

# **Decodables**

## Kindergarten

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 1

Text: See What We Can Do Page Numbers: 10-13		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Where does this story take place?</li> <li>Turn to page 11. Who is playing hopscotch? Who is watching the girl play?</li> <li>Turn to page 12. What do you think these characters like to do? How do you know?</li> <li>Turn to page 13. What are the children doing? Why is the man following behind the children?</li> <li>Is this text mostly about the different things that people can do or is it mostly about the different things people read?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
10	<ul style="list-style-type: none"> <li>The title of this book is “See What We Can Do.” What word in the title rhymes with “man”?</li> <li>How many lowercase or small letter “e”s are in the title? Show me with your fingers.</li> <li>Point to the first word in the title.</li> <li>Point to the last word in the title.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words</li> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Understand that words are separated by spaces in print</li> </ul>

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11	<ul style="list-style-type: none"><li>• Point to what you get when you blend these syllables together: “glass-es”</li><li>• What the girl is doing that rhymes with “mop”?</li></ul>	<ul style="list-style-type: none"><li>• Blend syllables</li><li>• Recognize and produce rhyming words</li></ul>
12	<ul style="list-style-type: none"><li>• Point to what you get when you blend these syllables together: “wheel-chair”</li><li>• Point to the door in the illustration. I’m thinking of something that rhymes with “door” and is near your feet.</li></ul>	<ul style="list-style-type: none"><li>• Blend syllables</li><li>• Recognize and produce rhyming words</li></ul>
13	<ul style="list-style-type: none"><li>• I will say two words. Say “yes” if the two words are rhyming words. Say “no” if the two words are not rhyming words: (man/kids); (man/pan); (skate/date); (fun/sun); (fun/smile)</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

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Text: We Can Make It Page Numbers: 14-17		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• Turn to page 14. What do you think the kids on this page made? How do you know?</li> <li>• Turn to page 15. What is the girl making? What materials is she using?</li> <li>• Turn to page 16. Point to the cookies that are ready to eat. How do you know that these cookies are ready to eat?</li> <li>• The title of this story is “We Can Make It.” What did the characters in this story make?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
14	<ul style="list-style-type: none"> <li>• Point to and count the number of capital or uppercase letters in the title. How many capital letters are in the title? Show me with your fingers.</li> <li>• The title is “We Can Make It”. What word in the title rhymes with the word “bake”?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Recognize and produce rhyming words</li> </ul>

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15	<ul style="list-style-type: none"><li>Point to what you get when you put these syllables together. “head-band” “glue-stick” “pen-cil”</li></ul>	<ul style="list-style-type: none"><li>Blend syllables</li></ul>
16	<ul style="list-style-type: none"><li>Point to the picture of the apron and say “apron”. Let’s clap and say each syllable in the word apron. How many syllables are in the word “apron”? Show me with your fingers.</li><li>Point to the picture of the kitchen and say “kitchen”. Let’s clap and say each syllable in the word kitchen. How many syllables are in the word “kitchen”? Show me with your fingers.</li></ul>	<ul style="list-style-type: none"><li>Count and produce syllables in spoken words.</li></ul>
17	<p><i>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i></p> <ul style="list-style-type: none"><li>sun/sneakers</li><li>apple/man</li><li>paintbrush/girl</li></ul>	<ul style="list-style-type: none"><li>Associate words with fewer syllables are shorter in written print and words with more syllables are longer in written print.</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 2

<p><b>Text: We Go to School</b>  <b>Page Numbers: 20-23</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Turn to the first page. Who is getting of the bus?</li> <li>• Turn to the next page, page 21. Where are the children?</li> <li>• Turn to page 22. Who is the teacher helping? How do you know?</li> <li>• Turn to page 23. How are the children feeling? How do you know?</li> <li>• Is this text mostly about playing with blocks or is it mostly about the different things you do on the first day of kindergarten?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>20</p>	<ul style="list-style-type: none"> <li>• How many words are in the title of this book?</li> <li>• The title of this book is “We Go to School.” What word in the title rhymes with the word “no”?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that words are separated by spaces in print</li> <li>• Recognize and produce rhyming words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

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21	<ul style="list-style-type: none"><li>• Look at the word “Kindergarten” that the teacher is writing on the board. How many lowercase “r” letters are in the word “Kindergarten”?</li><li>• Boy begins with the sound /b/. Listen: /b/, boy. Say /b/ with me: /b/. What is the boy holding that begins with the /b/ sound?</li><li>• What is on the wall that rhymes with the word “sock”?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and name all upper- and lowercase letters of the alphabet</li><li>• Isolate and pronounce the initial sound of words</li><li>• Recognize and produce rhyming words</li></ul>
22	<ul style="list-style-type: none"><li>• I’m going to say two words. If the beginning sounds in the words are the same, then I want you to stand. If the beginning sounds in the words are different, sit down. <i>hat/hand</i> <i>teacher/student</i> <i>paint/put</i></li><li>• Point to the picture of the easel and say “easel”. Let’s clap and say each syllable in the word easel. How many syllables are in the word “easel”?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Count and pronounce syllables in spoken words</li></ul>
23	<ul style="list-style-type: none"><li>• I will say two words. Say “yes” if the two words are rhyming words. Say “no” if the two words are not rhyming words. <i>school/tool</i> <i>girl/tree)</i> <i>grass/glass</i> <i>boy/toy</i> <i>hands/shoes</i> <i>walk/talk</i></li><li>• Can you find something I the picture that rhymes with “me”?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 2

Text: I Like Page Numbers: 24-27		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Turn to the first page. What does the girl like? How do you know?</li> <li>Where is the boy on the second page doing his drawing?</li> <li>Turn to page 26. What do you think is near the girl's foot?</li> <li>How do you think the children feel on the last page? How do you know?</li> <li>What is similar or the same about what these three children like? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, retell familiar stories, including key details.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
24	<ul style="list-style-type: none"> <li>Which letter in the title is written as a capital letter <i>and</i> a lowercase letter?</li> <li>Point to the word "like". Clap the number of syllables in the word like.</li> <li>What word in the title rhymes with the word "bike"?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Count and pronounce syllables in spoken words</li> <li>Recognize and produce rhyming words</li> </ul>



## Decodables – Content Specific Protocol Questions and Tasks

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25	<ul style="list-style-type: none"><li>• The beginning sound in the word picture is /p/. What is something you see on the desk that has the same beginning sound /p/?</li><li>• What is the boy sitting on that rhymes with the word hair?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words.</li></ul>
26	<ul style="list-style-type: none"><li>• Girl begins with the sound /g/. Listen girl, /g/. What is a color in the picture that also begins with the /g/ sound?</li><li>• Point to something in this picture that rhymes with the word “crush”. Crush means to smash or press down on.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words</li></ul>
27	<p><i>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i></p> <ul style="list-style-type: none"><li>- pictures/girl</li><li>- hand/colorful</li><li>- standing/boy</li></ul>	<ul style="list-style-type: none"><li>• Associate words with fewer syllables are shorter in written print and words with more syllables are longer in written print</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 3

Text: Baby Bear’s Family Page Numbers: 30-33		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Where is the family? How do you know?</li> <li>Turn to page 31. What are the different characters in the story doing?</li> <li>Turn to page 32. What is Baby Bear doing in the bushes?</li> <li>What happens at the end of the story?</li> <li>How do you think the characters feel at the end of the story? What clues did you use?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
30	<ul style="list-style-type: none"> <li>How many words are in the title of this book? Show the number of words on your fingers.</li> <li>Which 2 words in the title have the same beginning sound?</li> <li>Which word in the title rhymes with the word, “cares”?</li> <li>Which letter in the title is written both as upper and lowercase?</li> </ul>	<ul style="list-style-type: none"> <li>Understand that words are separated by spaces in print</li> <li>Isolate and pronounce the initial sound of words</li> <li>Recognize and produce rhyming words</li> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 3

