

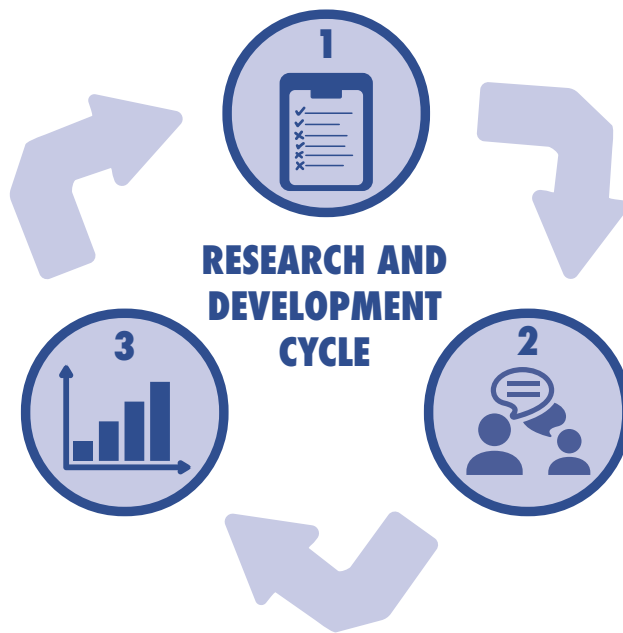


A Summary of Research

Pioneer Valley Books has a strong commitment to provide research-based literacy solutions to our school partners. Our products combine the science of literacy with the latest research on the principles of learning and how that translates into effective literacy resources that ensure students' success.

For more than 25 years, Pioneer Valley Books has partnered with educators, conducted research, collected data, and built literacy programs and tools that support students' literacy growth and teachers' professional learning. Each new product or program is driven by educational leaders and literacy experts to ensure the development of evidence-based learning solutions. We strive to deliver better literacy results and better reading experiences in the classroom.

The Pioneer Valley Books Product Research and Development Cycle:



Stage 1: Needs Assessment and Background Research

With the help of educators and literacy leaders, we identify challenges. After conducting background research, we then propose a resource or curriculum to address the needs of teachers and learners.

Stage 2: Development and Design

As we develop the solution, we conduct trials and testing with students and teachers in classrooms

and schools. We use that data and feedback to guide improvements throughout the production process.

Stage 3: Impact

We partner with researchers and educators to measure the effectiveness of our programs in classrooms across different settings with diverse student populations.



A Summary of Research

In Tandem: Reading, Writing, Phonics has been developed to meet the most current research on literacy acquisition. *In Tandem* meets ESSA Tier 4 standards. This program is built around a well-defined logic model, is informed by research, and is currently under evaluation.



Program Overview

In Tandem is a research-based K–2 literacy program that combines the power of systematic phonics with dynamic small-group, differentiated instruction. Each 5-day lesson pairs a high-quality decodable book with a fiction or nonfiction book to maximize and accelerate learning. The easy-to-follow lessons provide research-based, multimodal, targeted instruction in phonemic awareness, phonics, reading, writing, vocabulary, comprehension, and fluency. *In Tandem* offers culturally responsive instruction that engages every student in learning, promotes deeper thinking, and inspires students to become powerful and joyful readers.

In Tandem lessons feature:

- Scope and sequence based on phonics continuum
- High-impact phonemic awareness and phonics routines
- Systematic, explicit phonics instruction that builds in complexity
- Robust comprehension instruction aligned with standards
- Opportunities to develop vocabulary and fluency
- Daily application of phonics skills to authentic reading and writing
- Emphasis on building writing proficiency in response to reading

See Appendix A for the scope and sequences for the Kindergarten, First Grade, and Second Grade kits.



A Summary of Research

In Tandem Lesson Plan Framework (Kindergarten)

Framework for Lessons 1-12

	DAYS 1-4	DAY 5
Step 1	Learning Letters and Fostering Phonemic Awareness	Partner Read
Step 2	Developing Phonics Skills	Progress Monitoring: Assess Letters and Sounds
Step 3	Reading Books	Progress Monitoring: Assess Concepts of Print
Step 4	Building Writing Skills	Progress Monitoring: Assess Letter Formation

Framework for Lessons 13-48

	DAYS 1 AND 3	DAYS 2 AND 4	DAY 5
Step 1	Learning Letters and Fostering Phonemic Awareness	Reading Words	Partner Read
Step 2	Developing Phonics Skills	Developing Phonics Skills	Progress Monitoring: Assess Decoding
Step 3	Reading Books	Reading Books	Progress Monitoring: Assess Reading Strategies
Step 4	Building Writing Skills	Building Writing Skills	Progress Monitoring: Assess Encoding/ Spelling

In Tandem Lesson Plan Framework (First and Second Grades)

Lesson Framework

	DAYS 1 AND 3	DAYS 2 AND 4	DAY 5
Step 1	Learning Letters and Fostering Phonemic Awareness	Reading Words	Partner Read
Step 2	Developing Phonics Skills	Developing Phonics Skills	Progress Monitoring: Assess Decoding
Step 3	Reading Books	Reading Books	Progress Monitoring: Assess Reading Strategies
Step 4	Building Writing Skills	Building Writing Skills	Progress Monitoring: Assess Encoding/ Spelling



A Summary of Research

Research Studies

During the 2022–2023 school year, Pioneer Valley Books initiated field studies with kindergarten students using the In Tandem program. Midyear data demonstrated that all students had made significant gains in letter knowledge, decoding skills, and high-frequency word knowledge, with 100% hitting their midyear district benchmark literacy goals and 80% already reaching end-of-year benchmark goals. More information about this study can be found [here](#).

How In Tandem Aligns with Current Research

The primary features of In Tandem are small, flexible groups; responsive feedback; alphabet knowledge instruction; phonological and phonemic awareness; phonics; high-frequency words; comprehension; vocabulary; fluency; writing; oral language development; motivation; assessment; and family engagement. Each is backed by scientific research that verifies each component's positive effects on student learning and reading proficiency.

Small, Flexible Groups. Reading instruction is the same as other instruction in that students learn best when the instruction matches their learning needs (Al Otaiba & Fuchs, 2006; Kamps & Greenwood, 2005). By grouping students by reading level and skill, small-group reading instruction gives teachers an immediate and effective way to deliver individualized, systematic reading instruction (Gersten et al., 2017; Gersten et al., 2009). In Tandem utilizes small groups that allow teachers to more easily target the individual needs of students. Teachers regroup students as their needs change. The Center for the Improvement of Early Reading Achievement (CIERA) studied the practices of accomplished teachers who were helping striving readers beat the odds and achieve in low-income schools. They discovered that time spent in small-group instruction for reading distinguished the most effective schools from the other schools in the study (Taylor et al., 2000).



A Summary of Research

Responsive Feedback. During each In Tandem reading lesson, teachers listen to and prompt students as they read. The small-group context provides opportunities for teachers to observe individual students and make in-the-moment instructional decisions that help move that student's learning forward. Responsive feedback has an effect size of 0.75. "When students are engaged in appropriately challenging tasks, they are more likely to respond to feedback because they need that information to continue growing and learning" (Fisher et al., 2016, 28).

Alphabet Knowledge Instruction. Alphabet knowledge is an important learning goal for young students (Blevins, 2019; Ehri, 2014; Seidenberg, 2017). A growing body of research demonstrates reciprocal relations between letter name and sound knowledge and suggests that instruction in letter names may facilitate letter-sound learning for those letters whose names also include their sounds (Gehsmann & Mesmer, 2023; Rayner et al., 2001; Roberts, 2021). Students must learn to link segments of sounds to letters (Foorman et al., 2016). The In Tandem lessons teach the components of letter-sound knowledge and phonemic awareness using developmentally appropriate strategies and activities. Each lesson has students using tactile and multimodal tools that provide opportunities to develop knowledge and encourage curiosity about letters through explicit and systematic instruction.

