

FAIR Decision Tree for Reading Instruction  
Hitting the Bullseye 1<sup>st</sup> Grade – AP2

**Profile A**

Students place at a reading passage of 1.3 or above

<b>Student Characteristics/ Implications</b>	<b>Instructional Priorities</b> (Middle of First Grade) <i>* High Priority Skill</i>	<b>Programs/Resources</b> (as per CRRP)
<ul style="list-style-type: none"> <li>The student placed at a reading passage that is at or above the benchmark – Continue instruction at current level of intensity as per instructional priorities with the goal of increasing proficiency at higher text levels.</li> </ul>	<p><u>Comprehension (Literary)</u></p> <ul style="list-style-type: none"> <li><i>Answer who, what, when, where questions</i></li> <li><i>Story elements: characters (actions, emotions, traits) settings, events</i></li> <li><i>Main Idea/Details</i></li> </ul> <p><u>Making Inferences</u></p> <ul style="list-style-type: none"> <li>Makes and verifies predictions based on information from the story</li> </ul> <p><u>Retelling/Summarizing</u></p> <ul style="list-style-type: none"> <li><i>Retells main idea of simple stories</i></li> <li>Retells a story and includes characters, settings, and important events</li> <li>Retells correct sequence of events in a story</li> </ul> <p><u>Comprehension Monitoring (metacognition)</u></p> <ul style="list-style-type: none"> <li>Stops while reading to assess understanding and clarify</li> <li>Making connections between events, characters, actions, etc.</li> <li>Reciprocal Teaching</li> <li>Activating Prior Knowledge</li> </ul> <p><u>Vocabulary through Explicit Instructional Routines</u></p> <ul style="list-style-type: none"> <li>Sort grade appropriate words with or without pictures into categories</li> <li><i>Learns and uses unfamiliar words introduced in stories and informational text</i></li> <li><i>Increases knowledge of word meanings and uses new vocabulary in speaking and writing.</i></li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li><i>Reads common sight words automatically</i></li> <li><i>Reads accurately (1 error in 20 words)</i></li> <li>Reads fluently (1 word per 2-3 seconds)</li> <li>Phrasing attending to ending punctuation</li> <li>Repeated readings to increase familiarity</li> <li>Rereads and self-corrects while reading</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li><i>Produces Letter-Sound Correspondences</i></li> <li><i>Word Building (Consonants)</i></li> <li><i>Word Building (Vowels)</i></li> <li><i>Word Building (CVC/CVCe)</i></li> <li><i>Word Building (Blends)</i></li> </ul> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li><i>Phoneme Blending</i></li> <li><i>Phoneme Deletion (Initial)</i></li> <li><i>Phoneme Deletion (Final)</i></li> </ul>	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <li><i>Time for Kids</i> (or other informational text)</li> <li><i>Elements of Reading Vocabulary</i></li> <li>Novels (Classic &amp; Contemporary Works)</li> <li>Non-Fiction text, Biographies and Poetry to encourage wide reading</li> </ul> <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> <li>Houghton Mifflin Leveled Readers</li> <li>Houghton Mifflin Phonics Library</li> <li>Houghton Mifflin Challenge Workbook</li> <li>Literature Circles</li> <li>FCRR activities               <ul style="list-style-type: none"> <li>✓ Comprehension</li> <li>✓ Vocabulary</li> <li>✓ Word building skills</li> </ul> </li> </ul>
<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>Is fluency progressing towards end of year benchmark (60 wcpm)?</li> <li>Is phonics impacting comprehension? Look at TDI if applicable.</li> </ul>		