31	<ul style="list-style-type: none"><li>• Bear begins with the sound /b/. Listen: /b/. Say /b/ with me: /b/. What has wheels that begins with the /b/ sound?</li><li>• Papa Bear is holding a rake. What is a word that rhymes with the word rake?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Recognize and produce rhyming words</li></ul>
32	<ul style="list-style-type: none"><li>• I'm going to say two words: butterfly and ball. Let's clap the syllables for each word. How many syllables in butterfly? How many syllables in ball? Which word do you think is longer "butterfly" or "bear"? Show students the written words.</li><li>• Point to something in the picture that begins with the /t/ sound. (tree)</li></ul>	<ul style="list-style-type: none"><li>• Count and pronounce syllables in spoken words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li><li>• Isolate and pronounce the initial sound of words</li></ul>
33	<ul style="list-style-type: none"><li>• How many things can you find on this page with the beginning sound /b/? (butterfly, ball, bunny, berry, bear)</li><li>• Which word is longer "family" or "dad"? Show students the written words.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print.</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 3

Text: The Party Page Numbers: 34-37		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• Where are the characters in this story?</li> <li>• Turn to page 35. What does the boy like? How do you know?</li> <li>• Turn to page 36. What does the girl like? How do you know?</li> <li>• Turn to page 37. How do the characters feel? How do you know?</li> <li>• Is this story mostly about people getting presents or what people like at a party?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Phonics Games and Activities		
Page	Question/Tasks	Instructional Purpose
34	<ul style="list-style-type: none"> <li>• Which letter in the title is written both as upper and lowercase?</li> <li>• How many words are in the title? Show me on your fingers.</li> <li>• Which word is both in the title and the sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Understand that words are separated by spaces in print</li> <li>• Read common high-frequency words by sight</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 3

35	<ul style="list-style-type: none"><li>• I am going to say three words. Two of the words will have the same beginning sounds. The other word does not belong. Listen: tree, table, cat. Which word does not have the same beginning sound as the other two words? Tree, table, cat</li><li>• What picture on this page rhymes with the word “knee”? Point to it.</li><li>• What word on this page rhymes with “bike”? Point to it.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words</li><li>• Read common high-frequency words by sight</li></ul>
36	<ul style="list-style-type: none"><li>• Dance begins with the sound /d/. What is another thing in the picture that begins with /d/?</li><li>• Point to the picture on this page that rhymes with fall?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words</li></ul>
37	<ul style="list-style-type: none"><li>• What are the children doing that has the same beginning sound as dog?</li><li>• <i>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i><ul style="list-style-type: none"><li>- violin/girl</li><li>- cat/dancing</li><li>- music/boy</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 4

<p><b>Text: Mm</b>  <b>Page Numbers: 40-43</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• What are the mice wearing?</li> <li>• What are the mice doing?</li> <li>• Where are the mice?</li> <li>• What are the mice climbing?</li> <li>• What is in the sky above the mountain?</li> <li>• Is this text mostly about playing with blocks or is it mostly about the different things you do on the first day of kindergarten?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>40</p>	<ul style="list-style-type: none"> <li>• Point to the uppercase or capital M. Point to the lowercase or small m.</li> <li>• The number of mice in this picture rhymes with the word “pour”. Pour means to stream or flow out of a container. What word is the number of mice and rhymes with the word “pour”?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Recognize and produce rhyming words</li> </ul>

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41	<ul style="list-style-type: none"><li>• What are the mice wearing that rhymes with the word “ask”?</li><li>• I’m going to say three color words. Two of the words have the same beginning sound: <i>brown, gray, green</i>. Which two words begins with the same sound: <i>brown, gray, green</i>?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Isolate and pronounce the initial sound of words</li></ul>
42	<ul style="list-style-type: none"><li>• Point to the picture of the piano and say “piano”. Let’s clap and say each syllable in the word piano. How many syllables are in the word “piano”? Show me on your fingers.</li><li>• Which word is longer “saxophone” or “music”? (<i>Show students the written words.</i>)</li><li>• What instrument, or thing that makes music, has the same beginning sound as the word party?</li></ul>	<ul style="list-style-type: none"><li>• Count and pronounce syllables in spoken words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li><li>• Isolate and pronounce the initial sound of words</li></ul>
43	<ul style="list-style-type: none"><li>• What letter makes the /m/ sound? Draw it in the air.</li><li>• What other pictures on this page begin with the /m/ sound and start with the letter ‘m’?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and name all upper- and lowercase letters of the alphabet</li><li>• Isolate and pronounce the initial sound of three-phoneme words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 4

<p><b>Text: I Like Mm</b>  <b>Page Numbers: 44-47</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Turn to the title page. Does this photograph show daytime or nighttime? How do you know?</li> <li>• Turn to the next page, page 45. What can you learn about this mouse by looking at the photograph?</li> <li>• Turn to the next page, page 46. Is the glass of milk almost full or almost empty? How do you know?</li> <li>• Turn to the last page, page 47. What is the girl eating on this page?</li> <li>• Does the girl like milk and muffins? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>44</p>	<ul style="list-style-type: none"> <li>• When I say a sight word, point to it as fast as you can!                      Like                      The                      I</li> <li>• Point to something in the picture that starts with the</li> </ul>	<ul style="list-style-type: none"> <li>• Read common high-frequency words by sight</li> <li>• Recognize and produce rhyming words</li> </ul>



**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 4

	/m/ sound and rhymes with soon.	
45	<ul style="list-style-type: none"><li>• Say a word with the same beginning sound as the word mouse.</li><li>• The mouse is hiding. How many syllables are in the word hiding?</li><li>• I'm going to say three words. Two of these three words have the same beginning sound. The three words are: leaves, mouse, lazy. Which two words have the same beginning sound?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Count syllables in spoken words</li></ul>
46	<ul style="list-style-type: none"><li>• Good begins with the sound /g/. What is another thing in the picture that begins with the same sound as good /g/?</li><li>• Point to a color in this picture that rhymes with the word night.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words</li></ul>
47	<p><i>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i></p> <ul style="list-style-type: none"><li>- girl/muffins</li><li>- milk/kitchen</li><li>- fingers/glass</li></ul>	<ul style="list-style-type: none"><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 5

<p><b>Text: Ss</b>  <b>Page Numbers: 50-53</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• What is the seal doing at the beginning of the story?</li> <li>• Who is on the sailboat?</li> <li>• Turn to page 52. What is the seal standing on?</li> <li>• What does the seal do at the end of the story?</li> <li>• Is this text mostly about playing soccer or is it mostly about the different things the seal does?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>50</p>	<ul style="list-style-type: none"> <li>• Can you find the uppercase letter in the title? What letter is it?</li> <li>• Can you find something in the picture that rhymes with the word “fun”?</li> <li>• The beginning sound in sun is /s/. What is another picture on this page that has the same beginning sound /s/?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Recognize and produce rhyming words</li> <li>• Isolate and pronounce the initial sound in three-phoneme words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 5

51	<ul style="list-style-type: none"><li>• How many pictures on this page can you find that begin with the /s/ sound? (<i>seal, sailboat, sky</i>)</li><li>• Which word is longer “seal” or “sailboat”? Show students the written words.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>
52	<ul style="list-style-type: none"><li>• I’m going to say two words. If the beginning sounds in the words are the same, I want you to show a thumb up. If the beginning sounds in the words are different, I want you to show a thumb down. (<i>sea/sky</i>), (<i>water, waves</i>), (<i>seal/smile</i>), (<i>surfboard/ocean</i>)</li><li>• Point to the picture of the surfboard and say “surfboard”. Let’s clap and say each syllable in the word surfboard. How many syllables are in the word “surfboard”? Show me on your fingers.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Count and pronounce syllables in spoken words</li></ul>
53	<ul style="list-style-type: none"><li>• I will say two words. Say “yes” if the two words are rhyming words. Say “no” if the two words are not rhyming words. (<i>kick/pick</i>), (<i>soccer/seal</i>), (<i>seal/real</i>), (<i>play/stay</i>), (<i>feet/kick</i>)</li><li>• What letter stands for the /s/ sound?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Recognize and name all upper- and lowercase letters of the alphabet</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 5

<p><b>Text: I Like Ss</b>  <b>Page Numbers: 54-57</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>Who is the author of this story? How do you know?</li> <li>Turn to page 54. Where are the people?</li> <li>What animal does the author like?</li> <li>Turn to page 56. Do you think this photograph is showing a hot day or a cold day? How do you know?</li> <li>What does the author like to eat?</li> </ul>		<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify main topic and retell key details of a text.</li> <li>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>54</p>	<ul style="list-style-type: none"> <li>Which letters have both upper and lowercase letters in the title? (Ss, li)</li> <li>Can you find the word that rhymes with “by”? Point to it.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Read common high-frequency words by sight</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 1 | Lesson: 5

