

FAIR Decision Tree for Reading Instruction
Hitting the Bullseye 2nd Grade – AP2

Profile A		
Students place at a reading passage of 2.4 or above		
Student Characteristics/ Implications	Instructional Priorities (2nd Grade) <i>* High Priority Skill</i>	Programs/Resources (as per CRRP)
<ul style="list-style-type: none"> 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. 	<p><u>Comprehension (Literary)</u></p> <ul style="list-style-type: none"> * Story elements: characters (actions, emotions, traits) settings, events • Making Predictions * Main Idea/Details * Fact/Opinion * Cause/Effect * Answers what-if, why and how questions • Identifies characters actions, motives, emotions, traits and feelings <p><u>Comprehension (Informational)</u></p> <ul style="list-style-type: none"> • Text Structure • Text Features <p><u>Comprehension Monitoring (metacognition)</u></p> <ul style="list-style-type: none"> • Read for Understanding • Reciprocal Teaching * Drawing Conclusions * Retelling explicit and implicit main ideas * Sequence of Events • Activating Prior Knowledge • Making connections between events, characters, actions, etc. • Make connections: text to self, text to text, text to world <p><u>Retelling, Summarizing, Synthesizing</u></p> <ul style="list-style-type: none"> * Retells explicit and implicit main ideas * Identifies the correct sequence of events * Draws conclusions based on content * Identifies/discusses themes of the text <p><u>Vocabulary through Explicit Instruction Routines</u></p> <ul style="list-style-type: none"> • Building Concepts • Structural Analysis * Clarify unfamiliar words • Synonyms • Antonyms * Increase vocabulary through independent reading • Expanding descriptive vocabulary • Word inferencing based on context clues • Structural analysis • Multiple Meaning words <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Continue daily reading of connected text with an emphasis on rate, phrasing and expression <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Word Building (Blends and Vowels) • Multisyllabic Words 	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> • <i>Time for Kids</i> (or other informational text) • <i>Elements of Reading Vocabulary</i> • Novels (Classic & Contemporary Works) • Non-Fiction text, Biographies and Poetry to encourage wide reading <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> • Houghton Mifflin Leveled Readers • Houghton Mifflin Challenge Workbook • Literature Circles • FCRR activities <ul style="list-style-type: none"> ✓ Comprehension ✓ Vocabulary ✓ Word building skills
Guiding Questions		
<ul style="list-style-type: none"> Is fluency progressing towards end of year benchmark (90 wcpm)? Is phonics impacting comprehension? Look at Spelling score and TDI if applicable. 		

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Profile B		
Students place at a reading passage between 1.5 and 2.3.		
Student Characteristics/ Implications	Instructional Priorities (end of 1 st Grade-beginning of 2 nd Grade) <i>* High Priority Skill</i>	Programs/Resources (as per CRRP)
<ul style="list-style-type: none"> The student placed at a reading passage below benchmark (Range is end of first grade – beginning second grade) – Provide explicit comprehension instruction as per instructional priorities with the goal of increasing proficiency at higher text levels. 	<p><u>Comprehension (Literary)</u></p> <ul style="list-style-type: none"> * Story elements: characters (actions, emotions, traits) settings, events * Main Idea/Details * Fact/Opinion * Cause/Effect * Answers what-if, why and how questions <p><u>Comprehension (Informational)</u></p> <ul style="list-style-type: none"> Text Structure Text Features <p><u>Comprehension Monitoring (metacognition)</u></p> <ul style="list-style-type: none"> Read for Understanding Reciprocal Teaching * Drawing Conclusions * Retelling explicit and implicit main ideas * Sequence of Events Activating Prior Knowledge Making connections between events, characters, actions, etc. Make connections: text to self, text to text, text to world <p><u>Vocabulary through Explicit Instruction Routines</u></p> <ul style="list-style-type: none"> Building Concepts Structural Analysis * Clarify unfamiliar words Synonyms Antonyms * Increase vocabulary through independent reading Expanding descriptive vocabulary Word inferencing based on context clues Structural analysis Multiple Meaning words <p><u>Fluency</u></p> <ul style="list-style-type: none"> Continue daily reading of connected text with an emphasis on rate, phrasing and expression <p><u>Phonics</u></p> <ul style="list-style-type: none"> Word Building (Blends and Vowels) * Multisyllabic Words 	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> Time for Kids (or other informational text) Elements of Reading Vocabulary Novels (Classic & Contemporary Works) Non-fiction text, Biographies and Poetry to encourage wide reading <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> Houghton Mifflin Levelled Readers Houghton Mifflin Vocabulary Readers Words their Way Quick Reads FCRR activities <ul style="list-style-type: none"> ✓ Comprehension ✓ Vocabulary ✓ Word building skills <p><u>Intervention (if feasible)</u> Voyager</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> Is fluency progressing towards end of year benchmark (90 wcpm)? Is phonics impacting comprehension? Look at Spelling score and TDI tasks. Provide explicit instruction in phonics from where the student scored BE. (If phonemic awareness is a deficiency revisit phoneme deletion tasks) 		

