters li in "Lesson 2" and consonant letters in grade K.

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**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 sound /i/. It instructs the teacher to "Say the following words, stretching the middle sound: l-iii-p, p-iii-t, d-iii-d. Now let's say these words together and listen for the sound in the middle: lid, pit, did. What sound do you hear in the middle of these words? Say the sound: /i/. Say the letter name: i."
- In "Lesson 10," students read the books *Max the Bug* and *Dinosaur Snack*. These books feature words with skills that teachers have not introduced yet, such as "mother", "safe," "running," "leaf," "hungry," and "dinosaur."

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**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 lessons do not indicate whether the book is a phonics storybook or a leveled reader, but the scope and sequence indicates this. For example, in "Lesson 27, Day 3," students read the leveled reader *Pickles Helps Out* and read sentences such as, "Mom was folding the laundry. Pickles wanted to help." Students practice reading CVC words with short vowels and consonants previously learned in grade K. The students also read words with unfamiliar patterns, such as multisyllabic words, suffix -ed, -ing, and vowel team /au/.
- The decodable texts incorporate the cumulative practice of taught phonics skills. For example, in "Lesson 19," students read the decodable book *The Skunk*. They read words such as "skin," "skip," "skipped," "skirt," "skunk," and "sky." Students practice the current lesson focus of initial blend /sk/ by reading the words "skin" and "skip." Students also practice previous phonics concepts, such as short vowels and consonants, from grade K. The materials do not cover the final blend /nk/ until "Lesson 25" and final /y/ until "Lesson 54." The grade 1 "Scope and Sequence" does not include suffix -ed

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**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 10, Day 1 provides instruction on short vowels *a* and *u*. Then, students build words using these vowels using letter magnetics. Students make the words *bag*, *bug*, *bun*, *run*, *ran*, and *rat*. After this, students use sound boxes to write teacher-dictated short *a* and *u* words. Students encode the words *sap*, *mud*, and *cut*.
- Lessons include an instructional focus with opportunities for practice in connected text. For example, in Lesson 10, Day 1, students read the connected text, *Max and the Bug*. Students read words that match the lesson's instructional focus of short *a* and *u*. These words include *bat*, *can*, *fat*, *mad*, *bug*, *buzz*, *hut*, and *run*.

## Phonics Rule Compliance

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

**The materials include a variety of assessment tools that are developmentally appropriate. Materials do not 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 27" is the final blend /st/. On "Day 5," the teacher assesses students' decoding of words with the final blend from the book *The Pest*. The teacher also assesses students' encoding of words such as "best, last, trust, quest."

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

- The materials do not consistently provide clear, consistent directions for accurate assessment administration. However, they do include clear, consistent directions for accurate assessment administration for the "Phonics Survey" assessments. The "Letter-Sound Assessment" provides a script of what to ask students. For example, "Step 2" states,

"Can you tell me the name of some of these letters? Start here and tell me the names of the letters you know." The materials also provide teacher guidance, such as where to point before giving students directions.

- The materials do not provide clear, consistent directions for accurately administering the weekly formative assessment on day 5 of the lesson card. For example, in "Lesson 27," when the teacher assesses students on decoding the materials, the directions are, "Point to a few words in the book containing the *final st* and ask them to read the words." The materials do not provide the words students should decode in the book.

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**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 27," the materials prompt the teacher to "Point to a few words in the book containing *final st* 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.

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**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	<a href="#">Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.</a>	1/1
4.5b	<a href="#">Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.</a>	2/2
4.5c	<a href="#">Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.</a>	0/2
4.5d	<a href="#">Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.</a>	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 First Grade Phonics Survey Tracker Form" allows teachers to record the results from all assessment components for the beginning, middle, and end of the year. The teacher records the score for letter names and sounds, along with the decoding and encoding results for the following phonics concepts: CVC, initial/final digraphs, initial blends, final blends/final digraphs/floss rule, silent e, vowel teams 1, vowel teams 2, vowel-*r* combinations 1 and diphthong vowel teams. 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.

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**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 22," the teacher assesses students on encoding and decoding words with the initial blend /cl/. In "Lesson 23," the teacher assesses students on encoding and decoding words with the final digraph /ck/.