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**Profile B**

Students place at a reading passage of 1.1 or 1.2

<b>Student Characteristics/ Implications</b>	<b>Instructional Priorities</b> (beginning of 1 <sup>st</sup> Grade) <i>* High Priority Skill</i>	<b>Programs/Resources</b> (as per CRRP)
<ul style="list-style-type: none"> <li>The student placed at a reading passage below benchmark (beginning first grade) - Provide explicit comprehension instruction as per instructional priorities with the goal of increasing proficiency at higher text levels.</li> </ul>	<p><u>Comprehension (Literary)</u></p> <ul style="list-style-type: none"> <li><i>* Answer who, what, when, where questions</i></li> <li><i>* Story elements: characters (actions, emotions, traits) settings, events</i></li> <li><i>* Main Idea/Details</i></li> </ul> <p><u>Retelling/Summarizing</u></p> <ul style="list-style-type: none"> <li><i>* Retells main idea of simple stories</i></li> <li>Retells correct sequence of events in a story</li> </ul> <p><u>Comprehension Monitoring</u> (metacognition)</p> <ul style="list-style-type: none"> <li>Stops while reading to assess understanding and clarify</li> <li>Making connections between events, characters, actions, etc.</li> <li>Reciprocal Teaching</li> <li>Activating Prior Knowledge</li> </ul> <p><u>Vocabulary through Explicit Instructional Routines</u></p> <ul style="list-style-type: none"> <li>Sort grade appropriate words with or without pictures into categories</li> </ul> <ul style="list-style-type: none"> <li><i>* Learns and uses unfamiliar words introduced in stories and informational text</i></li> <li><i>* Increases knowledge of word meanings and uses new vocabulary in speaking and writing.</i></li> </ul>	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <li>Time for Kids (or other informational text)</li> <li>Elements of Reading Vocabulary</li> <li>Novels (Classic &amp; Contemporary Works)</li> <li>Non-fiction text, Biographies and Poetry to encourage wide reading</li> </ul>
<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>Is fluency progressing towards end of year benchmark (60 wcpm)?</li> <li>Is phonics a problem? Look at the TDI Word Building tasks. Provide explicit instruction in phonics from where the student scored BE. (If phonemic awareness is a deficiency revisit phoneme deletion tasks)</li> </ul>	<p><u>Fluency</u></p> <ul style="list-style-type: none"> <li><i>* Reads common sight words automatically</i></li> <li><i>* Reads accurately (1 error in 20 words)</i></li> <li>Reads fluently (1 word per 2-3 seconds)</li> <li>Phrasing attending to ending punctuation</li> <li>Repeated readings to increase familiarity</li> <li>Rereads and self-corrects while reading</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li><i>* Produces Letter-Sound Correspondences</i></li> <li><i>* Word Building (Consonants)</i></li> <li><i>* Word Building (Vowels)</i></li> <li><i>* Word Building (CVC/CVCe)</i></li> <li><i>* Word Building (Blends)</i></li> </ul> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li><i>* Phoneme Blending</i></li> <li><i>* Phoneme Deletion (Initial)</i></li> <li><i>* Phoneme Deletion (Final)</i></li> </ul>	<p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> <li>Houghton Mifflin Phonics Readers</li> <li>Houghton Mifflin Vocabulary Readers</li> <li>Words their Way</li> <li>Making Words (text and manipulatives)</li> <li>Audio Books</li> <li>FCRR activities <ul style="list-style-type: none"> <li>✓ Phonics</li> <li>✓ Phonological Awareness</li> <li>✓ Word building skills</li> </ul> </li> </ul> <p><u>Intervention (if feasible)</u> Voyager</p>

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**Profile C**

Students placed at Listening Comprehension and TDI tasks fell in the Word Building range

<b>Student Characteristics/ Implications</b>	<b>Instructional Priorities</b> ( <i>Beg- Mid Kindergarten</i> ) <i>* High Priority Skill</i>	<b>Programs/Resources</b> (as per CRRP)
<ul style="list-style-type: none"> <li>The student placed in listening comprehension (Kindergarten Level) - Continue to build comprehension strategies moving from listening to reading comprehension at the word, sentence and paragraph level</li> <li>The student placed in the Word Building range of TDI tasks</li> </ul>	<p><u>Comprehension</u> <u>Identifying Information from Stories</u></p> <ul style="list-style-type: none"> <li><i>* Answer who, where and what questions after listening to a sentence or short paragraph</i></li> <li>Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences</li> <li>Uses pictures and information about the story to predict what will happen next.</li> </ul> <p><u>Retelling and Summarizing</u></p> <ul style="list-style-type: none"> <li><i>* Retells a familiar story with a book</i></li> <li>Retells a familiar story without a book including beginning, middle, and end</li> </ul> <p><u>Making Connections</u></p> <ul style="list-style-type: none"> <li>Connects events, characters, and actions in the story to specific life experiences</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li><i>* Names pictures of common concepts</i></li> <li><i>* Uses words to describe location, size, color and shape</i></li> <li><i>* Uses names and labels of basic concepts</i></li> <li>Identifies and sorts pictures of common words into basic categories</li> <li><i>* Learns new vocabulary through stories and instruction</i></li> <li>Uses newly learned vocabulary on multiple occasions to reinforce meaning</li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li><i>* High Frequency Words</i></li> <li><i>* High Frequency Word Phrases</i></li> <li><i>* Recognizes some words by sight</i></li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li><i>* Produces Letter-Sound Correspondences</i></li> <li><i>* Word Building (Consonants)</i></li> <li><i>* Word Building (Vowels)</i></li> <li><i>* Word Building (CVC/CVCe)</i></li> <li><i>* Word Building (Blends)</i></li> <li><i>* Multisyllabic Word Reading</i></li> </ul> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li><i>* Phoneme Blending</i></li> <li><i>* Phoneme Deletion (Initial)</i></li> <li><i>* Phoneme Deletion (Final)</i></li> </ul>	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <li><i>Time for Kids</i> (or other informational text)</li> <li><i>Elements of Reading Vocabulary</i></li> <li>Novels (Classic &amp; Contemporary Works)</li> <li>Non-Fiction text, Biographies and Poetry to encourage wide reading</li> </ul> <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> <li>Houghton Mifflin Vocabulary Readers</li> <li>Houghton Mifflin Phonics Library</li> <li>Houghton Mifflin Extra Support Handbook</li> <li><i>Words their Way</i></li> <li>Making Words (text and manipulatives)</li> <li>Audio Books</li> <li>FCRR activities               <ul style="list-style-type: none"> <li>✓ Phonics</li> <li>✓ Phonological Awareness</li> </ul> </li> </ul> <p><u>Intervention</u></p> <ul style="list-style-type: none"> <li>Voyager</li> </ul>
<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>Is phonics a problem? Look at the Word Building TDI tasks. Provide explicit instruction in phonics moving toward connected text.</li> </ul>		