Phonemic Awareness. Students with strong phonemic awareness hear and manipulate sounds in words. The combination of letter work and phonemic awareness fosters sophisticated skills needed for decoding words, such as phoneme substitution, blending, and deletion (Blevins, 2019; Ehri, 2014; Foorman et al., 2016). The In Tandem lessons include engaging activities that teach students to identify, blend, segment, and manipulate phonemes. The explicit instruction includes teacher explanation and modeling before students do the procedure independently and draws on the reciprocal relationship between phonics and phonemic awareness.



A Summary of Research

Phonics. Systematic phonics instruction is a crucial aspect of early reading instruction, as it helps students develop foundational skills in decoding and word recognition (Ehri, 2020; Blevins, 2016; National Reading Panel, 2000). Students with stronger decoding skills are more proficient readers (Seidenberg, 2017). Effective phonics instruction teaches students to associate sounds with corresponding letters and letter patterns so that they learn to be flexible word solvers as they encode (write) and decode (read) words (Ehri et al., 2001; Blevins, 2016). Explicit instruction in blending is also critical in helping students learn to read simple words and multisyllabic words (Blevins, 2019; Foorman et al., 2016). All levels of In Tandem include systematic phonics instruction with explicit instruction in and opportunities to practice blending. An effective approach to teaching phonics involves engaging multiple senses—visual, auditory, and kinesthetic/tactile—to enhance learning and boost memory. Using multimodal tools helps engage students and hold their attention, which can increase their motivation to learn. (See Appendix B for a list of procedures used to teach phonics.)

High-Frequency Words. Skilled readers are able to read individual words accurately and quickly in isolation. When a reader is able to quickly read words, they can focus their attention on constructing meaning (Blevins, 2019; Ehri, 2005). Research informs us that it is important to teach regular and irregular high-frequency words so students can recognize them efficiently (Foorman et al., 2016). Explicit instruction in high-frequency words likely increases students' sight word banks. Phoneme-grapheme mapping supports learning new words by connecting the letters that spell the sounds in both regular and irregular high-frequency words. The letters they see and the sounds they hear get processed together as a sight word, which is then stored in the brain (Ehri, 2014). The collection of decodable Phonics Storybooks used with In Tandem features a set of carefully sequenced high-frequency words and provides students with multiple opportunities to read and reread the new sight words in context. Then, to support the acquisition of



A Summary of Research

new words, In Tandem lessons include a phoneme-grapheme mapping routine. Once students are introduced to the new high-frequency word and map it, they then have many opportunities to practice the new word in isolation and in the context of reading and writing. Using this multilayered approach ensures students will quickly develop a large bank of sight words.

Immediate Transfer of Phonics Skills to Print (Reading and Writing). With In Tandem, connected phonemic awareness and phonics activities are immediately transferred to print (decoding/encoding). Research shows that students need daily opportunities to apply their phonics skills to real reading and writing experiences (Blevins, 2016).

Applying New Skills to Reading. The goal of phonics instruction is for students to be able to read text independently (Blevins, 2019). There is clear evidence that students benefit from opportunities to practice new phonics skills by reading text that includes the skills they have just learned (Blevins, 2016; Duke & Mesmer, 2019; Ehri, 2020). Students also benefit from frequent opportunities to read and discuss a variety of texts (Duke et al., 2021). Within In Tandem, students apply newly acquired phonics skills to an authentic reading context every day; they also have multiple opportunities in each lesson to practice blending phonemes into words in isolation.

- **Decodable Text:** Decodable readers are intended to be used for explicit instruction in how to decode or apply phonics skills to reading words. Decodable books give students practice in applying phonics skills and help them build their sight word knowledge (Ehri, 2020). Decodability can be defined by two features: "1) the proportion of words with phonetically regular relationships between letters and sounds, and 2) the degree of match between the letter-sound relationship and what the reader has been taught" (Mesmer, 2000, 122). Pioneer Valley Books has created a collection of decodable books called Phonics Storybooks around which the In Tandem lessons have been written. Each book aligns explicitly and intentionally with the lesson's targeted phonics skill and a



A Summary of Research

new high-frequency word, as well as a review of previously taught phonics skills and high-frequency words. The books are beautifully illustrated, with natural language structures and interesting story plots that will support young readers in making meaning.

- **Fiction and Nonfiction Text:** The books used with In Tandem expose readers to a range of genres including folktales, fantasy, realistic fiction, and informational text because frequent opportunities to read varied texts support students' vocabulary, fluency, and comprehension (Duke et al., 2021; Foorman et al., 2016; Seidenberg, 2017). Reading varied texts also helps students build background knowledge that they can use in future contexts (Darling-Hammond et al., 2020). All students need daily opportunities to read and discuss complex text that is engaging and authentic, which provides development in academic language and knowledge about the world (Shanahan et al., 2010). Texts also need to be culturally responsive, providing "mirrors" and "windows" for students, so they see themselves and learn about others (Bishop, 1990; Muñiz, 2019). Research has shown that there is a sweet spot for learning—the task should not be too easy or too hard (Darling-Hammond et al., 2020). As students read, errors are "expected and celebrated because they are opportunities for learning" (Fisher et al., 2016, 31). The fiction and nonfiction books in the In Tandem kits ensure that challenges are appropriately calibrated to the needs of the learner.

Applying Skills to Writing. Writing can be a valuable tool for supporting phonics instruction and helping students develop their reading skills (Blevins, 2016). Dictated writing helps students learn to apply specific phonics skills when encoding unfamiliar words (Blevins, 2019). As students learn to write, they become more familiar with the relationship between letters and their sounds. This helps them to identify and recognize letter-sound correspondences when they encounter them in reading (Graham & Hebert, 2011). Writing requires students to think about how words are spelled. This helps them to develop phonemic



A Summary of Research

awareness, which is the ability to identify and manipulate the individual sounds in words. As they write words repeatedly, they become more familiar with their spelling and are better able to recognize them when they encounter them in reading.

Emphasis on Reading and Writing as a Reciprocal Process. The In Tandem curriculum is rooted in the principle that reading and writing are reciprocal processes. In the lessons, students read (decode) and then write (encode), directly applying the phonics skills they have learned in the first part of the lesson. Throughout the sequence of lessons, students have the opportunity to practice writing dictated words in isolation, writing dictated sentences, and writing to answer text-dependent questions. Integrating reading and writing has positive effects on comprehension and phonics (Blevins, 2019; Duke et al., 2021). In fact, applying phonics skills in reading and writing allows students to learn the skills more quickly (Blevins, 2016). The complexities of reading merge during guided writing as students use phonics, orthography, language structures, and newly learned vocabulary to write about the text.

Comprehension. Reading instruction should focus on foundational skills and comprehension instruction (Duke et al., 2021). Instruction in comprehension should include explicit teaching around specific comprehension strategies and text structures (Duke et al., 2021; Shanahan et al., 2010). This instruction should also include discussions about the text and writing about the text (Duke et al., 2021; Shanahan et al., 2010). The In Tandem lessons center around a comprehension focus that builds in complexity across the year and grade level. The In Tandem books have been carefully selected and sequenced to enhance and extend student comprehension skills, and lessons feature a gradual release model whereby teachers model comprehension strategies that students are then invited to practice. On the first day of the lesson, students are introduced to a new comprehension strategy. Then as they read, students are taught to monitor their comprehension and intentionally apply a variety of comprehension strategies when meaning breaks down. After reading, the teacher facilitates



A Summary of Research

student discussions that explore literal and inferential meanings about texts. As the writing portion of the lesson progresses, the comprehension focus is then threaded through the writing activity.