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**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	<a href="#">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)</a>	0/8
5.B.1b	<a href="#">Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)</a>	4/4
5.B.1c	<a href="#">Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)</a>	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 4, Day 3, Step 3, students engage in a book discussion and include teacher guidance on questions to ask. Questions include, "Have you ever felt like the character before? What did you learn?" 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.

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

- The materials provide opportunities for different purposes to engage in social and academic communication. For example, in Lesson 65, Day 4, students discuss their favorite page in the book after reading *All About Soccer*. They also engage in academic communication by discussing questions such as, "What is a header? How do the words on the page help you know that? How does the picture help you to know that?"
- The materials provide opportunities for students to communicate with different audiences. For example, in Lesson 51, Day 4, the materials prompt the teacher to have students identify their favorite page in the book *Dinosaurs and Fossils* and ask their partner a question. Students engage in all other discussion questions during Step 3 of the lesson in a whole group.

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**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 beginning 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 2, Day 4, Step 3," the materials prompt students to turn to their favorite page in the book and ask their partner a question about the 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 1, Day 3," students discuss the problem in the story *Jasper the Fat Cat* to understand the information in the text. On "Day 4," students share their ideas on why they think the tuna fish woke Jasper. In "Lesson 8, Day 1," students share information on which pet Sam can get in the book *A Pet for Sam*.

## Foundational Skills

5.C.2	Letter-Sound Correspondence	14/18
5.C.2a	<a href="#">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)</a>	2/4
5.C.2b	<a href="#">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 &amp; 2.A.2)(T)</a>	0/2
5.C.2c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12

**The materials do not explicitly (directly), and 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 24," students engage in the Learning Letters and Fostering Phonemic Awareness activity to learn the final digraph /ng/. The teacher says the words "king, sang, long." Students repeat the words and identify the sound at the end of the words. Students say the sound, and the teacher writes /ng/ on the easel. The teacher does not explicitly model or explain the sound-letter relationship for the digraph 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 1 In Tandem "Scope and Sequence" shows the instructional sequence of letter-sound relationships. Students spend 12 weeks reviewing short vowels learned in grade K. Students learn digraphs before blends. The materials do not include instruction on consonant trigraph /tch/.

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**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 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 24," students engage in the Learning Letters and Fostering Phonemic Awareness activity to learn the final digraph /ng/. The teacher says the words "king, sang, long." Students repeat the words and identify the sound at the end of the words. Students say the sound, and the teacher writes /ng/ on the easel. The teacher does not explicitly model or explain the sound-letter relationship for the digraph 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 1 In Tandem "Scope and Sequence" shows the instructional sequence of letter-sound relationships. Students spend 12 weeks reviewing short vowels learned in grade K. Students learn digraphs before blends. The materials do not include instruction on consonant trigraph /tch/.

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**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 13, students develop their understanding of decoding one-syllable words during Day 1, Step 2," students use letter magnets to create words with the initial digraph /sh/. During the activity, the teacher instructs the students to "Change the o to i and read the word: ship." Students practice decoding words in isolation during "Day 2, Step 2." The teacher writes the word "nut" on the easel, and students create it with their magnet letters. Students break the word at the vowel and read each part before putting it back together and reading the complete 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 25," students develop their letter-sound correspondence skills by locating the word "plunk" in the book *A Trunk in the Road* while framing the part of the word that says /nk/. Students continue to develop their skills by reading the book independently. Students decode words such as "honk, plunk, trunk." Students then practice this skill by reading and locating the list of words with the final blend /nk/ from the book. 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	<a href="#">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)</a>	0/4
5.D.1b	<a href="#">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 &amp; 2.A.2)(T)</a>	0/2
5.D.1C	<a href="#">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 &amp; 2.A.3)(S)</a>	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)**

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound (e.g., identifying and producing rhyming words, recognizing spoke alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills nor to smaller units of sound (e.g., adding, deleting, and substituting syllables). The materials do not have a gradual increase because they introduce some of the grade 1 phonological awareness skills in grade K.

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**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. For example, in lesson 10, day 2, step 3, students produce a word that rhymes with the word *bug* and starts with the letter *t*. The materials do not guide teachers in providing explanatory feedback to address student errors and misconceptions about identifying rhymes.
- The materials do not include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in lesson 13, day 1, step 1, the guidance states, "Say the following words, emphasizing the beginning sound: *ship, show, shoe*. Now let's say these words together and listen for the sound at the beginning: *ship, show, shoe*. What sound do you hear at the beginning of these words? Say the sound: /sh/." The materials do not provide feedback on addressing student misconceptions and errors in recognizing a group of words with the same spoken onset of *speech*.