55	<ul style="list-style-type: none"><li>• The beginning sound in the word sun is /s/. What is something you see that has the same beginning sound, /s/?</li><li>• What is the seal sitting on that rhymes with the word “lock”?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words</li></ul>
56	<ul style="list-style-type: none"><li>• Sky begins with the sound /s/. What is another thing in the picture that begins with the /s/ sound?</li><li>• I will say two words. Say “yes” if the two words are rhyming words. Say “no” if the two words are not rhyming words. (sky/cry), (clouds/heat), (heat/beat), (warm/cold)</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words</li></ul>
57	<ul style="list-style-type: none"><li>• What are two things on this page that begins with the /s/ sound?</li><li>• Find the word “like”. What is the first sound you hear in “like”?</li><li>• <i>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i><ul style="list-style-type: none"><li>- sandwich/cup</li><li>- soup/table</li><li>- breakfast/food</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 6

Text: Aa Page Numbers: 60-63		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Turn to the title page. Where do you think the ants are? What clue in the picture did you use?</li> <li>What did the ants build?</li> <li>Who did the ants meet in the water?</li> <li>How do the ants feel about each other? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
60	<ul style="list-style-type: none"> <li>Point to a lowercase letter “A”. Can you find another lowercase letter ‘A’?</li> <li>What letter makes the /a/ sound? Draw it in the air.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</li> </ul>
61	<ul style="list-style-type: none"> <li>Which word is longer “anthill” or “ant”? Show students the written words.</li> <li>I’m thinking of something that starts with /f/. Can you find it?</li> </ul>	<ul style="list-style-type: none"> <li>Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li> <li>Isolate and pronounce the initial sound of words</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 6

62	<ul style="list-style-type: none"><li>• I'm going to say two words. If the beginning sounds in the words are the same, show a thumb up. If the beginning sounds in the words are different, show a thumb down. <i>ant/worm</i> <i>jump/joy</i> <i>worm/wish</i> <i>red/round</i> <i>sky/fly</i></li><li>• Point to the picture of the apple and say "apple". Let's clap and say each syllable in the word apple. How many syllables are in the word "apple"? Show me on your fingers.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Count and pronounce syllables in spoken words</li></ul>
63	<ul style="list-style-type: none"><li>• I will say two words. Say "yes" if the two words are rhyming words. Say "no" if the two words are not rhyming words. <i>lake/cake</i> <i>swim/tail</i> <i>ant/pant</i> <i>smile/laugh</i> <i>nose/goes</i></li><li>• I'm thinking of something that rhymes with "bye". Can you point something that rhymes with "bye"? (<i>eye</i>)</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks  
 Grade: Kindergarten | Unit: 2 | Lesson: 6

Text: I See Page Numbers: 64-67		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• Turn to the title page. Point to the author. Point to the illustration. Point to a sentence.</li> <li>• What word(s) can you use to describe the apple on the title page?</li> <li>• Turn to page 65. Where is the astronaut? What picture clue did you use to help you?</li> <li>• Turn to page 66. What colors are the ambulance.</li> <li>• Turn to page 67. What do you think the ants are doing? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
64	<ul style="list-style-type: none"> <li>• How many words are in the title? Show me on your fingers.</li> <li>• What is the beginning sound in the word “apple”?</li> <li>• What letter makes the /a/ sound? Draw it in the air.</li> </ul>	<ul style="list-style-type: none"> <li>• Read common high-frequency words by sight</li> <li>• Isolate and pronounce the initial sounds of words</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</li> </ul>



**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 6

65	<ul style="list-style-type: none"><li>• How many syllables are in the word astronaut? Show me on your fingers.</li><li>• The astronaut is floating in space. How many words can you think of that rhyme with “space”?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Count syllables in spoken words</li><li>• Recognize and produce rhyming words</li></ul>
66	<ul style="list-style-type: none"><li>• I’m thinking of something that rhymes with “fire.” Can you find something in the photograph that rhymes with “fire”? (tire)</li><li>• <i>Name a pair of words. Have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i><ul style="list-style-type: none"><li>- ambulance/car</li><li>- driver/tire</li><li>- help/emergency</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>
67	<ul style="list-style-type: none"><li>• How many words do you see on this page?</li><li>• What color in this picture rhymes with the word “hello”? (yellow)</li></ul>	<ul style="list-style-type: none"><li>• Recognize that spoken words are represented in written language by specific sequences of letters</li><li>• Understand that words are separated by spaces in print</li><li>• Recognize and produce rhyming words.</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 7

<p><b>Text: Tt</b>  <b>Page Numbers: 70-73</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Turn the title page. Who is holding the flag?</li> <li>• Turn to page 71. What are the turtles trying to do? What picture clue did you use to help you?</li> <li>• Do you think the turtles will be able to climb the tree? Why or why not?</li> <li>• How do you think the turtles are feeling while jumping on the trampoline? How do you know?</li> <li>• Is this text mostly about riding on a train or is it mostly about the different things that turtles do?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>70</p>	<ul style="list-style-type: none"> <li>• Is the title of this book letters or words?</li> <li>• I’m thinking of something that rhymes with “tag”. Can you point to something that rhymes with “tag”?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Recognize and produce rhyming words</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 7

71	<ul style="list-style-type: none"><li>• How many things can you find that begin with the /t/ sound? (turtle, tree, trunk)</li><li>• What letter stands for the /t/ sound? Draw it in the air.</li><li>• Which word is longer “tree” or “turtle”? Show students the written words.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Recognize and name all upper- and lowercase letters of the alphabet</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>
72	<ul style="list-style-type: none"><li>• I’m going to say two syllables. Blend the syllables together into a word and tell me what word you get.     “happ-y”     “jump-ing”     “fing-ers”</li><li>• Point to the picture of the trampoline and say “trampoline”. Let’s clap and say each syllable in the word trampoline. How many syllables are in the word “trampoline”? Show me on your fingers.</li></ul>	<ul style="list-style-type: none"><li>• Blend onsets and rimes of single syllable words</li><li>• Count and pronounce syllables in spoken words</li></ul>
73	<ul style="list-style-type: none"><li>• I will say two words. Say “yes” if the two words are rhyming words. Say “no” if the two words are NOT rhyming words. <i>bear/share</i> <i>train/brain</i> <i>train/track</i> <i>turtle/hurdle</i> <i>box/fox</i></li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words.</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 7

Text: We Like Toys Page Numbers: 74-77		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>The title says, “We Like Toys”. Who is “we”?</li> <li>Where are the girls in the story? What picture clues did you use to help you?</li> <li>How do the girls feel about the toys in this story? How do you know?</li> <li>Turn to page 75. Use the photograph to describe the tiger.</li> <li>Turn to page 76. Why do you think the girls like this truck? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify main topic and retell key details of a text.</li> <li>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
74	<ul style="list-style-type: none"> <li>How many capital or uppercase letters are in the title?</li> <li>How many words are in the title? Show me on your fingers?</li> <li>What word in the title rhymes with “see”?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Read common high-frequency words by sight</li> <li>Recognize and produce rhyming words.</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 7

75	<ul style="list-style-type: none"><li>• What sound do you hear at the beginning of the word “tiger”? Draw the letter for that sound in the air.</li><li>• What is on the tiger that has the same beginning sound as in the word “sun”?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant</li></ul>
76	<ul style="list-style-type: none"><li>• I will say two words. Say “yes” if the two words are rhyming words. Say “no” if the two words are NOT rhyming words. (truck/tires); (truck/duck); (hires/tires); (wheel/deal); (load/toad)</li><li>• I’m going to say a word in two parts. You will blend the parts to say the word. Then you’ll point to the picture showing the word. tr - uck d - oor fr - ont</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words.</li><li>• Blend and segment onsets and rimes of single-syllable spoken words</li></ul>
77	<ul style="list-style-type: none"><li>• Can you find the word that begins with the /l/ sound?</li><li>• <i>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i><ul style="list-style-type: none"><li>○ tools/hammer</li><li>○ screwdriver/wrench</li><li>○ yellow/red</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson 8