Vocabulary. Vocabulary knowledge plays an important role in comprehension and word recognition (Duke & Cartwright, 2021). It is important to help students develop strong vocabulary skills. Vocabulary building can be done during the small-group discussion, but it is also important to provide students with explicit instruction in vocabulary words and vocabulary strategies for maximum effectiveness (Manyak et al., 2021; Marulis & Neuman, 2010). Reading vocabulary words in texts, in addition to explicit instruction in the words' meanings, helps students learn and remember the meanings of words (Ehri, 2014). In Tandem texts are sequenced in a gradient of complexity that exposes students to challenging vocabulary and new concepts. The new words are explicitly taught during the book introduction, and vocabulary strategies are modeled and practiced during the reading of the book.

Fluency. Fluency is a critical aspect of reading instruction, as students who read with automaticity can focus their working memory on higher order comprehension (Ehri, 2014; Kieffer & Christodoulou, 2019). Explicit instruction in fluency also has a strong impact on fluency and comprehension, especially for students with disabilities (Shanahan, 2023). Furthermore, research shows that rereading text improves word accuracy, fluency, and comprehension (Blevins, 2019; Paige, 2020; Rasinski, 2012). Repeated reading and explicit fluency instruction are embedded in the In Tandem framework. Students are encouraged to reread the books at home with a family member. Take-home versions of the Phonics Storybooks are included in the Activity Books. In Tandem also includes opportunities for explicit instruction in fluency in the teaching points that occur after reading each book.

Morphology. Morphological awareness is a necessary foundational skill that allows for increased comprehension, vocabulary knowledge, and word recognition (Duke & Cartwright, 2021; Duke et al., 2021; Nagy et al. 2006). In Tandem lessons include activities that focus on commonly used



A Summary of Research

affixes. Through multimodal activities, students learn to break multisyllable words apart and then learn how to use the meaning of common suffixes and prefixes to understand new and unfamiliar words.

Oral Language Development. Oral language is an important aspect of reading instruction and should be taught to young readers along with foundational skills (Duke et al., 2021). In fact, experiences with oral language affect how students learn to read (Al Otaiba & Fuchs, 2006; Seidenberg, 2017). Oral language can be developed through reading and having discussions about a text using rich vocabulary (Cabell & Zucker, 2024; Foorman et al., 2016). Oral language can also be developed through writing activities where students are rehearsing their sentences before writing (Traga Philippakos & Secora, 2023). In Tandem includes daily opportunities for oral language development through book discussions that occur after reading. Students can also develop oral language when they rehearse the sentences they will write during the writing portion of the lesson.

Background Knowledge. In our diverse society, schools should be a place where all students feel welcomed, appreciated, and encouraged. Research indicates that texts that reflect students' backgrounds and experiences are critical to engagement and deep meaningful learning and can improve achievement (Muñiz, 2019). The culturally relevant texts in the In Tandem program build background knowledge across a variety of topics, text structures, and genres. As students read and discuss the books, they expand their knowledge of the world and increase their understanding of academic concepts.

Motivation. Motivation plays an important role in reading acquisition. A series of successful or unsuccessful reading experiences can produce positive or negative motivation (Afflerbach, 2022). The In Tandem program features lessons that have been designed to engage and motivate students. The lesson plans support teachers in scaffolds that can lead to positive and multimodal experiences. Moreover, a model/release format helps students



A Summary of Research

find success. In Tandem also builds motivation in readers because it includes appropriately challenging texts that are interesting and inspire curiosity in students (Afflerbach, 2022).

Assessment. Reading instruction should meet a student's needs and be based on formal and informal observations and assessments. Reading assessment informs reading instruction and plays a vital role in fostering reading growth (Afflerbach, 2017). Diagnostic, comprehensive assessments that measure mastery and identify areas of need are critical in identifying struggling readers and their areas of need (Blevins, 2019; Gersten et al., 2009; Seidenberg, 2017). The In Tandem program provides a phonics survey that measures students' skills in decoding and encoding across the phonics continuum and offers guidance for teachers on providing students with targeted, systematic instruction to meet their needs. In Tandem also includes authentic, formative assessments at the end of every level and guides teachers in using that data combined with daily observations to form needs-based, flexible groups that will change as students progress.

Family Engagement. Family involvement increases students' positive feelings about literacy. This leads to improvement in literacy skills (Dearing et al., 2004). The In Tandem curriculum provides suggestions for ways teachers can create a robust program for partnering with parents. Activity Books include tear-out copies of the Phonics Storybooks that students can take home and share with family members. Teachers are encouraged to send books home each night for students to read to family members or to use the Digital Reader platform to provide families easy access to digital books.



A Summary of Research

CLOSING THOUGHTS


The In Tandem program is rooted in evidence-based literacy research and effective classroom practice. Developed in collaboration with educators in the field and literacy experts, In Tandem provides flexible, data-driven instruction designed to support teachers as they help their students become better readers.


In addition to being research-based, In Tandem small-group lessons facilitate integrated learning of phonemic awareness, phonics, reading, and writing. Learning phonics and words in isolation won't automatically transfer to authentic reading and writing. As phonics expert Wiley Blevins (2019, 6) has stated, "Students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skills to authentic reading and writing experiences, rather than isolated skill-and-drill work." The In Tandem program teaches explicit phonics, along with phonemic awareness, vocabulary, and comprehension skills, and it also provides for an engaging, purposeful transfer of those skills to reading and writing.

The goal of the In Tandem curriculum is simple: to help all students become joyful readers who just can't wait to read another book!

APPENDIX A

Scope and Sequence for In Tandem Kindergarten Kit

 Lesson	Phonics Storybook	Phonics Skill	Sight Word	Leveled Reader	Instructional Focus
Lesson 1	<i>Nan the Bear Cub</i>	Initial Consonants c and n	can	<i>I Can Do It</i>	Compare and Contrast the Adventures of Characters in Familiar Stories
Lesson 2	<i>What Can Pam See?</i>	Initial Consonants p and s	see	<i>Oliver Can Paint</i>	Ask and Answer Questions about Key Details
Lesson 3	<i>Who Is in My Van?</i>	Initial Consonants m and v	my	<i>Dad Is at Work</i>	Retell Familiar Stories, including Key Details
Lesson 4	<i>What Is Red?</i>	Initial Consonants b and r	is	<i>Rosie Likes Pink</i>	Identify Characters and Settings in a Story
Lesson 5	<i>The Fox</i>	Initial Consonants f and h	the	<i>Parts of a Plant</i>	Use Illustrations and Details to Describe Key Ideas
Lesson 6	<i>A Tiny Dog</i>	Initial Consonants d and t	at	<i>Super Sam's Family</i>	Describe the Relationship between Illustrations and the Story
Lesson 7	<i>We Can Go!</i>	Short Vowel a and Initial Consonant s	we	<i>At the Aquarium</i>	Retell Familiar Stories, including Key Details
Lesson 8	<i>Wag in the Zoo</i>	Initial Consonants w and z	in	<i>Dogs Having Fun</i>	Ask and Answer Questions
Lesson 9	<i>Be Quiet, Wag!</i>	Short Vowel a and Initial Consonant q	am	<i>Marvin Has Fun</i>	Retell Familiar Stories, including Key Details
Lesson 10	<i>Kitten, Go Home</i>	Initial Consonants g and k	go	<i>Going Places</i>	Identify Settings in a Story
Lesson 11	<i>I Like the Store</i>	Initial Consonants l and j	like	<i>Super Sam</i>	Retell Familiar Stories, including Key Details
Lesson 12	<i>Who Can Sit?</i>	Short Vowel i and Initial Consonant y	to	<i>Look Who's Reading</i>	Retell Familiar Stories, including Key Details
Lesson 13	<i>Tim and the Pig</i>	Short Vowel i	and	<i>Marvin's Friends</i>	Identify Characters in a Story
Lesson 14	<i>The Sock</i>	Short Vowel o	got	<i>Birthday Time</i>	Retell Familiar Stories, including Key Details
Lesson 15	<i>Who Can Hop?</i>	Final Consonant x and Short Vowel o	no	<i>Where Is My Dog?</i>	Identify Settings and Major Events in a Story
Lesson 16	<i>Fun in the Mud</i>	Short Vowel u	it	<i>What's the Weather Today?</i>	Describe the Relationship between Illustrations and the Text
Lesson 17	<i>The Bug</i>	Short Vowel u	me	<i>Bella's Busy Day</i>	Retell Familiar Stories, including Key Details
Lesson 18	<i>Where Is the Hen?</i>	Short Vowel e	yes	<i>The Little Red Hen</i>	Identify Characters in a Story
Lesson 19	<i>A Little Hen</i>	Short Vowels e and a	on	<i>Where Are We?</i>	Ask and Answer Questions
Lesson 20	<i>Sid the Big Pup</i>	Short Vowels i and u	can	<i>How Do We Get There?</i>	Identify the Main Topic and Retell Key Details
Lesson 21	<i>The Hat</i>	Short Vowels a and o	look	<i>A Sweater for Oliver</i>	Retell Familiar Stories, including Key Details
Lesson 22	<i>Where Is Ben?</i>	Short Vowels e and o	see	<i>Look Up</i>	Ask and Answer Questions
Lesson 23	<i>The Race</i>	Short Vowels a and i	am	<i>Marvin Dresses Up</i>	Describe the Relationship between Illustrations and the Story
Lesson 24	<i>At the Top</i>	Short Vowels o and u	here	<i>Splashing Dad</i>	Identify Characters, Settings, and Major Events in a Story