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**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 practice this skill orally first.
- 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	Phonemic 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)

- The materials do not include a systematic sequence for introducing phonemic awareness activities. In lessons 1 and 2, students blend and segment phonemes. In lesson 3, students start to substitute the rime of the word. In lessons 4 and 5, students return to segmenting and blending. The materials do not follow a predictable pattern for phonemic awareness activities. They also do not include phonemic awareness instruction on adding and deleting phonemes. Chapter 3, in the *In Tandem Handbook*, identifies adding and deleting phonemes as a grade 2 skill.

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**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)

tions. (PR 2.A & 2.A.2) (T)

- The lesson plans include phrasing and statements for teachers to use during instruction. For example, in grade 1, lesson 7, day 1, step 1, blending, guidance states, "Model blending the individual sounds: y-e-s, yes. Have students blend the sounds to say the whole word: b-e-t, *bet*; red, *red*. The lessons suggest activities for phonemic awareness rather than providing specific terms, phrasing, and statements for teachers to use during instruction. The materials do not include feedback for students based on common errors and misconceptions students might have with blending phonemes.
- The materials do not provide recommended explanatory feedback for students based on common errors and misconceptions. For example, in lesson 13, day 1, step 1, blending, guidance states, "Model blending: /sh/ *ape*, *shape*. Have students blend the sounds to say the whole word: /sh/ *ell*, *shell*; /sh/ *ack*, *shack*." Similarly, lesson 21, day 1, step 1, substituting guidance states, "Model substituting by saying: *clam*, change /cl/ to /cr/, *cram*. Repeat the process with the following: *crew*, change /cr/ to /cl/, *clue*; *cloak*, change /cl/ to /cr/, *croak*." The materials do not provide feedback based on common errors or misconceptions of blending or substituting phonemes.

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**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 that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding. For example, in lesson 6, day 1, step 1, the guidance states, "I will say two words, and we will listen to the middle vowel sound of each one. If the vowel sounds are the same, put your thumb up. If the vowel sounds are different, put your thumb down. Model with the first pair of words. Repeat these words after me: *not*, *nut*. Let's repeat these words, stretching the middle vowel sound: *n-ooo-t*, *n-uuu-t*. Put your thumb up if the vowel sound is the same. Put your thumb down if it is different. Repeat with the following pairs of words: (*jug*, *jog*), (*gut*, *gum*). Model substituting by saying: *rob*, change /ob/ to /ub/, *rub*. Repeat the process with the following: *cup*, change /up/ to /op/, *cop*. *Jog*, change /og/ to /ug/, *jug*." The lesson continues with having students make words, "Have students remove the following letters from their trays: *n*, *o*, *p*, *r*, *t*, and *u*. Give each student an extra *p*. Make the word: *pup*. Change the *u* to *o* and read the word: *pop*. Make the word: *pot*. Change the *p* to *r* and read the word: *rot*. Make the word: *rut*. Change the *t* to *n* and read the word: *run*."



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**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)

- The materials provide various activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, students develop blending skills in lesson 1, step 1. The teacher says the sounds, and students blend to make the word. Students continue to practice this skill in lesson 2 using the same activity. Students reinforce this skill through the activity *Building Writing Skills*. After students encode words in the sound box, they run their fingers under each letter, say the sounds, and read each word. Also, in lesson 3, day 1, during the teaching point, students blend the sounds in the word *dig* and *bag* as they read it from the easel.

## Foundational Skills

5.E.1	Sound-Spelling Patterns	14/16
5.E.1a	<a href="#">Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)</a>	0/1
5.E.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)</a>	0/1
5.E.1c	<a href="#">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)</a>	6/6
5.E.1d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

The materials do not 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 do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The grade 1 In Tandem Scope and Sequence shows the instructional sequence of sound-spelling patterns. The materials do not explicitly introduce open and closed syllables. Students learn digraphs before blends. The materials do not include instruction on trigraphs. The materials do not include compound words and contractions in the scope and sequence. The materials include a compound word decoding activity but do not include explicit instruction.