<p><b>Text: Cc</b>  <b>Page Numbers: 80-83</b></p>		
<p><b>Comprehension Questions</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Turn to the title page. Who is sitting on the chair? What is the cat doing?</li> <li>• Turn to page 81. What animals do you see on the cards?</li> <li>• Turn to page 82. Which car is at the end? How do you know?</li> <li>• Turn to page 83. Where do you think the camels are going? How do you know?</li> <li>• Is this a real story or a make-up story?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>80</p>	<ul style="list-style-type: none"> <li>• Is the title of this book letters or words?</li> <li>• I’m going to say a word in parts. The first part of the word is /k/ and the second part is /ap/. /k/ - /ap/ What’s the word?</li> <li>• I’m thinking of something that rhymes with “dare”. Can you point to it? (chair)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words</li> <li>• Recognize and produce rhyming words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson 8

81	<ul style="list-style-type: none"><li>• Can you find three pictures on this page that begin with the /k/ sound?</li><li>• Which word is longer “camel” or “cat”? <i>Show students the written words.</i></li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>
82	<ul style="list-style-type: none"><li>• I’m going to say a word in parts. The first part of the word is /k/ and the second part is /ar/. What’s the word? <i>r - ed</i> <i>r - oad</i> <i>d - rive</i></li><li>• I’m going to say two words. If the beginning sounds in the words are the same, then I want you show me a thumb up. If the beginning sounds in the words are different, I want you to show me a thumb down. <i>cars/cats</i> <i>road/ride</i> <i>grass/drive</i> <i>red/road</i></li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Blend and segment onsets and rimes of single-syllable spoken words</li></ul>
83	<ul style="list-style-type: none"><li>• Point to what you get when you blend the syllables together. <i>cas-tle</i></li><li>• What is the first sound in castle? Draw the letter that makes that sound in the air.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks  
 Grade: Kindergarten | Unit: 2 | Lesson 8

Text: I Can See Page Numbers: 84-87		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• Turn to the title page. What is the cat doing? How do you know?</li> <li>• Turn to page 85. What tool is the girl using? Why?</li> <li>• Turn to page 86. What is the boy using?</li> <li>• Turn to page 87. Name and point to some of the animals.</li> <li>• Could the things in this story really happen?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
84	<ul style="list-style-type: none"> <li>• How many words are in the title? What are the words in the title?</li> <li>• I'm thinking of something the girl is laying on that beginnings with /k/. What is it? (carpet)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Read common high-frequency words by sight</li> <li>• Isolate and pronounce the initial sounds of words</li> </ul>



**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson 8

85	<ul style="list-style-type: none"><li>• <i>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i><ul style="list-style-type: none"><li>○ girl/earring</li><li>○ sun/crawling</li><li>○ lips/eyelash</li></ul></li><li>• What is the caterpillar crawling on that rhymes with the word sand?</li></ul>	<ul style="list-style-type: none"><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li><li>• Recognize and produce rhyming words</li></ul>
86	<ul style="list-style-type: none"><li>• Point to something in the picture that starts with the same sound as cat.</li><li>• What color do you get when you put together these word parts? <i>wh-ite</i> <i>br-own</i> <i>bl-ue</i></li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Blend and segment onsets and rimes of single-syllable spoken words</li></ul>
87	<ul style="list-style-type: none"><li>• How many things can you find that begin with the /k/ sound?</li><li>• Point to the word that rhymes with “cry”.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words.</li><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 9

<p><b>Text: Pp</b>  <b>Page Numbers: 90-93</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Turn to the title page. What are the penguins wearing? Why?</li> <li>• Turn to page 91. Are the penguins ice-skating indoors or outdoors? How do you know?</li> <li>• On page 91, how does the illustrator show you that the penguins are moving?</li> <li>• Turn to page 92. What are the penguins learning? How do you know?</li> <li>• Is this text mostly about the different things the penguins <b>do</b> or is it mostly about the different things that the penguins <b>eat</b>?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>90</p>	<ul style="list-style-type: none"> <li>• Is the title of this book letters or words?</li> <li>• The beginning sound in penguin is /p/. What is another picture that has the same beginning sound /p/?</li> <li>• What letter makes the /p/ sound? Draw it in the air.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Isolate and pronounce the initial sound of three-phoneme words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 9

91	<ul style="list-style-type: none"><li>• Listen carefully as I say the sounds in this word and then blend them together: /f/ /u/ /n/. Now say the sounds with me. /f/ /u/ /u/. What is the word when we blend these sounds together?<ul style="list-style-type: none"><li>○ /i/ /ce/</li><li>○ /s/ /u/ /n/</li></ul></li><li>• I'm going to say two words. Clap the number of syllables in each word. Then tell me which word is longer. Show students the written word afterwards. (fun/skating); (gliding/sun); (coat/twirling);</li></ul>	<ul style="list-style-type: none"><li>• Blend two to three phonemes into recognizable words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>
92	<ul style="list-style-type: none"><li>• I'm going to say some words. If the beginning sound in the word makes the /p/ sound, I want you stand up. If the beginning sounds in the word does not make the /p/ sound, I want you to sit down. (penguin, chart, paper, pencil, carpet, printing, writing)</li><li>• Point to the picture of the pencil and say "pencil". Let's clap and say each syllable in the word surfboard. How many syllables are in the word "pencil"? Show me on your fingers.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Count and pronounce syllables in spoken words</li></ul>
93	<ul style="list-style-type: none"><li>• I will say two words. Say "yes" if the two words are rhyming words. Say "no" if the two words are NOT rhyming words.<ul style="list-style-type: none"><li><i>pop/corn</i></li><li><i>mop/pop</i></li><li><i>catch/fetch</i></li><li><i>pot/hot</i></li><li><i>eat/smile</i></li></ul></li><li>• Point to what you get when you blend these sounds together /p/ /a/ /n/</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Blend two to three phonemes into recognizable words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks  
 Grade: Kindergarten | Unit: 2 | Lesson: 9

<b>Text: I Like Animals</b> <b>Page Numbers: 94-97</b>		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
<b>Question</b>	<b>Instructional purpose</b>	
<ul style="list-style-type: none"> <li>• The title says, “I Like Animals”. Who is “I”?</li> <li>• What kinds of animals does the author like to see?</li> <li>• Turn to page 95. How would you describe where the pandas live?</li> <li>• Turn to page 96. Which polar bear is the largest?</li> <li>• What can you learn about the parrots by looking at the picture?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
<b>Foundational Skills Games</b>		
<b>Page</b>	<b>Question/Tasks</b>	<b>Instructional Purpose</b>
94	<ul style="list-style-type: none"> <li>• How many capital letters are in the title? Which letters are uppercase or capitalized?</li> <li>• Point to the following:               <ul style="list-style-type: none"> <li>○ title</li> <li>○ text</li> <li>○ illustration</li> <li>○ author</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> <li>• Demonstrate understanding of the organization and basic features of print</li> <li>• Blend two to three phonemes into recognizable words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 9

	<ul style="list-style-type: none"> <li>Which word in the text do you get when you blend together these sounds? Point to it. /l/ /ie/ /k/</li> </ul>	
95	<ul style="list-style-type: none"> <li>Put these syllables together to find the plant's name. <i>bam-boo</i></li> <li>I'm thinking of something that is cold and starts with /s/. What is it? (snow)</li> </ul>	<ul style="list-style-type: none"> <li>Blend syllables in spoken words</li> <li>Isolate and pronounce the initial sounds of words</li> </ul>
96	<ul style="list-style-type: none"> <li>I am going to say sounds that we can put together to make a word. Listen to these sounds. /i/ /ce/. Let's blend the sounds together. What is the word? <ul style="list-style-type: none"> <li>/f/ /ee/ /t/</li> <li>/l/ oo/ /k/</li> </ul> </li> <li>I will say two words. Say "yes" if the two words are rhyming words. Say "no" if the two words are not rhyming words. bear/care ice/nice cold/told fur/coat</li> </ul>	<ul style="list-style-type: none"> <li>Blend two to three phonemes into recognizable words</li> <li>Isolate and pronounce the initial sounds of words.</li> <li>Recognize and produce rhyming words.</li> </ul>
97	<ul style="list-style-type: none"> <li>Can you point to the word you get when you put together these sounds? /s/ /ee/</li> <li>Name a pair of words. Point to the pictures and have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions. <ul style="list-style-type: none"> <li>tree/parrots</li> <li>bark/colorful</li> <li>sky/sitting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Blend syllables in spoken words</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 10