 Lesson	Phonics Storybook	Phonics Skill	Sight Word	Leveled Reader	Instructional Focus
Lesson 25	<i>Wag Is a Yappy Dog</i>	Short Vowel <i>a</i>	look	<i>The Rain Forest</i>	Identify the Main Topic and Retell Key Details
Lesson 26	<i>Tip and Fin</i>	Short Vowel <i>i</i>	here	<i>The Van</i>	Describe the Relationship between Illustrations and the Story
Lesson 27	<i>Big and Little Cats</i>	Short Vowels <i>a</i> and <i>i</i>	you	<i>Bella's Birthday</i>	Describe the Relationship between Illustrations and the Story
Lesson 28	<i>Rox the Fox</i>	Short Vowel <i>o</i>	for	<i>What's for Dinner?</i>	Describe the Relationship between Illustrations and the Story
Lesson 29	<i>Bud and Mutt</i>	Short Vowel <i>u</i>	come	<i>Bella and Rosie at the Beach</i>	Ask and Answer Questions
Lesson 30	<i>Dot the Pug</i>	Short Vowels <i>o</i> and <i>u</i>	like	<i>My Dog</i>	Retell Familiar Stories, including Key Details
Lesson 31	<i>Jen's Pet Hen</i>	Short Vowel <i>e</i>	and	<i>Let's Fly!</i>	Retell Familiar Stories, including Key Details
Lesson 32	<i>Hens</i>	Short Vowels <i>a</i> and <i>e</i>	out	<i>Look Out for Space Monster</i>	Identify Characters, Settings, and Major Events
Lesson 33	<i>Rusty Wins</i>	Short Vowels <i>i</i> and <i>o</i>	said	<i>Emily's Babysitter</i>	Retell Familiar Stories, including Key Details
Lesson 34	<i>I Am a Bat</i>	Short Vowels <i>a</i> and <i>u</i>	are	<i>In the Pond</i>	Describe Connections between Ideas
Lesson 35	<i>Tig the Pig</i>	Short Vowels <i>e</i> and <i>i</i>	looked	<i>Bella's Dinner</i>	Retell Familiar Stories, including Key Details
Lesson 36	<i>Jen's Hen and the Fox</i>	Short Vowels <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , and <i>u</i>	going	<i>The Firefighter</i>	Identify the Main Topic and Retell Key Details
Lesson 37	<i>Shoo, Cat, Shoo!</i>	Initial Digraph <i>sh</i>	went	<i>Cat Naps with Oliver</i>	Compare and Contrast the Adventures of Characters in Familiar Stories
Lesson 38	<i>Jen's Hen and the Chick</i>	Initial Digraph <i>ch</i>	where	<i>Where Is Mother Duck?</i>	Compare and Contrast the Adventures of Characters in Familiar Stories
Lesson 39	<i>Thump in the Night</i>	Initial Digraph <i>th</i>	your	<i>Bella and Rosie Play Hide and Seek</i>	Retell Familiar Stories, including Key Details
Lesson 40	<i>Chip Likes to Chew</i>	Initial Digraphs <i>ch</i> and <i>sh</i>	will	<i>Firefighters to the Rescue</i>	Identify Characters, Settings, and Major Events in a Story
Lesson 41	<i>The Moth in the Woods</i>	Final Digraph <i>th</i>	this	<i>Kittens</i>	Identify the Main Topic and Retell Key Details
Lesson 42	<i>The Choo Choo Train</i>	Initial and Final Digraphs <i>ch</i> and <i>th</i>	they	<i>Catching Fireflies</i>	Describe the Relationship between Illustrations and the Story
Lesson 43	<i>Such a Big Fish</i>	Initial and Final Digraphs <i>ch</i> , <i>sh</i> , and <i>th</i>	help	<i>Going Fishing</i>	Describe the Relationship between Illustrations and the Story
Lesson 44	<i>Fun in the Rain</i>	Initial Blend <i>dr</i>	play	<i>Play with Me</i>	Retell Familiar Stories, including Key Details
Lesson 45	<i>Don't Cry</i>	Initial Blend <i>br</i>	make	<i>Horseback Riding</i>	Identify the Reasons an Author Gives to Support Points in a Text
Lesson 46	<i>The Pond</i>	Initial Blend <i>fl</i>	I'm	<i>Fun at the Beach</i>	Retell Familiar Stories, including Key Details
Lesson 47	<i>The Sloth</i>	Initial Blend <i>sl</i>	down	<i>A Picnic Lunch</i>	Identify Characters, Settings, and Major Events in a Story
Lesson 48	<i>Quack and the Fox</i>	Initial Blend <i>sp</i>	then	<i>The Lost Money</i>	Retell Familiar Stories, including Key Details