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**Profile D**

Students placed at Listening Comprehension and TDI tasks fell in the phonemic awareness range or Letter Naming/Sound stage.

<b>Student Characteristics/ Implications</b>	<b>Instructional Priorities</b> (Beginning Kindergarten) <i>* High Priority Skill</i>	<b>Programs/Resources</b> (as per CRRP)
<ul style="list-style-type: none"> <li>The student placed in listening comprehension (Kindergarten Level) - Continue to build comprehension strategies moving from listening to reading comprehension at the word, sentence and paragraph level</li> <li>The student placed in the Phonemic Awareness Range and/or Letter Naming/Letter Sounds TDI Task</li> </ul>	<p><u>Comprehension</u> <u>Identifying Information from Stories</u></p> <ul style="list-style-type: none"> <li>* <b>Answer who, where and what questions after listening to a sentence or short paragraph</b></li> <li>Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences</li> <li>Uses pictures and information about the story to predict what will happen next.</li> </ul> <p><u>Retelling and Summarizing</u></p> <ul style="list-style-type: none"> <li>* <b>Retells a familiar story with a book</b></li> <li>Retells a familiar story without a book including beginning, middle, and end</li> </ul> <p><u>Making Connections</u></p> <ul style="list-style-type: none"> <li>Connects events, characters, and actions in the story to specific life experiences</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>* <b>Names pictures of common concepts</b></li> <li>* <b>Uses words to describe location, size, color and shape</b></li> <li>* <b>Uses names and labels of basic concepts</b></li> <li>Identifies and sorts pictures of common words into basic categories</li> <li>* <b>Learns new vocabulary through stories and instruction</b></li> <li>Uses newly learned vocabulary on multiple occasions to reinforce meaning</li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>* <b>High Frequency Words</b></li> <li>* <b>High Frequency Word Phrases</b></li> <li>* <b>Recognizes some words by sight</b></li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>* <b>Produces Letter-Sound Correspondences</b></li> <li>* <b>Word Building (Consonants)</b></li> <li>* <b>Word Building (Vowels)</b></li> <li>* <b>Word Building (CVC/CVCe)</b></li> <li>* <b>Word Building (Blends)</b></li> <li>* <b>Multisyllabic Word Reading</b></li> </ul> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> <li>* <b>Phoneme Blending</b></li> <li>* <b>Phoneme Deletion (Initial)</b></li> <li>* <b>Phoneme Deletion (Final)</b></li> </ul>	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <li>Time for Kids (or other informational text)</li> <li>Elements of Reading Vocabulary</li> <li>Decodable Text</li> </ul> <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> <li>Houghton Mifflin Phonics Library</li> <li>Houghton Mifflin Extra Support Handbook</li> <li>Words their Way</li> <li>Making Words (text and manipulatives)</li> <li>Audio Books</li> <li>FCRR activities               <ul style="list-style-type: none"> <li>✓ Phonics</li> <li>✓ Phonological Awareness</li> </ul> </li> </ul>
<p><b>Guiding Questions</b></p>		
<ul style="list-style-type: none"> <li>Is knowledge of letters and letter sounds a problem? Look at the Letter Naming &amp; Sound Knowledge TDI task. Provide explicit instruction in letter names and letter sound correspondences moving toward phonemic awareness and word building tasks.</li> </ul>		<p><u>Intervention</u> Voyager</p>