<p><b>Text: Mmmm, Good!</b>  <b>Page Numbers: 100-103</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>Point to the author of this story. Which part of the story did she make?</li> <li>Point to the illustrator of this story. Which part of the story did she make?</li> <li>Which plants grow under the ground?</li> <li>Which vegetable grows in the ground?</li> <li>Turn to the last page. What can you learn from the illustration about how pumpkins grow?</li> <li>The author chose the title “Mmmm, Good!” Why do you think they chose this title?</li> </ul>		<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify main topic and retell key details of a text.</li> <li>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>100</p>	<ul style="list-style-type: none"> <li>What letter in the title is shown in both and uppercase and lowercase?</li> <li>What word in the title rhymes with the word, “hood”?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Recognize and produce rhyming words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 10

101	<ul style="list-style-type: none"><li>• Draw the letter in the air for the first sound in grass.</li><li>• Which word is longer “tomato” or “red”? Show students the written words.</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sound of words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print.</li></ul>
102	<ul style="list-style-type: none"><li>• I’m thinking of something that has two syllables and starts with the /k/ sound. Point to it. (carrot)</li><li>• I will say two words. Pretend to eat a carrot if the words are rhyming words. If the words are not rhyming words, sit still. <i>see/me</i> <i>carrots/dirt</i> <i>dirt/shirt</i> <i>roots/boots</i> <i>ground/clown</i></li></ul>	<ul style="list-style-type: none"><li>• Count and pronounce syllables in spoken words</li><li>• Recognize and produce rhyming words</li></ul>
103	<ul style="list-style-type: none"><li>• Can you find a color on this page that has two syllables? (orange)</li><li>• Draw in the air the letter for the first sound in pumpkin.</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Isolate and pronounce the initial sound of words</li><li>• Recognize and name all upper- and lowercase letters of the alphabet</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 10

Text: The Playground Page Numbers: 104-107		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Where is the setting of this story? How do you know?</li> <li>Turn to page 106. Point to the child that is going on the slide last. How do you know?</li> <li>Turn to last page. Use the picture to describe how the children are feeling about playing with the water. How do you know?</li> <li>Do you think the characters in this story are friends? How do you know?</li> <li>What other activities do you think the characters in this story might do together?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
104	<ul style="list-style-type: none"> <li>Which word on this page is in the title and the text?</li> <li>Let's read the words in the title together. Point to the word with two syllables.</li> <li>What picture on this page rhymes with the word ring?</li> </ul>	<ul style="list-style-type: none"> <li>Read common high-frequency words by sight</li> <li>Count and pronounce syllables in spoken words</li> <li>Recognize and produce rhyming words</li> </ul>



## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 2 | Lesson: 10

105	<ul style="list-style-type: none"><li>• The beginning sound in the word race is /r/. What is something you see that has the same beginning sound /r/?</li><li>• What are the children doing that that rhymes with bump?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Recognize and produce rhyming words.</li></ul>
106	<ul style="list-style-type: none"><li>• Read the three words on this page. Which two words rhyme with the word “me”?</li><li>• <i>Name a pair of words. Have students clap the syllables in each word. Then, ask students to predict which word is longer. Finally, show students each pair of words to check their predictions.</i><ul style="list-style-type: none"><li>○ slide/children</li><li>○ climb/playing</li><li>○ waiting/boy</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Understand that words are separated by spaces in print</li><li>• Read common high-frequency words by sight</li><li>• Recognize and produce rhyming words</li><li>• Associate words with less syllables are shorter in written print and words with more syllables are longer in written print</li></ul>
107	<ul style="list-style-type: none"><li>• What is in the picture that begins with the /w/ sound?</li><li>• Point to the kid who is wearing the color you get when you put these word parts together <i>p-ink</i></li></ul>	<ul style="list-style-type: none"><li>• Isolate and pronounce the initial sounds of words</li><li>• Blend and segment onsets and rimes of single-syllable spoken words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 11

<p><b>Text: Come and See Me</b>  <b>Page Numbers: 110-113</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>Who is Pat Cat in the story? How do you know?</li> <li>What did Pat Cat and Sam Cat do when they were called to come?</li> <li>Turn to the last page of this story, page 113. The author is excited to call Pat Cat and Sam Cat to come. What punctuation does the author use to tell the reader they are excited?</li> <li>Can you find a comma in this text? What does the reader do when they come to a comma in a text?</li> </ul>		<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify main topic and retell key details of a text.</li> <li>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>110</p>	<ul style="list-style-type: none"> <li>How many letter “a”s do you see on this page?</li> <li>Thumbs up or thumbs down: Do these words rhyme - pat and cat? What is another word that rhymes with pat and cat?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name all upper- and lowercase letters of the alphabet</li> <li>Recognize and produce rhyming words</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 11

111	<ul style="list-style-type: none"><li>• Point to the first word on this page. Spell it. What is that word?</li><li>• Can you find three words on this page that rhyme?</li></ul>	<ul style="list-style-type: none"><li>• Read common high-frequency words by sight</li><li>• Recognize and produce rhyming words</li></ul>
112	<ul style="list-style-type: none"><li>• Point to what you get if you blend these syllables together: “tig-er”.</li><li>• Find the word cat. How can I change the first sound in cat to make something on the floor that you put your feet on?</li></ul>	<ul style="list-style-type: none"><li>• Blending syllables</li><li>• Substitute individual sounds in one-syllable words to make new words</li></ul>
113	<ul style="list-style-type: none"><li>• Find the word “sat”. What word do you get if you change the first sound to in “cat” to /p/?</li><li>• Find third word on this page. What is that word?</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in one-syllable words to make new words</li><li>• Read common high-frequency words by sight</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 11

<p><b>Text: Pam and Me</b>  <b>Page Numbers: 114-117</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• How does the boy feel at the beginning of the story? How do you know?</li> <li>• On Page 114, the boy says “Pam, Pam, Pam, Pam!” Why does the boy say this?</li> <li>• On page 116 it says, “I sat.” Who is I?</li> <li>• Where was Pam hiding?</li> <li>• How does Pam feel at the end of the story? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>114</p>	<ul style="list-style-type: none"> <li>• How many letter “m”s do you see on this page?</li> <li>• If you spelled Pam backward, you would make a word that means a picture showing where places in the world are. What is that word?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name all upper and lower case letters of the alphabet</li> <li>• Phoneme manipulation</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 11

115	<ul style="list-style-type: none"><li>• What is hiding behind the tree? Change /k/ to /s/ in the word cat. What new word do you make?</li><li>• Spell the second word in the second sentence. What is that word?</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in one-syllable words to make new words</li><li>• Read common high-frequency words by sight</li></ul>
116	<ul style="list-style-type: none"><li>• What word is written two times, or twice, on this page?</li><li>• Find the word “sat”. If you take away the first letter of “sat”, what new word do you have?</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ</li><li>• Substitute individual sounds in one-syllable words to make new words</li></ul>
117	<ul style="list-style-type: none"><li>• If you spelled the second word of the first sentence backward, what word would you have?</li><li>• What word on this page rhymes with rat? Point to it.</li></ul>	<ul style="list-style-type: none"><li>• Phoneme manipulation</li><li>• Recognize and produce rhyming words</li></ul>

<b>Text: I Can Nap</b> <b>Page Numbers: 120-123</b>		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
<b>Question</b>		<b>Instructional purpose</b>
<ul style="list-style-type: none"> <li>• What animal do you see on every page of this story? Are all of these animals real?</li> <li>• On page 121 the text says, “I can nap with my teddy bear.” Who is I?</li> <li>• There are many commas in this text. Which word appears after each comma?</li> <li>• What does the reader do when they come to a comma in text?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>          What is the title of this [story/text/passage]?          Who are the characters in this story? (fiction)          What problem do they have? How do they solve it? (fiction)          What is this text mostly about? (informational)</p>
<b>Foundational Skills Games and Activities</b>		
<b>Page</b>	<b>Question/Tasks</b>	<b>Instructional Purpose</b>
120	<ul style="list-style-type: none"> <li>• How many letter n’s can you find on this page? Make sure to look for capitals and lower case!</li> <li>• There is one word on this page that ends in the letter n. Can you tell me the sound of each letter? What is that word?</li> </ul>	<ul style="list-style-type: none"> <li>• Letter identification</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 12