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**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 37, Day 1, Step 4, the teacher is directed to "Distribute dry-erase boards and markers. Model saying the word *green* slowly as

you count the sounds. Say the word again as you draw a line for each phoneme. Say the word *green* slowly as you write the phonemes on the lines, linking the letters to their sounds (g r ee n). Have students repeat the process with *queen* and *speech*." The lesson provides bulleted points and shows that the *ee* makes one sound; however, there is no explanation for why the *ee* makes only one sound.

- The materials do not provide direct instruction to explain digraphs. For example, in Lesson 5, Day 1, Step 3, the Teaching Point states, "Say the word *tuck*. Then, have students segment the sounds in *tuck* by tapping the table. Draw three boxes and run your finger under the boxes as you say the word. Then, have students help you map the sounds and letters as you fill in each box (put the letters *ck* in one box). Repeat with the word *yuck*." However, the script does not guide why students put *ck* in one box. The materials do not explain that the letters *ck* are a consonant digraph, two letters that make a single sound when combined.

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**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 *crank* and change the letter *r* to *l* to create *clank*. Students continue to practice this skill in the Building Writing Skills component of the lesson. Students use Sound Boxes to encode the words the teacher dictates. For example, in Lesson 25, Day 1, students encode the words *sank* and *wink*.
- Students engage in these activities weekly to reinforce through cumulative review their previous sound-spelling patterns and practice new ones.

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**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 13, students read words such as *hut*, *shut*, *hip*, and *ship*. Students decode words in connected text by reading a decodable reader with taught-sound spelling patterns. For example, after learning the initial digraph *sh*, students read the decodable reader, *Shay's Pirate Ship*.
- 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 13, Day 4, students encode the sentence, “She went to look for the little puppy.” Then, they circle words with the initial *sh*.

## Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	36/42
5.E.2a	<a href="#">Materials include a systematic sequence for introducing regular and irregular high-frequency words.</a> (PR 2.A.1)	0/2
5.E.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.</a> (PR 2.A.1)(T)	0/4
5.E.2c	<a href="#">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).</a> (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	<a href="#">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).</a> (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, *look*, in lesson 7 but do not teach the vowel team *oo* until lesson 44, 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 *called* in lesson 18, but students do not have knowledge of the suffix *-ed* yet. This does not allow students to use their knowledge to identify the regular parts in irregular high-frequency words.

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**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 4, 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 *are* 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.

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**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. In lesson 23, the sight word is the word help, which includes all elements that have been previously taught, and therefore is a "regular" sight word. 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.

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**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 5, students read the sight word *the* in the decodable text *Nuts for Tuck*. Students encode sentences from the text, such as, “I see the nut,” said Tuck. “Yum!”

## Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	12/23
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR.2.A.1)</a>	0/1
5.E.3b	<a href="#">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)</a>	0/2
5.E.3c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12
5.E.3d	<a href="#">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 &amp; 2.A.3)(S)</a>	0/8

**The materials do not include a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. Materials do not include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types principles to decode and encode one-syllable words. Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable words (through cumulative review). Materials do not include a variety of activities and resources for students to practice decoding and encoding one-syllable, using knowledge of syllable types, 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 syllable types and syllable division principles, as outlined in the TEKS. (PR.2.A.1)**

- The materials do not follow a systematic sequence for introducing grade-level syllable types. For example, in Lesson 25, Day 2, Make a Big Word, the guidance states, “Say the word *honking* and have students say the syllables. Have students make the word *honking*. Break the syllables and say each part” to “Say the word *honking* and have students clap the syllables. Have students make the word: *honking*. Then have students break the word at the syllables *honk-ing* and say each part..” The materials do not provide explicit instruction on what syllables are. Also, in Lesson 25, Day 3, Step 3 Teaching Point, the guidance states, “On the easel, write the word *help*. Chorally read the word, stretching the vowel sound. How many vowel sounds do you hear? Make a small dot above the letter e. Say and clap the word. That’s one clap and one vowel sound, which means this is one syllable. Repeat with *skunk*.”