Scope and Sequence for In Tandem First Grade Kit

 Lesson	Phonics Storybook	Phonics Skill	Sight Word	Leveled Reader	Instructional Focus
Lesson 1	<i>Tab the Cat</i>	Short Vowel <i>a</i>	here	<i>Jasper the Fat Cat</i>	Retell Stories, including Key Details
Lesson 2	<i>Kit and Jim Jim</i>	Short Vowel <i>i</i>	it	<i>A Season of Trees</i>	Ask and Answer Questions about Key Details
Lesson 3	<i>Wag Digs</i>	Short Vowels <i>a</i> and <i>i</i>	come	<i>Come Here, Puppy</i>	Compare and Contrast the Adventures and/or Experiences of Characters
Lesson 4	<i>It Is Hot</i>	Short Vowel <i>o</i>	are	<i>Making Pizza</i>	Identify the Main Topic and Retell Key Details
Lesson 5	<i>Nuts for Tuck</i>	Short Vowel <i>u</i>	the	<i>We Love to Swim</i>	Describe the Connection between Two Pieces of Information
Lesson 6	<i>Wake Up, Tom</i>	Short Vowels <i>o</i> and <i>u</i>	can	<i>Fun in the Snow</i>	Describe Characters, Settings, and Major Events Using Key Details
Lesson 7	<i>The Mess</i>	Short Vowel <i>e</i>	look	<i>Oliver Has a Snack</i>	Retell Stories, including Key Details
Lesson 8	<i>A Pet for Sam</i>	Short Vowels <i>a</i> and <i>e</i>	going	<i>The Chicks Are Hatching</i>	Describe Characters and Major Events Using Key Details
Lesson 9	<i>Hot Dogs for Tim</i>	Short Vowels <i>i</i> and <i>o</i>	out	<i>Fabulous Frogs</i>	Distinguish between Information Provided by Illustrations and Information Provided by the Words
Lesson 10	<i>Max and the Bug</i>	Short Vowels <i>a</i> and <i>u</i>	said	<i>A Dinosaur Snack</i>	Use Illustrations and Details in a Story to Describe Its Characters
Lesson 11	<i>The Wolf and the Pig</i>	Short Vowels <i>e</i> and <i>i</i>	like	<i>The Three Little Pigs</i>	Use Illustrations and Details in a Story to Describe Its Events
Lesson 12	<i>The Big Egg</i>	Short Vowels <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , and <i>u</i>	you	<i>The Gingerbread Boy</i>	Retell Stories, including Key Details
Lesson 13	<i>Shay's Pirate Ship</i>	Initial Digraph <i>sh</i>	went	<i>The Missing Puppy</i>	Compare and Contrast the Adventures of Characters
Lesson 14	<i>The Penguin Chicks</i>	Initial Digraph <i>ch</i>	where	<i>Where Are the Baby Chicks?</i>	Use Illustrations and Details in a Story to Describe Its Setting and Events
Lesson 15	<i>Thunder</i>	Initial Digraph <i>th</i>	looked	<i>Georgie Giraffe, the Detective</i>	Compare and Contrast the Adventures of Characters
Lesson 16	<i>Chimps</i>	Initial Digraphs <i>ch</i> , <i>sh</i> , and <i>th</i>	down	<i>Big Trucks</i>	Use the Illustrations and Details in a Text to Describe Its Key Ideas
Lesson 17	<i>A Moth for Seth</i>	Final Digraphs <i>ch</i> , <i>sh</i> , and <i>th</i>	they	<i>Jack and the Bean Stalk</i>	Describe Characters, Settings, and Major Events Using Key Details
Lesson 18	<i>Baby Lamb Is Lost</i>	Initial and Final Digraphs <i>ch</i> , <i>sh</i> , and <i>th</i>	called	<i>Giraffes</i>	Identify the Main Topic and Retell Key Details
Lesson 19	<i>The Skunk</i>	Initial Blend <i>sk</i>	walk	<i>Lost in the Woods</i>	Compare and Contrast the Adventures of Characters
Lesson 20	<i>Snip-Snap</i>	Initial Blend <i>sn</i>	will	<i>The Monarch Butterfly</i>	Describe the Connection between Two Events
Lesson 21	<i>A Home for a Crab</i>	Initial Blend <i>cr</i>	little	<i>Hermit Crabs</i>	Explain Major Differences between Books That Tell Stories and Books That Give Information
Lesson 22	<i>The Class Trip</i>	Initial Blend <i>cl</i>	have	<i>Shooting Hoops</i>	Identify Words and Phrases That Suggest Feelings
Lesson 23	<i>Quack and the Chicks</i>	Final Digraph <i>ck</i>	help	<i>Spaceboy Finds a Friend</i>	Use Illustrations and Details in a Story to Describe Its Characters, Setting, or Events
Lesson 24	<i>Rusty Plays Ping-Pong</i>	Final Digraph <i>ng</i>	good	<i>The Space Fort</i>	Retell Stories, including Key Details
Lesson 25	<i>A Trunk in the Road</i>	Final Blend <i>nk</i>	one	<i>Little Dinosaur, the Hero</i>	Retell Stories, including Key Details
Lesson 26	<i>A Yummy Plant</i>	Final Blend <i>nt</i>	want	<i>Swimming in the City</i>	Retell Stories, including Key Details
Lesson 27	<i>The Pest</i>	Final Blend <i>st</i>	some	<i>Pickles Helps Out</i>	Describe Characters and Major Events Using Key Details
Lesson 28	<i>Camping with Gramps</i>	Final Blend <i>mp</i>	now	<i>Quack Goes Camping</i>	Retell Stories, including Key Details
Lesson 29	<i>A Rafting Trip</i>	Final Blend <i>ft</i>	was	<i>A Tower of Pillows</i>	Retell Stories, including Key Details
Lesson 30	<i>A Grand Plan</i>	Final Blend <i>nd</i>	find	<i>Quack's Red Boots</i>	Retell Stories, including Key Details, and Demonstrate Understanding of the Lesson
Lesson 31	<i>A Birthday Cake</i>	Long <i>a_e</i>	after	<i>A Mouse in the House</i>	Describe Characters and Major Events Using Key Details
Lesson 32	<i>A Fine Place to Hide</i>	Long <i>i_e</i>	another	<i>All about Cars</i>	Ask and Answer Questions about Key Details
Lesson 33	<i>Some Fun</i>	Long <i>u_e</i>	great	<i>The Fishing Adventure</i>	Ask and Answer Questions about Key Details
Lesson 34	<i>Smoke!</i>	Long <i>o_e</i>	began	<i>Making Maple Syrup</i>	Use the Illustrations and Details in a Text to Describe Key Ideas