121	<ul style="list-style-type: none"><li>• Point to the word that starts with a w. What is this word?</li><li>• Find the word that is repeated. Can you spell it backwards to make something you can cook in? What is the new word?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
122	<ul style="list-style-type: none"><li>• What letter is making the middle sound in every word on this page?</li><li>• What word on this page ends with the /n/ sound?</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li></ul>
123	<ul style="list-style-type: none"><li>• Look at the word nap. Can you change the first letter to get something you wear on your head? What is it?</li><li>• Look at the word can. Can you change the first letter sound to make something that blows wind on you to keep you cool? What word can you make?</li><li>• Look at what the boy is holding in the picture. It is a __? (bear) I'm going to say three words. Which of them rhyme with bear? (barn, chair, pair)</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 12

Text: Tap with Me Page Numbers: 124-127		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• What do Nan and the boy like to do in this story?</li> <li>• On page 125 it says, "I can tap." Who is I?</li> <li>• There are many commas in this text. Which word appears after each comma?</li> <li>• What does the reader do when they come to a comma in text?</li> <li>• The boy is excited to be called Tap Man. What punctuation does the author use to tell the reader he is excited?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
124	<ul style="list-style-type: none"> <li>• How many words can you make by taking away the first letter of the second word on this page and adding a different letter? The added letter does not have to be from this page.</li> <li>• Which word on this page rhymes with the number three?</li> </ul>	<ul style="list-style-type: none"> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li> <li>• Recognize and produce rhyming words</li> </ul>



**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 12

125	<ul style="list-style-type: none"><li>• Which name is the same spelled forward and backward?</li><li>• Take the third word of the first sentence and spell it backward to make a word that means to gently tap or rub. What is the new word?</li></ul>	<ul style="list-style-type: none"><li>• Apply grade-level phonics and word analysis in decoding words</li></ul>
126	<ul style="list-style-type: none"><li>• Which word rhymes with the name on this page?</li><li>• If you take away the first letter of the second word, what letter can you replace it with to make another name for a boy when he grows up?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
127	<ul style="list-style-type: none"><li>• Which word is seen twice in the text and once in the illustration on this page?</li><li>• Take away the first letter of the fourth word in the first sentence. What new word do you have?</li></ul>	<ul style="list-style-type: none"><li>• Attention to words, blending</li><li>• Delete individual sounds in simple, one-syllable words to make new words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 13

Text: What Can You See? Page Numbers: 130-133		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• What kind of cat did Sam see?</li> <li>• How do Fan and Nat feel about each other? How can you tell?</li> <li>• Who can Pam see?</li> <li>• What tool is Mac using on the last page?</li> <li>• The text says, “Can Mac see you?” Who is ‘you’?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
130	<ul style="list-style-type: none"> <li>• What letter is making the vowel sound in every word in the second line of text?</li> <li>• If you take away the first letter of the second word, what letter can you replace it with that gives you another name for a boy?</li> </ul>	<ul style="list-style-type: none"> <li>• Associate the short sound with common spelling for five major vowels</li> <li>• Substitute individual sounds in simple, one-syllable words to make new words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 13

131	<ul style="list-style-type: none"><li>• How many words can you make by taking away the first letter of the last word on this page and adding another, different letter? The letter does not have to be from this page.</li><li>• There is one word on this page that does not have an /a/ vowel sound. What is that word?</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in simple, one-syllable words to make new words</li><li>• Associate the short sound with common spelling for five major vowels</li></ul>
132	<ul style="list-style-type: none"><li>• What word on this page rhymes with something that blows cool air?</li><li>• What word do you see four times on this page? If you take away the first letter of this word, what letter can you replace it with to get something you wear on your head?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Substitute individual sounds in simple, one-syllable words to make new words</li></ul>
133	<ul style="list-style-type: none"><li>• What word ends with a /n/ sound?</li><li>• Take away the last letter of this word and add a 't' at the end and it gives you a furry pet. What is the word?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li><li>• Substitute individual sounds in simple, one-syllable words to make new words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 13

<p><b>Text: Fat Cat</b>  <b>Page Numbers: 134-137</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• What happens when Sam taps?</li> <li>• Turn to page 136. How does Sam feel? How do you know?</li> <li>• Why did Sam blow up the cat balloon?</li> <li>• How does the cat balloon make people feel at the end of the story? How do you know?</li> <li>• Do you think it was easy to make the cat balloon? Why or why not?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of punctuation, syntax and pronouns.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>134</p>	<ul style="list-style-type: none"> <li>• Point to these sight words as fast as you can!                      you                      see</li> <li>• There is one word on this page that begins with the letter f. Spell that word. What is that word?</li> </ul>	<ul style="list-style-type: none"> <li>• Read common high-frequency words by sight</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 13

135	<ul style="list-style-type: none"><li>• Take the first word on this page and spell it backward to make a word that means to tap gently. What is the new word?</li><li>• I'm thinking of a word that starts with /t/. Point to my word.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li></ul>
136	<ul style="list-style-type: none"><li>• Point to a color that rhymes with "head".</li><li>• What new word do you get when you take away the first sound in "Sam"?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Substitute individual sounds in simple, one-syllable words to make new words</li></ul>
137	<ul style="list-style-type: none"><li>• The cat on this page is fat. What new word do you get when you change the /f/ sound in the word "fat" to /h/?</li><li>• The first sentence on this page says, "Can you see the fat cat?" What word in this sentence rhymes with a number? Point to it.</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in simple, one-syllable words to make new words</li><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 14

<p><b>Text: What Now?</b>  <b>Page Numbers: 140-143</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• What are Pam and Nan patting?</li> <li>• The text says Nat is tapping too. What does Nat tap?</li> <li>• What is Bab doing? How do you know?</li> <li>• What do the characters do after they pat, tap, and bat?</li> <li>• On the last page the text says, “Now we can nap, nap, nap.” Who is ‘we’?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>140</p>	<ul style="list-style-type: none"> <li>• Which name on this page is spelled the same forward and backward?</li> <li>• Which word on this page rhymes with an animal that gives us milk? Point to it.</li> </ul>	<ul style="list-style-type: none"> <li>• Word play, initial and ending sounds</li> <li>• Recognize and produce rhyming words</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 14

141	<ul style="list-style-type: none"><li>• The first word is can. What do you get when you change the first sound in “can” to /p/?</li><li>• If you take away the first letter of the first word, what letter can you replace it with that gives you a type of vehicle?</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
142	<ul style="list-style-type: none"><li>• What word ends with a /d/ sound?</li><li>• Which two words on this page rhyme with each another?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li><li>• Recognize and produce rhyming words</li></ul>
143	<ul style="list-style-type: none"><li>• Find a word that has the /a/ sound and begins with /c/.</li><li>• Point to what you get when you put these sounds <i>gr - een</i> <i>bl - ue</i></li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li><li>• Blend and segment onsets and rimes of single-syllable spoken words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 14

<p><b>Text: At Bat</b>  <b>Page Numbers: 144-147</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Which character hit the ball?</li> <li>• On page 145, it says “Bam!” Why does the author use this sound?</li> <li>• Which character catches the ball? How do you know?</li> <li>• On the last page it says, ‘We are happy, Pat!’ Who is ‘we’?</li> <li>• What happens at the end of the story? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>144</p>	<ul style="list-style-type: none"> <li>• Look at the first word of the title. What letter could you add in the middle of the word to make an insect that can interrupt a picnic?</li> <li>• Which word ends with the /n/ sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li> </ul>



**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 14

145	<ul style="list-style-type: none"><li>• If you take away the last letter of the first word, what letter can you replace it with that gives you the opposite of good?</li><li>• Point to what you get when you put these word parts together: <i>sh - oe</i> <i>b - at</i> <i>sh - irt</i> <i>gr - ound</i></li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Blend onset and rime in spoken words</li></ul>
146	<ul style="list-style-type: none"><li>• Which name do you see four times on this page? What vowel sound does it have?</li><li>• What word on this page rhymes with an insect that can sting?</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li><li>• Recognize and produce rhyming words</li></ul>
147	<ul style="list-style-type: none"><li>• Does the letter 'a' make the same sound in Pat as it does in are?</li><li>• Take the first letter from the character's name and replace it with an 'f' to get something large. What is the word?</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 15