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**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)

- Materials do not include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types to decode and encode one-syllable or multisyllabic words. There is no gradual release of responsibility, and students use their skills before modeling and direct instruction. For example, in Lesson 28, Day 3, Step 3 guidance states, “Make a small dot above the letter *o* and a small dot above the letters *ay*. Say and clap the word. That’s two claps and two vowel sounds, which means this is two syllables. Repeat with *someday*.” Also, in Lesson 30, Day 2, Make a Big Word, guidance states, “Say the word *sending* and have students clap the syllables. Have students make the word *sending*. Then have students break the word at the syllables *send-ing* and say each part.”

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**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 and resources for students to develop, practice, and reinforce skills for decoding and encoding one-syllable words. For example, in Lesson 14, students develop the skill of encoding and decoding words during the Making Words component, in which they use letter magnets to create, manipulate, and read words such as *hat*, *chat*, *chap*, *chop*, and *chip*. Students practice decoding words such as *cheep*, *chick*, and *chip* in the decodable reader. Students practice encoding sentences with one-syllable words in the Student Activity Book. Students engage in these activities weekly to reinforce these skills.

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**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 do not include various activities for students to practice decoding and encoding one-syllable, using knowledge of syllable types in decodable connected or in isolation text that builds on previous instruction. The grade 1 materials provide a variety of activities and resources for students to decode and encode one-syllable words; however, they do not apply the knowledge of syllable types. For example, in Lesson 13, students encode and decode words such as *hut*, *shut*, *shop*, and *shot*. Students do not use knowledge of syllable types to support decoding and encoding.

## Foundational Skills

5.E.4	Morphological Awareness (1–3)	8/19
5.E.4a	<a href="#">Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)</a>	0/1
5.E.4b	<a href="#">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)</a>	0/4
5.E.4c	<a href="#">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 &amp; 2.A.3)(S)</a>	0/6
5.E.4d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the Texas Essential Knowledge and Skills (TEKS). Materials do not 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 do not 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)

- The materials do not include a systematic sequence for introducing grade-level morphemes, -s, -ed, and -ing. For example, all grade-level morphemes are taught in lessons 11, 13, 15, and 24 and do not spiral back. Specifically, lesson 15 includes the suffix -ed, but it is introduced as a sight word. Students make the word *looked* with magnetic letters, but that is the extent of the teaching. Later in this lesson, in the teaching point, the teacher makes the word *shouted* with magnetic letters on the easel. Then the teacher asks what are a few things we can do to help us figure out this word like cover the ending or find a known part? Students then assist in finding parts (*sh-out-ed*). The teacher reminds students that when they get to big words, they can help themselves figure them out by finding parts they know. The script does not teach how the -ed changes the word's meaning.

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**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)

- The materials do not include guidance on how to provide direct and explicit instruction for recognizing common morphemes and using their meanings to support decoding, encoding, and reading comprehension. For example, in lesson 4, day 2, step 3, teaching point, the guidance states, "Make the word *going* out of magnetic letters. If you didn't know this word, you could look for a part you do know. Demonstrate breaking the word into parts: *go-ing*. You know the part that spells go. This part spells *-ing*. Remake the word. When you add *-ing*, it is going." The materials do not provide guidance for detailed direct instruction or mention the meaning of morphemes.
- Materials do not include direct and explicit instruction in morphological awareness. The implicit approach implies that students will build this knowledge independently as they read. For example, the teaching point from lesson 11, day 3 states, "Write the word *come* on the easel. Let's read this word together. Add an *s* to *come*. Now what is the word? When you read, you need to look all the way to the end of the word." The materials do not provide direct instruction on morphemes and their meaning.

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**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 do not include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills.
- The materials include one or two approaches to morphological word study but lack various practice opportunities with grade-level morphemes. For example, in grade 1, students identify suffixes in words during the introduction of each suffix. Practice is limited to making words containing morphemes with magnetic letters.

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**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)

- The materials include various activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists). They also include instructional routines, such as dictation, emphasizing encoding and decoding. In the activity *Breaking Big Words* in lesson 48, students use letter magnets to create word *boating* before breaking off the word's ending and breaking the word at the vowel. Students read each part before putting it back together and reading 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. For

example, in lesson 51, students decode words in the decodable connected text, *Corny Jokes*. Students read words such as *corny* and *jokes*. Students encode a sentence connected to the text, such as, “Who tells corny jokes?”