 Lesson	Phonics Storybook	Phonics Skill	Sight Word	Leveled Reader	Instructional Focus
Lesson 35	<i>A Bike for Little Knight</i>	Silent e and Long Vowels a, i, o, and u	thank	<i>Rosie Feels Sick</i>	Describe Characters and Major Events Using Key Details
Lesson 36	<i>Izzy the Inchworm</i>	Digraph Blend nch	what	<i>Puppy Trouble</i>	Retell Stories, including Key Details
Lesson 37	<i>The Green Jeep</i>	Vowel Team ee	next	<i>Sleep Tight, Spaceboy</i>	Ask and Answer Questions about Key Details
Lesson 38	<i>Peach Has an Adventure</i>	Vowel Team ea	please	<i>The Seashell</i>	Retell Stories, including Key Details, and Demonstrate Understanding of the Lesson
Lesson 39	<i>Sunny the Seal</i>	Vowel Teams ee and ea	keep	<i>Pencils for Tidbit and Morsel</i>	Describe Characters and Major Events Using Key Details
Lesson 40	<i>A Lion's Tail</i>	Vowel Team ai	very	<i>Spiders</i>	Explain Major Differences between Books That Tell Stories and Books That Give Information
Lesson 41	<i>The Boat Ride</i>	Vowel Team ay	think	<i>How to Give Your Dog a Bath</i>	Retell Stories, including Key Details
Lesson 42	<i>Brave and Brainy Daisy</i>	Vowel Teams ai and ay and Long a_e	rain	<i>A Cape for Daisy</i>	Ask and Answer Questions about Key Details
Lesson 43	<i>Clarence Goes to School</i>	Vowel Team oo (as in cool)	because	<i>The Shoemaker and the Elves</i>	Ask and Answer Questions about Key Details
Lesson 44	<i>The Redwood Forest</i>	Vowel Team oo (as in look)	there	<i>Gilbert the Pig Has an Adventure</i>	Compare and Contrast the Adventures and/or Experiences of Characters
Lesson 45	<i>Mylo Moose's Loose Tooth</i>	Vowel Teams oo and oo	again	<i>Adventure in the Purple Forest</i>	Identify Words and Phrases That Suggest Feelings
Lesson 46	<i>The Toad</i>	Vowel Team oa	little	<i>Where Does Your Pizza Come From?</i>	Use the Illustrations and Details in a Text to Describe Key Ideas
Lesson 47	<i>Lessons from a Crow</i>	Vowel Team ow (as in tow)	know	<i>Space Fairy</i>	Retell Stories, including Key Details, and Demonstrate Understanding of the Lesson
Lesson 48	<i>Frogs and Toads</i>	Vowel Teams oa, ow, and oe	who	<i>Fantastic Fish</i>	Describe the Connection between Two Ideas or Pieces of Information
Lesson 49	<i>The List</i>	Vowel-r Combination ar	there	<i>Space Monster's Birthday Party</i>	Ask and Answer Questions about Key Details
Lesson 50	<i>The Bluebird</i>	Vowel-r Combination ir	many	<i>Little Red Riding Hood and the Wolf</i>	Retell Stories, including Key Details, and Demonstrate Understanding of the Lesson
Lesson 51	<i>Corny Jokes</i>	Vowel-r Combination or	why	<i>Dinosaurs and Fossils</i>	Ask and Answer Questions about Key Details
Lesson 52	<i>Bunny and the Lion</i>	Vowel-r Combination ur	already	<i>Math Tricks</i>	Retell Stories, including Key Details
Lesson 53	<i>Homer Goes to Summer Camp</i>	Vowel-r Combination er	would	<i>The Ugly Duckling</i>	Compare and Contrast the Adventures and/or Experiences of Characters
Lesson 54	<i>Joey and the Fox</i>	Final y	walked	<i>Going to School</i>	Describe Characters and Major Events Using Key Details
Lesson 55	<i>All about Sharks</i>	Vowel-r Combinations ar, er, ir, or, and ur	first	<i>In the Ocean</i>	Distinguish between Information Provided by the Pictures and Information Provided by the Words
Lesson 56	<i>The Pig Rescue</i>	Three-Letter Blends squ and str	finally	<i>The Thunderstorm</i>	Ask and Answer Questions about Key Details
Lesson 57	<i>All about Shrimp</i>	Diagraph Blend shr and Three-Letter Blend scr	water	<i>Robots</i>	Know and Use Various Text Features to Locate Key Facts or Information
Lesson 58	<i>The Barred Owl</i>	Diphthong Vowel Team ow	large	<i>Firefighters</i>	Determine the Meaning of Words and Phrases
Lesson 59	<i>Who Is Super Sam?</i>	Diphthong Vowel Team ou	friend	<i>Daisy's Airplane Trip</i>	Ask and Answer Questions about Key Details
Lesson 60	<i>My Nephew Drew</i>	Diphthong Vowel Team ew	knew	<i>Trouble for Jasper</i>	Describe Characters and Major Events Using Key Details
Lesson 61	<i>The Mermaid Statue</i>	Vowel Team ue	laughed	<i>Daisy to the Rescue</i>	Retell Stories, including Key Details
Lesson 62	<i>The Fawn and the Hawk</i>	Diphthong Vowel Team aw	wrong	<i>A World of Squirrels</i>	Use the Illustrations and Details in a Text to Describe Key Ideas
Lesson 63	<i>Uncle Saul</i>	Diphthong Vowel Team au	couldn't	<i>Quack the Brave Duck</i>	Identify Words and Phrases That Suggest Feelings
Lesson 64	<i>The Plowboy</i>	Diphthong Vowel Team oy	thought	<i>Keeping Watch</i>	Ask and Answer Questions about Key Details
Lesson 65	<i>Poison Ivy</i>	Diphthong Vowel Team oi	special	<i>All about Soccer</i>	Ask and Answer Questions to Determine the Meaning of Words and Phrases
Lesson 66	<i>Ozoy and the Asteroid</i>	Diphthong Vowel Teams au, oi, ew, oy, ow, aw, and ou	only	<i>The Princess and the Pea</i>	Retell Stories, including Key Details

Scope and Sequence for In Tandem Second Grade Kit

	Phonics Storybook	Phonics Skill	Sight Word	Leveled Reader	Instructional Focus
Lesson 1	<i>The Wild Child</i>	Final Blend <i>ld</i>	one	<i>Lemonade for Gilbert</i>	Describe How Characters Respond to Major Events and Challenges
Lesson 2	<i>The Elephant Tusks</i>	Final Blend <i>sk</i>	now	<i>A Trip to the Beach</i>	Summarize Stories Using Key Details
Lesson 3	<i>Spider Wasps</i>	Final Blend <i>sp</i>	their	<i>Horses</i>	Identify the Main Topic and Retell Key Details
Lesson 4	<i>A Cat to Adopt</i>	Final Blend <i>pt</i>	came	<i>The Super Dog Club</i>	Retell Stories, including Key Details
Lesson 5	<i>The Wolf</i>	Final Blends <i>lf</i> and <i>lt</i>	what	<i>Super Sam and the Kitten</i>	Describe Characters in a Story Using Key Details
Lesson 6	<i>The Trolls</i>	Floss rule (<i>f, l, and s</i> doubling)	was	<i>Super Sam and Scout</i>	Retell Stories, including Key Details
Lesson 7	<i>Dave's New Skates</i>	Long <i>a_e</i>	began	<i>The Snowstorm</i>	Retell Stories, including Key Details
Lesson 8	<i>Mike's New Bike</i>	Long <i>i_e</i>	want	<i>The Sand Castle</i>	Use Illustrations and Details to Describe a Story's Characters, Setting, or Plot
Lesson 9	<i>Another June Day</i>	Long <i>u_e</i>	were	<i>Michael and the Chicks</i>	Ask and Answer Questions about Key Details
Lesson 10	<i>The Great Big Bone</i>	Long <i>o_e</i>	who	<i>Tucker the Lost Puppy</i>	Describe Characters, Settings, and Major Events Using Key Details
Lesson 11	<i>Moles</i>	Silent <i>e</i> and Long Vowels <i>a, i, o, and u</i>	good	<i>Pickles Gets Lost</i>	Ask and Answer Questions about Key Details
Lesson 12	<i>Tiger and the Mouse</i>	Trigraph <i>tch</i>	around	<i>Puppies for Rosie</i>	Describe the Overall Structure of the Story
Lesson 13	<i>A Place to Sleep</i>	Vowel Team <i>ee</i>	next	<i>Bella Is a Bad Dog</i>	Retell Stories, including Key Details
Lesson 14	<i>Pip the Guinea Pig Does a Trick</i>	Vowel Team <i>ea</i>	please	<i>The Dog Cookie</i>	Use Illustrations and Details to Describe a Story's Characters, Setting, or Plot
Lesson 15	<i>Perry the Peacock</i>	Vowel Teams <i>ea</i> and <i>ee</i>	thought	<i>The Milkmaid and Her Pail</i>	Retell Stories, including Key Details, and Demonstrate Understanding of the Lesson
Lesson 16	<i>A Rainy Day</i>	Vowel Team <i>ai</i>	what	<i>Little Dinosaur's Skateboard</i>	Describe the Overall Structure of the Story
Lesson 17	<i>Lizards</i>	Vowel Team <i>ay</i>	most	<i>Snakes</i>	Determine the Meaning of Words and Phrases by Using Vocabulary Strategies
Lesson 18	<i>Blane's New Pet</i>	Vowel Teams <i>ai</i> and <i>ay</i> and Long <i>a_e</i>	think	<i>The Ocean</i>	Ask and Answer Questions about Key Details
Lesson 19	<i>The House of Doom</i>	Vowel Team <i>oo</i> (as in cool)	there	<i>More Trouble</i>	Ask and Answer Questions about Key Details
Lesson 20	<i>Cookie the Seahorse</i>	Vowel Team <i>oo</i> (as in look)	very	<i>Sea Horses</i>	Use Key Ideas to Compare Two Texts
Lesson 21	<i>Princess Pig's Cookies</i>	Vowel Teams <i>oo</i> and <i>oo</i>	walked	<i>Ice Cream for Jack and Daisy</i>	Describe Characters and Major Events Using Key Details
Lesson 22	<i>Jen's Hen Presentation</i>	Vowel Team <i>oa</i>	now	<i>Hatching Chicks</i>	Retell Stories, including Key Details
Lesson 23	<i>Winslow the Lost Dog</i>	Vowel Team <i>ow</i> (as in tow)	know	<i>Jasper and the Kitten</i>	Describe Characters and Major Events Using Key Details
Lesson 24	<i>Living in the Rain Forest</i>	Vowel Teams <i>oa</i> and <i>ow</i>	many	<i>In the Rain Forest</i>	Compare and Contrast the Most Important Points Presented by Two Texts on the Same Topic
Lesson 25	<i>A Friend at the Farm</i>	Vowel-r Combination <i>ar</i>	why	<i>The New House</i>	Retell Stories, including Key Details, and Demonstrate Understanding of the Lesson
Lesson 26	<i>Squirt</i>	Vowel-r Combination <i>ir</i>	great	<i>George Washington</i>	Ask and Answer Questions about Key Details
Lesson 27	<i>The Big Storm</i>	Vowel-r Combination <i>or</i>	right	<i>The Fawn</i>	Describe How Words and Phrases Convey Meaning in a Story
Lesson 28	<i>Komodo Dragons</i>	Vowel-r Combination <i>ur</i>	also	<i>Amazing Lizards</i>	Determine the Meaning of Domain-Specific Words by Using Vocabulary Strategies
Lesson 29	<i>Mouse and the Hermit</i>	Vowel-r Combination <i>er</i>	enough	<i>Goldie and the Fawn</i>	Use Illustrations and Details to Describe a Story's Characters, Setting, or Plot
Lesson 30	<i>Henry's Room</i>	<i>y</i> as in short <i>i</i> , long <i>i</i> , and long <i>e</i>	because	<i>Tidbit and Morsel Play Games</i>	Describe Characters and Major Events Using Key Details