Text: Pam Cat Page Numbers: 150-153		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Who is Pam?</li> <li>Who is Mac?</li> <li>What things does Mac do for Pam Cat?</li> <li>What makes Pam Cat get up and move?</li> <li>On the last page it says, “Come to me, Pam Cat.” Who is ‘me’?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
150	<ul style="list-style-type: none"> <li>What vowel sound do you hear in the boy’s name?</li> <li>Which two words on this page rhyme?</li> </ul>	<ul style="list-style-type: none"> <li>Associate short vowel sounds with common spellings</li> <li>Recognize and produce rhyming words</li> </ul>
151	<ul style="list-style-type: none"> <li>Spell the cat’s name backward to get something that gives direction. What is the word?</li> <li>The last word on this page is “cat”. What new word do you get if you change /t/ to /n/ in “cat”?</li> </ul>	<ul style="list-style-type: none"> <li>Know and apply phonics and word analysis skills in decoding words</li> <li>Add or substitute individual sounds in simple, one syllable words to make new words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 15

152	<ul style="list-style-type: none"><li>• Can you find the word that begins with /f/?</li><li>• What word rhymes with “fan” that means grown up boy?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li><li>• Recognize and produce rhyming words</li></ul>
153	<ul style="list-style-type: none"><li>• Can you point to something in the picture that has two syllables?</li><li>• Which word on this page rhymes with something that is used to hit a ball?</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Recognize and produce rhyming words</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 15

Text: Come with Me Page Numbers: 154-157		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Where are the characters in this story?</li> <li>Who was the first character to ride the Ferris wheel?</li> <li>Who was the second character to ride the Ferris wheel?</li> <li>Which character got on the Ferris wheel last?</li> <li>On page 155 it says, "Come with me, Bab!" Who is 'me'?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
154	<ul style="list-style-type: none"> <li>Which word rhymes with a body part that has five fingers?</li> <li>Point to these words as fast as you can:                              with                              and                              me                              come</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words</li> <li>Read common high-frequency words by sight</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 3 | Lesson: 15

155	<ul style="list-style-type: none"><li>• Which name is spelled the same forward and backward?</li><li>• If you take away the last letter of the character’s name on this page and replace it with a ‘t’ you get an animal that flies and hunts at night. Pronounce it.</li></ul>	<ul style="list-style-type: none"><li>• Know and apply phonics and word analysis skills in decoding words</li><li>• Add or substitute individual sounds in simple, one syllable words to make new words</li></ul>
156	<ul style="list-style-type: none"><li>• Which word rhymes with the plant the butterfly is resting on in the picture?</li><li>• Point to what you get when you blend these sounds together: /f/ /l/ /a/ /g/</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Blend syllables in spoken words</li></ul>
157	<ul style="list-style-type: none"><li>• Which name ends with the /n/ sound?</li><li>• Which word do you see three times on this page? What vowel sound do they have?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li><li>• Apply phonics and word analysis in decoding words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 16

<p><b>Text: What Is It?</b>  <b>Page Numbers: 14-19</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>On page 15 it says, “Pat bit it.” What is ‘it’?</li> <li>Turn to page 16. What do you think the word “nip” means? How do you know?</li> <li>On page 17 it says, “It can fit Cam.” What is ‘it’?</li> <li>What does Tim pat?</li> <li>How does Pam feel on the last page? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify main topic and retell key details of a text.</li> <li>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>14</p>	<ul style="list-style-type: none"> <li>Find the word “it”. Add the letter “s” to the beginning to get something you do in a chair. What is the word?</li> <li>Find the third sentence. What is the first word? Pronounce the word.</li> </ul>	<ul style="list-style-type: none"> <li>Add or substitute individual sounds in simple, one-syllable words to make new words</li> <li>Read common high-frequency words by sight</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 16

15	<ul style="list-style-type: none"><li>• Which thing in the picture has two syllables and is holding the orange? (fingers)</li><li>• Find the word bit. Change the /b/ to /p/ to get something you find at the center of a peach. What is that word?</li></ul>	<ul style="list-style-type: none"><li>• Count and pronounce syllables in spoken words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
16	<ul style="list-style-type: none"><li>• If you spell the first word of the second sentence backward, you get something that can hold two items together. What is it?</li><li>• Find the word “it”. What words can you make by adding a new sound to the beginning of “it”?</li></ul>	<ul style="list-style-type: none"><li>• Phoneme manipulation</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
17	<ul style="list-style-type: none"><li>• Which two words on this page rhyme?</li><li>• Find “fit”. Take away the last letter and replace it with an /n/ to get what a fish uses to swim. What is that word?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
18	<ul style="list-style-type: none"><li>• What word on this page rhymes with something you wear on your head?</li><li>• Take away the last letter of this word and add an ‘n’ and it gives you something you cook in. What is the word?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
19	<ul style="list-style-type: none"><li>• Spell the first word in the second sentence. Pronounce this word.</li><li>• Which word rhymes with jam?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks  
 Grade: Kindergarten | Unit: 4 | Lesson: 16

Text: Fit in My Cab Page Numbers: 20-25		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>On page 20 it says, "I can fit in it." Who is 'I'?</li> <li>On page 21 it says, "Nat can sit in it." What is 'it'?</li> <li>How does the driver try to fit everyone in the cab? How do you know?</li> <li>What is the cab driver trying to do in this story? Is she successful?</li> <li>Turn to the last page. "Fit" can mean something is a big mess. Why does the author say the cab is "a bit of a fit"?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
20	<ul style="list-style-type: none"> <li>Find the word first word in the title. Take away the last letter and replace it. What letter can you replace it with to get something that helps a fish swim?</li> <li>What word ends with a /n/ sound?</li> </ul>	<ul style="list-style-type: none"> <li>Add or substitute individual sounds in simple, one-syllable words to make new words</li> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li> </ul>



## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 16

21	<ul style="list-style-type: none"><li>• Which three words on this page rhyme with one another?</li><li>• Do you see something in the picture that has red, yellow and green? How many syllables are in “stoplight”? Show me on your fingers.</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Count syllables in spoken words</li></ul>
22	<ul style="list-style-type: none"><li>• Take away the last letter of this word and add a ‘p’ at the end and it gives you something that means to take a small drink. What is the word?</li><li>• Point to what you get when you blend these words parts: <i>r – oof</i> <i>t – ire</i> <i>br – ick</i></li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Blend onsets and rimes of single-syllable spoken words</li></ul>
23	<ul style="list-style-type: none"><li>• Which name is the same spelled forward and backward?</li><li>• Point to these words as fast as you can! <i>can</i> <i>it</i> <i>how</i> <i>in</i></li></ul>	<ul style="list-style-type: none"><li>• Apply grade-level phonics and word analysis in decoding words</li><li>• Read common high frequency words by sight</li></ul>
24	<ul style="list-style-type: none"><li>• I’m thinking of a word that has the /a/ sound and rhymes with tan.</li><li>• Which word rhymes with something that grows on your head? (where)</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li></ul>
25	<ul style="list-style-type: none"><li>• Take away the last letter of the first word to get another name for a boy.</li><li>• Find “can”. Take away the first letter and add a /t/ to the end to make a small insect.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 17

Text: Can You Find It? Page Numbers 30-35		
<p><b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>On page 31 it says, “Tim can sit in it.” What is ‘it’?</li> <li>On page 32 it says, “Pam can sit in this.” What is ‘this’?</li> <li>What does Sam sit in? What problem does Sam have?</li> <li>What game are Nan and Cam playing?</li> <li>Did the animals in the story fit inside the same things? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify main topic and retell key details of a text.</li> <li>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
30	<ul style="list-style-type: none"> <li>Another word for your brain is mind. What is a word on this page that rhymes with “mind”?</li> <li>What letter can you change in “Min” to make a grown-up boy?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words</li> <li>Add or substitute individual sounds in simple, one-syllable words to make new words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 17