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Profile C		
Students place at a reading passage between 1.1 and 1.4		
Student Characteristics/ Implications	Instructional Priorities (Beg- Mid 1 st Grade) <i>* High Priority Skill</i>	Programs/Resources (as per CRRP)
<ul style="list-style-type: none"> The student placed at a reading passage below benchmark (Range is beginning to mid first grade) - Provide explicit comprehension instruction as per instructional priorities with the goal of increasing proficiency at higher text levels. 	<p><u>Comprehension (Literary)</u></p> <ul style="list-style-type: none"> * Story elements: characters (actions, emotions, traits) settings, events, * Main Idea/Details <p><u>Making Inferences</u></p> <ul style="list-style-type: none"> Drawing Conclusions Making and verifying predictions <p><u>Retelling/Summarizing</u></p> <ul style="list-style-type: none"> * Retells main idea of simple stories Retells correct sequence of events in a story <p><u>Comprehension Monitoring</u> (metacognition)</p> <ul style="list-style-type: none"> Reciprocal Teaching Breaks down explicit and implicit questions <ul style="list-style-type: none"> * Sequence of Events Activating Prior Knowledge Making connections between events, characters, actions, etc. <p><u>Vocabulary through Explicit Instruction Routines</u></p> <ul style="list-style-type: none"> Building Concepts * Clarify unfamiliar words Synonyms Antonyms * Increase vocabulary through independent reading Expanding descriptive vocabulary Word inferencing based on context clues Structural analysis Multiple Meaning words Using new vocabulary in speaking, writing, etc. <p><u>Fluency</u></p> <ul style="list-style-type: none"> * Reads common sight words automatically * Reads accurately (1 error in 20 words) Reads fluently (1 word per second) Phrasing attending to punctuation Repeated readings to increase familiarity Rereads and self-corrects while reading <p><u>Phonics</u></p> <ul style="list-style-type: none"> * Produces Letter-Sound Correspondences * Word Building (Consonants) * Word Building (Vowels) * Word Building (CVC/CVCe) * Word Building (Blends) * Multisyllabic Word Reading <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> * Phoneme Blending * Phoneme Deletion (Initial) * Phoneme Deletion (Final) 	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <i>Time for Kids</i> (or other informational text) <i>Elements of Reading Vocabulary</i> Novels (Classic & Contemporary Works) Non-Fiction text, Biographies and Poetry to encourage wide reading <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> Houghton Mifflin Leveled Readers Houghton Mifflin Vocabulary Readers Houghton Mifflin Phonics Library Houghton Mifflin Extra Support Handbook <i>Words their Way</i> <i>Quick Reads</i> Fluency Passages FCRR activities <ul style="list-style-type: none"> ✓ Comprehension ✓ Vocabulary ✓ Fluency ✓ Phonics ✓ Phonological Awareness (if needed) <p><u>Intervention</u></p> <ul style="list-style-type: none"> Voyager
Guiding Questions		
<ul style="list-style-type: none"> Is fluency progressing towards end of year benchmark (90 wcpm)? Is phonics impacting comprehension? Look at Spelling score and TDI tasks. Provide explicit instruction in phonics from where the student scored BE. (If phonemic awareness is a deficiency revisit phoneme deletion tasks) 		

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Profile D Students place at Listening Comprehension		
Student Characteristics/ Implications	Instructional Priorities (Kindergarten) <i>* High Priority Skill</i>	Programs/Resources (as per CRRP)
<ul style="list-style-type: none"> 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 	<p><u>Identifying Information from Stories</u></p> <ul style="list-style-type: none"> <i>* Answer who, where and what questions after listening to a sentence or short paragraph</i> Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences <p><u>Retelling and Summarizing</u></p> <ul style="list-style-type: none"> <i>* Retells a familiar story with a book</i> Retells a familiar story without a book including beginning, middle, and end Retells and story and includes characters, settings and important events Identifies the correct sequence of events in a story read orally by someone else <p><u>Making Connections</u></p> <ul style="list-style-type: none"> Connects events, characters, and actions in the story to specific life experiences <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <i>* Names pictures of common concepts</i> <i>* Uses words to describe location, size, color and shape</i> Uses names and labels of basic concepts Identifies and sorts pictures of common words into basic categories <i>* Learns new vocabulary through stories and instruction</i> Uses newly learned vocabulary on multiple occasions to reinforce meaning <p><u>Fluency</u></p> <ul style="list-style-type: none"> Recognizes some words by sight <i>* High Frequency Words</i> <i>* High Frequency Word Phrases</i> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <i>* Produces Letter-Sound Correspondences</i> <i>* Word Building (Consonants)</i> <i>* Word Building (Vowels)</i> <i>* Word Building (CVC/CVCe)</i> <i>* Word Building (Blends)</i> <i>* Multisyllabic Word Reading</i> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> <i>* Phoneme Blending</i> <i>* Phoneme Deletion (Initial)</i> <i>* Phoneme Deletion (Final)</i> 	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <i>Time for Kids</i> (or other informational text) <i>Elements of Reading Vocabulary</i> Decodable Text <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> Houghton Mifflin Leveled Readers Houghton Mifflin Vocabulary Readers Houghton Mifflin Phonics Library Houghton Mifflin Extra Support Handbook <i>Words their Way</i> Making Words Audio Books FCRR activities <ul style="list-style-type: none"> ✓ Phonics ✓ Phonological Awareness <p><u>Intervention</u></p> <p>Voyager</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> Is phonics impacting comprehension? Look at Spelling score and TDI tasks. Provide explicit instruction in phonics from where the student scored BE. (If phonemic awareness is a deficiency revisit phoneme deletion tasks) 		