 Lesson	Phonics Storybook	Phonics Skill	Sight Word	Leveled Reader	Instructional Focus
Lesson 31	<i>Nora Skateboards</i>	Silent <i>kn</i> and <i>wr</i>	place	<i>Skateboarding</i>	Ask and Answer Questions about Key Details
Lesson 32	<i>Hairstreak Butterflies</i>	Digraph Blend <i>thr</i> and Three-Letter Blend <i>str</i>	called	<i>Butterflies</i>	Know and Use Various Text Features to Locate Key Facts or Information
Lesson 33	<i>Spring Fall</i>	Three-Letter Blends <i>scr</i> and <i>spr</i>	school	<i>The Deer Report</i>	Describe the Overall Structure of the Story
Lesson 34	<i>Howie Visits</i>	Diphthong Vowel Team <i>ow</i>	would	<i>Baby Stegosaurus</i>	Identify Differences in the Points of View of Characters
Lesson 35	<i>Trevor's Special Pet</i>	Diphthong Vowel Team <i>ou</i>	special	<i>Pets</i>	Ask and Answer Questions about Key Details
Lesson 36	<i>Peanut Hare</i>	Diphthong Vowel Team <i>ew</i>	other	<i>On the Arctic Tundra</i>	Describe How Characters Respond to Challenges/Identify and Describe the Main Idea
Lesson 37	<i>A Home for Blue</i>	Vowel Team <i>ue</i>	busy	<i>The New Chicks</i>	Retell Stories, including Key Details, and Demonstrate Understanding of the Lesson
Lesson 38	<i>Dawn's Note</i>	Diphthong Vowel Team <i>aw</i>	always	<i>A Wild Animal</i>	Describe Characters and Major Events Using Key Details
Lesson 39	<i>Maud</i>	Diphthong Vowel Team <i>au</i>	friend	<i>Caring for Your Dog</i>	Use Key Ideas to Compare Two Texts
Lesson 40	<i>Cowboy Joe and Star</i>	Diphthong Vowel Team <i>oy</i>	decided	<i>Casey and the Nest</i>	Determine the Meaning of Words and Phrases Using Vocabulary Strategies
Lesson 41	<i>Roiella</i>	Diphthong Vowel Team <i>oi</i>	excited	<i>Cinderella</i>	Compare and Contrast Similar Stories
Lesson 42	<i>The New President</i>	Diphthong Vowel Teams <i>au, oi, ew, oy, ow, aw, and ou</i>	people	<i>Abraham Lincoln</i>	Use Illustrations and Details to Compare and Contrast Two Texts on the Same Topic
Lesson 43	<i>The Hare and the Carrots</i>	Vowel-r Combination <i>are</i>		<i>Beauty and the Beast</i>	Asking Questions to Describe How Characters Respond to Major Events and Challenges
Lesson 44	<i>The Chocolate Eclairs</i>	Vowel-r Combination <i>air</i>		<i>The Camping Trip</i>	Use Illustrations and Details to Describe a Story's Characters and Plot
Lesson 45	<i>Petey the Pelican Soars</i>	Vowel-r Combinations <i>oar</i> and <i>ore</i>		<i>Penguins: Flightless Birds of the Sea</i>	Describe How Vocabulary and Reasons Support Points the Author Makes
Lesson 46	<i>All about Pelicans</i>	Three-Letter Blend <i>spl</i> and Digraph Blend <i>thr</i>		<i>Life in a Tide Pool</i>	Know and Use Various Text Features to Locate Key Facts or Information
Lesson 47	<i>The White Whale</i>	Initial Digraph <i>wh</i>		<i>The Bird Rescue</i>	Describe Characters Using Key Details
Lesson 48	<i>A New School Year</i>	Vowel Teams <i>ea</i> and <i>ou</i>		<i>Quack and the Worm</i>	Determine the Meaning of Words and Phrases to Describe How They Supply Meaning in a Story
Lesson 49	<i>A Night Adventure</i>	Vowel Team <i>igh</i>		<i>The Halloween Caper</i>	Retell Stories, including Key Details
Lesson 50	<i>The Sleigh Ride Rescue</i>	Vowel Team <i>eigh</i>		<i>Pete Penguin and the Bullies</i>	Describe the Overall Structure of the Story
Lesson 51	<i>Chief</i>	Vowel Team <i>ie</i>		<i>Jane Goodall</i>	Ask and Answer Questions about Key Details
Lesson 52	<i>Bear's Sweater</i>	Vowel Team <i>ea</i> (as in bread)		<i>All about Honeybees</i>	Use Major Events and Key Details to Describe Connections in Texts
Lesson 53	<i>The City Yard Sale</i>	Soft <i>c</i> and <i>g</i>		<i>Iceland: Land of Fire and Ice</i>	Explain How Illustrations/Images Contribute to and Clarify a Text
Lesson 54	<i>Badger's Bridge</i>	Trigraph <i>dge</i>		<i>All about Deer</i>	Ask and Answer Questions about Key Details
Lesson 55	<i>The Smallest Mouse</i>	Suffix <i>-est</i>		<i>The Bubble Gum Contest</i>	Determine the Meaning of Words and Phrases to Describe How They Supply Meaning in a Story
Lesson 56	<i>The Harriet Tubman Report</i>	Suffix <i>-ly</i>		<i>Harriet Tubman</i>	Use Details to Explain and Compare Concepts in Fiction and Nonfiction Books
Lesson 57	<i>A Visit from Pops</i>	Suffix <i>-ful</i>		<i>Oki and the Polar Bear</i>	Describe Characters and Major Events Using Key Details
Lesson 58	<i>Pearl the Polar Bear</i>	Prefix <i>un-</i>		<i>Polar Bears</i>	Ask and Answer Questions about Key Details
Lesson 59	<i>Danny and the Saxophone</i>	Suffix <i>-ment</i>		<i>The Cave at Rattlesnake Mountain</i>	Retell Stories, including Key Details
Lesson 60	<i>Miracle the Baby Bat</i>	Prefix <i>dis-</i>		<i>Caves</i>	Use Clues from the Text to Understand the Author's Message



