

FAIR Decision Tree for Reading Instruction  
Hitting the Bullseye Kindergarten – AP2

**Profile A**

Students placed at Listening Comprehension and answered four or more questions correctly

<b>Student Characteristics/ Implications</b>	<b>Instructional Priorities</b> (Middle 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 - Continue to build comprehension strategies moving from listening to reading comprehension at the word, sentence and paragraph level</li> <li>The student answered four or more questions correctly</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>Letter Name Knowledge</b></li> <li>* <b>Letter Sound Connections Initial</b></li> <li>* <b>Letter Sound Connections Final</b></li> <li>* <b>Word Building (Initial Consonants)</b></li> <li>* <b>Word Building (Final Consonants)</b></li> <li>* <b>Word Building (Medial Vowels)</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 (Word Parts/Initial)</b></li> </ul>	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <li><i>Elements of Reading Vocabulary</i></li> <li><i>Decodable Text</i></li> </ul> <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> <li>Houghton Mifflin Phonics Library</li> <li>Houghton Mifflin Vocabulary Readers</li> <li>Houghton Mifflin Challenge Workbook</li> <li>FCRR activities               <ul style="list-style-type: none"> <li>✓ Comprehension</li> <li>✓ Vocabulary</li> <li>✓ Word building skills</li> <li>✓ Phonics</li> <li>✓ Phonemic Awareness</li> </ul> </li> </ul>
<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>Is Vocabulary below the benchmark (40<sup>th</sup> percentile)?</li> <li>Is phonics and/or phonemic awareness a problem? Look at the TDI report and provide explicit instruction in phonemic awareness or phonics moving toward the letter sound connection and word building tasks.</li> </ul>		

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**Profile B**

Students placed at Listening Comprehension and answered three questions correct

<b>Student Characteristics/ Implications</b>	<b>Instructional Priorities</b> (Middle 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 - Continue to build comprehension strategies moving from listening to reading comprehension at the word, sentence and paragraph level</li> <li>The student answered three questions correct</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>* Recognizes some words by sight</i></li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li><i>* Letter Name Knowledge</i></li> <li><i>* Letter Sound Connections Initial</i></li> <li><i>* Letter Sound Connections Final</i></li> <li><i>* Word Building (Initial Consonants)</i></li> <li><i>* Word Building (Final Consonants)</i></li> <li><i>* Word Building (Medial Vowels)</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 (Word Parts/Initial)</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>Elements of Reading Vocabulary</i></li> <li><i>Decodable Text</i></li> </ul> <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> <li>Houghton Mifflin Phonics Library</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> <li>✓ Word building skills</li> </ul> </li> </ul>
<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>Is Vocabulary below the benchmark (40<sup>th</sup> percentile)?</li> <li>Is phonics and/or phonemic awareness a problem? Look at the TDI report and provide explicit instruction in phonemic awareness or phonics moving toward the letter sound connection and word building tasks.</li> </ul>		<p><u>Intervention (if feasible)</u> Voyager</p>

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**Profile C**

Students placed at Listening Comprehension and answered one to two questions correctly.

<b>Student Characteristics/ Implications</b>	<b>Instructional Priorities</b> <i>(Beg- Mid Kindergarten)</i> <b>* High Priority Skill</b>	<b>Programs/Resources</b> (as per CRRP)
<ul style="list-style-type: none"> <li>The student placed in listening comprehension - Continue to build comprehension strategies moving from listening to reading comprehension at the word, sentence and paragraph level</li> <li>The student answered one to two questions correctly</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> </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>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <li><i>Elements of Reading Vocabulary</i></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><i>Words their Way</i></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>
<p><b>Guiding Questions</b></p>		
<ul style="list-style-type: none"> <li>Is Vocabulary below the benchmark (40<sup>th</sup> percentile)?</li> <li>Is phonics and/or phonemic awareness a problem? Look at the TDI report and provide explicit instruction in phonemic awareness or phonics moving toward the letter sound connection and word building tasks.</li> </ul>	<p><u>Fluency</u></p> <ul style="list-style-type: none"> <li><i>High Frequency Words</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>Letter Name Knowledge</i></li> <li><i>Letter Sound Connections Initial</i></li> <li><i>Letter Sound Connections Final</i></li> <li><i>Word Building (Initial Consonants)</i></li> <li><i>Word Building (Final Consonants)</i></li> <li><i>Word Building (Medial Vowels)</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 (Word Parts/Initial)</i></li> </ul>	

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**Profile D**

Students placed at Listening Comprehension and answered zero questions correct.

<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 - Continue to build comprehension strategies moving from listening to reading comprehension at the word, sentence and paragraph level</li> <li>• The student answered zero questions correct</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> </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>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> <li>• <i>Elements of Reading Vocabulary</i></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>• <i>Words their Way</i></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 Vocabulary below the benchmark (40<sup>th</sup> percentile)?</li> <li>• Is phonics and/or phonemic awareness a problem? Look at the TDI report and provide explicit instruction in phonemic awareness or phonics moving toward the letter sound connection and word building tasks.</li> </ul>	<p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>* <b>High Frequency Words</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>Letter Name Knowledge</b></li> <li>* <b>Letter Sound Connections Initial</b></li> <li>* <b>Letter Sound Connections Final</b></li> <li>* <b>Word Building (Initial Consonants)</b></li> <li>* <b>Word Building (Final Consonants)</b></li> <li>* <b>Word Building (Medial Vowels)</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 (Word Parts/Initial)</b></li> </ul>	<p><u>Intervention</u> Voyager</p>