APPENDIX B

Phonics Activities Used in In Tandem

ACTIVITY	PURPOSE FOR PHONICS ACTIVITIES
New Sight Word	Link phonemes to graphemes for regular and irregular high-frequency words to support the orthographic processing system
Emergent Breaking Words	Hearing and recognizing rime in words to foster decoding; building phoneme-grapheme correspondences
Making Words	Monitor sounds and letters (synchrony) to encode words; manipulate letter(s) to decode new words
Sound Boxes	Hear and record sounds in sequence to encode new words; left to right visual scanning
Breaking Words	Break words into smaller parts to promote efficient decoding skills (onset and rime) and to recognize common rimes in words
Blending Lines (Reading Words)	Build flexibility and efficiency in decoding words by reading words in isolation that contain the target phonics skill
Analogy Charts	Hear differences in minimal contrast words; generalize a pattern in known words to decode and encode unknown words (analogy)
Breaking Big Words	Break words into smaller parts (onset, rime, and inflectional ending) to promote efficient decoding
Make a Big Word	Make and break multisyllabic words into syllables to decode and encode new words (syllabication)
Writing Words	Use phoneme-grapheme mapping to encode new words (auditory and visual synchrony)
Write a Big Word	Use knowledge of affixes to decode and encode multisyllabic words (morphology)
Reading and Writing Words	Monitor sounds and letters (synchrony) to encode words; manipulate letter(s) to decode new words
Advanced Breaking Big Words	Break words at the syllables and blend the parts to promote decoding of multisyllabic words



REFERENCES

Afflerbach, P. (2022). *Teaching readers (not reading): Moving beyond skills and strategies to reader-focused instruction*. New York, NY: Guilford Press.

Afflerbach, P. (2017). *Understanding and using reading assessment, k–12* (3rd ed.). Alexandria, VA: ASCD.

Al Otaiba, S., & Fuchs, D. (2006). Who are the young children for whom best practices in reading are ineffective?: An experimental and longitudinal study. *Journal of Learning Disabilities*, 39(5), 414–431. doi.org/10.1177/00222194060390050401

Bishop, R. (1990). Mirrors, windows, and sliding glass doors. *Perspectives: Choosing and Using Books for the Classroom*, 6(3). scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf

Blevins, W. (2019). Meeting the challenges of early literacy phonics instruction [Literacy leadership brief]. International Literacy Association. literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf

Blevins, W. (2016). *A fresh look at phonics, grades k–2: Common causes of failure and 7 ingredients for success*. Thousand Oaks, CA: Corwin.

Cabell, S. Q. and Zucker, T. A. (2024). Using Strive-for-Five conversations to strengthen language comprehension in preschool through grade one. *The Reading Teacher*, 77(4), 522–532. doi.org/10.1002/trtr.2266

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. doi.org/10.1080/10888691.2018.1537791



A Summary of Research

Dearing, E., McCartney, K., Weiss, H. B., Kreider, H., & Simpkins, S. (2004). The promotive effects of family educational involvement for low-income children's literacy. *Journal of School Psychology, 42*(6), 445–460. doi.org/10.1016/j.jsp.2004.07.002

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly, 56*(S1), S25–S44. doi.org/10.1002/rrq.411

Duke, N. K., & Mesmer, H. A. E. (2019). Phonics faux pas: Avoiding instructional missteps in teaching letter-sound relationships. *American Educator, 42*(4), 12–16. www.aft.org/ae/winter2018-2019/duke_mesmer

Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. *The Reading Teacher, 74*(6), 663–672. doi.org/10.1002/trtr.1993

Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly, 55*(S1), S45–S60. doi.org/10.1002/rrq.334

Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading, 18*(1), 5–21. doi.org/10.1080/10888438.2013.819356

Ehri, L. C. (2005). "Development of sight word reading: Phases and findings." In M. J. Snowling & C. Hulme (eds.), *The science of reading: A handbook*. Malden, MA: Blackwell Publishing.

Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research, 71*(3), 393–447. doi.org/10.3102/00346543071003393



A Summary of Research

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, grades k–12: Implementing the practices that work best to accelerate student learning*. Thousand Oaks, CA: Corwin.

Foorman, B., et al. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website:
ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

Gehsmann, K. M., & Mesmer, H. A. (2023). The alphabetic principle and concept of word in text: Two priorities for learners in the emergent stage of literacy development. *The Reading Teacher*, 77(2), 156–166.
doi.org/10.1002/trtr.2225

Gersten, R., et al. (2009). *Assisting students struggling with reading: Response to Intervention (RtI) and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: ies.ed.gov/ncee/wwc/docs/practiceguide/rti_reading_pg_021809.pdf

Gersten, R., Newman-Gonchar, R. A., Haymond, K. S., & Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1–3? (REL 2017–271). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. files.eric.ed.gov/fulltext/ED573686.pdf

Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, 81(4), 710–744.
doi.org/10.17763/haer.81.4.t2k0m13756113566



A Summary of Research

Kamps, D. M., & Greenwood, C. R. (2005). Formulating secondary-level reading interventions. *Journal of Learning Disabilities*, 38(6), 500–509. doi.org/10.1177/00222194050380060501

Kieffer, M. J., & Christodoulou, J. A. (2019). Automaticity and control: How do executive functions and reading fluency interact in predicting reading comprehension? *Reading Research Quarterly*, 55(1), 147–166. doi.org/10.1002/rrq.289

Manyak, P. C., Manyak, A., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27–39. doi.org/10.1002/trtr.2010

Marulis, L. M., & Neuman, S. B. (2010). The effects of vocabulary intervention on young children's word learning: A meta-analysis. *Review of Educational Research*, 80(3), 300–335. doi.org/10.3102/0034654310377087

Mesmer, H. A. E. (2000). Decodable text: A review of what we know. *Reading Research and Instruction*, 40(2), 121–141. doi.org/10.1080/19388070109558338

Muñiz, J. (2019). Culturally responsive teaching. *New America*. Retrieved from: www.newamerica.org/education-policy/reports/culturally-responsive-teaching/

Nagy, W., Berninger, V. W., & Abbott, R. D. (2006). Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle-school students. *Journal of Educational Psychology*, 98(1), 134–147. doi.org/10.1037/0022-0663.98.1.134

National Reading Panel (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). www.nichd.nih.gov/publications/pubs/nrp/smallbook



A Summary of Research

Paige, D. D. (2020). Reading fluency: A brief history, the importance of supporting processes, and the role of assessment.

files.eric.ed.gov/fulltext/ED607625.pdf

Rasinski, T. (2012). Why reading fluency should be hot! *The Reading Teacher*, 65(8), 516–522. doi.org/10.1002/TRTR.01077

Rayner, K., et al. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2(2), 31–74.

doi.org/10.1111/1529-1006.00004

Roberts, T. A. (2021). Learning letters: Evidence and questions from a science-of-reading perspective. *Reading Research Quarterly*, 56(S1), S171–S192.

doi.org/10.1002/rrq.394

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. New York: Basic Books.

Shanahan, T. (2023). A review of the evidence on Tier 1 instruction for readers with dyslexia. *Reading Research Quarterly*, 58(2), 268–284.

doi.org/10.1002/rrq.438

Shanahan, T., et al. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

files.eric.ed.gov/fulltext/ED512029.pdf

Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *The Elementary School Journal*, 101(2), 121–165.

doi.org/10.1086/499662

Traga Philippakos, Z. A. & Secora, K. (2023). From sounds to letters to words to sentences to genres: Oral language and writing. *The Reading Teacher*, 77(3), 290–299.

doi.org/10.1002/trtr.2236