31	<ul style="list-style-type: none"><li>• Point to a color in the picture with two syllables.</li><li>• Find the second word. Change the last sound to make something that hamster would be scared of.</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
32	<ul style="list-style-type: none"><li>• Spell the first name on this page backward to get what you do when you hit something gently.</li><li>• Spell the last word in the first sentence. What is that word?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li><li>• Read common high frequency words by sight</li></ul>
33	<ul style="list-style-type: none"><li>• What word ends with a /g/ sound?</li><li>• Find the first word of the second sentence. Change the first sound to make something that hurts. What is it?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
34	<ul style="list-style-type: none"><li>• Point to what you get when you put these word parts together: <i>str-ing</i></li><li>• Which word on this page rhymes with the number three?</li></ul>	<ul style="list-style-type: none"><li>• Blend onsets and rimes in spoken words</li><li>• Recognize and produce rhyming words</li></ul>
35	<ul style="list-style-type: none"><li>• Find the last sentence. Find the last word in that sentence. How many words can you make by adding a letter to the beginning of this word?</li><li>• Which name is spelled the same forward and backward?</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Apply grade-level phonics and word analysis in decoding words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 17

<p><b>Text: Pam Pig</b>  <b>Page Numbers: 36-41</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Turn to the first page. What is Pam Pig thinking about? How do you know?</li> <li>• Turn to the second page. What is Pat Cat thinking about? How do you know?</li> <li>• What problem do Pam Pig and Pat Cat have?</li> <li>• What does Pam Pig do to find Pat Cat?</li> <li>• What does Pat Cat do to find Pam Pig?</li> <li>• How do Pat Cat and Pam Pig feel at the end of the story? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>36</p>	<ul style="list-style-type: none"> <li>• Spell this name backward to get something that helps with directions. What is the word?</li> <li>• Which word ends with the /g/ sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li> </ul>
<p>37</p>	<ul style="list-style-type: none"> <li>• Which word do you see three times on this page?</li> <li>• Spell the first word of the first sentence. What is the word?</li> </ul>	<ul style="list-style-type: none"> <li>• Apply grade-level phonics and word analysis in decoding words</li> <li>• Read common high frequency words by sight</li> </ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 17

38	<ul style="list-style-type: none"><li>• Take away the first letter of this word and replace it with a /b/ to get something you hit a ball with. What is the word?</li><li>• Does the 'a' in "sat" make the same sound as it does in "came"? Thumbs up or thumbs down.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Associate short vowel sounds with common spellings</li></ul>
39	<ul style="list-style-type: none"><li>• If these words rhyme high five your neighbor: cat - sat Pam - Pig Pat - Cat came - cat</li><li>• Change the /p/ to a /b/ in this word to mean something large.</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
40	<ul style="list-style-type: none"><li>• Find something in the picture that you can ride and has three syllables.</li><li>• Point to these sight words as fast as you can! see came to</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Read common high frequency words by sight</li></ul>
41	<ul style="list-style-type: none"><li>• Point to the word that rhymes with this (act out fanning yourself).</li><li>• Point to what you get when you blend these word parts together: <i>cl - oud</i></li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Blend onsets and rimes of single-syllable spoken words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 18

<p><b>Text: Will It Be Big?</b>  <b>Page Numbers: 46-51</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• What will Tim do when he gets big?</li> <li>• What do big pigs do? How do you know?</li> <li>• Where is Big Cam sitting?</li> <li>• What is this story mostly about - rabbits in the grass or animals that grow up?</li> <li>• The title of this story is “Will It Be Big?” You have read the text. What is the answer?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>46</p>	<ul style="list-style-type: none"> <li>• The name for small cat is “kitten”. How many syllables are in “kitten”? Show me on your fingers.</li> <li>• Which letters are written as upper AND lowercase in the first sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• Count syllables in spoken words</li> <li>• Recognize and name all upper- and lowercase letters of the alphabet</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 18

47	<ul style="list-style-type: none"><li>• Which word ends with the /g/ sound? Point to it.</li><li>• Which word can you spell backward to get something you cook it?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
48	<ul style="list-style-type: none"><li>• Which word rhymes with something you wear on your feet?</li><li>• Take the first letter off this word to make another name for being sick.</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Delete individual sounds in simple, one-syllable words to make new words</li></ul>
49	<ul style="list-style-type: none"><li>• Find the last word in the first sentence. Change the first sound to make something you do in the sand.</li><li>• Say “oink” if these words rhyme. big – pig tim – time sip – tip sip – it</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Recognize and produce rhyming words</li></ul>
50	<ul style="list-style-type: none"><li>• Point to what you get when you blend these sounds together: <i>/f/ /ee/ /t/</i></li><li>• Find the third sentence. Add a sound to the first word that tells you how to make a sweater.</li></ul>	<ul style="list-style-type: none"><li>• Blend phonemes</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
51	<ul style="list-style-type: none"><li>• How many words are in the first sentence? Show me on your fingers!</li><li>• Point to what you get when you blend these syllables together: <i>whis – ker</i></li></ul>	<ul style="list-style-type: none"><li>• Understand that words are separated by spaces in print</li><li>• Blend syllables in spoken words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 18

**Text: Rip Is It**  
**Page Numbers: 52-57**

**Comprehension Questions (sample)**  
 Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.

Question	Instructional purpose
<ul style="list-style-type: none"> <li>• What animal is Rip?</li> <li>• What animal is Pam?</li> <li>• What game are the characters playing?</li> <li>• At the end of the story, who is It?</li> <li>• How many questions does the author ask in this text?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>

**Foundational Skills Games and Activities**

Page	Question/Tasks	Instructional Purpose
52	<ul style="list-style-type: none"> <li>• Add an ‘s’ to the beginning of this word to get something you do in a chair. What is the word?</li> <li>• What color is the title that has two syllables? (purple)</li> </ul>	<ul style="list-style-type: none"> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li> <li>• Count syllables in spoken words</li> </ul>
53	<ul style="list-style-type: none"> <li>• Which name rhymes with something you use to kiss?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and produce rhyming words</li> </ul>



## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 18

	<ul style="list-style-type: none"><li>Point to the color you get when you put these word parts together: br – own gr – ay gr – een bl – ack</li></ul>	<ul style="list-style-type: none"><li>Blend onsets and rimes in spoken words</li></ul>
54	<ul style="list-style-type: none"><li>Change the last letter of this word to an ‘n’ to make a shade of brown. What is the word?</li><li>Can you find a word with /p/ at the end?</li></ul>	<ul style="list-style-type: none"><li>Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li></ul>
55	<ul style="list-style-type: none"><li>Which word rhymes with something you use to carry items?</li><li>Find the name “Pam” What sound can you replace for /p/ to get an animal with curved horns?</li></ul>	<ul style="list-style-type: none"><li>Recognize and produce rhyming words</li><li>Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
56	<ul style="list-style-type: none"><li>Which word do you see twice on this page? What letter makes the vowel sound in this word?</li><li>Point to your head for the first sound, your belly for the middle sound or your feet for the end sound. Where is the “m” sound in “Pam”?</li></ul>	<ul style="list-style-type: none"><li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ</li><li>Isolate and pronounce the final sounds in three-phoneme words</li></ul>
57	<ul style="list-style-type: none"><li>Spell the last word on this page. Pronounce the word. Spell it in the air.</li><li>Point to your head for the first sound, your belly for the middle sound or your feet for the end sound. Where is the “i” sound in Rip?</li></ul>	<ul style="list-style-type: none"><li>Read many high frequency words by sight</li><li>Isolate and pronounce the final sounds in three-phoneme words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 19

<p><b>Text: Go for It!</b>  <b>Page Numbers: 62-67</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Why does Dan tap the tree?</li> <li>• What do you think the word “dab” means on page 63?</li> <li>• What can Sid do in the story?</li> <li>• The author is encouraging the characters throughout the text, or telling them they can do it. What words tell us this?</li> <li>• On page 67 it says, “They go for it!” Who is ‘they’?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>62</p>	<ul style="list-style-type: none"> <li>• Can you find a word on this page that you can do with a shovel and rhymes with pig?</li> <li>• Take away the first letter of this word and replace it with a ‘b’ to get something large.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and produce rhyming words</li> <li>• Phoneme substitution, riddle</li> </ul>
<p>63</p>	<ul style="list-style-type: none"> <li>• Can you find something in the picture with two syllables?</li> </ul>	<ul style="list-style-type: none"> <li>• Count syllables in spoken words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 19

	<p><i>(wheelchair, paintbrush, easel, painting)</i></p> <ul style="list-style-type: none"><li>• Which name is spelled the same forward and backward?</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between similarly spelled words</li></ul>
64	<ul style="list-style-type: none"><li>• Which word do you see four times on this page?</li><li>• What vowel sound does this word have?</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between similarly spelled words</li><li>• Associate short sounds with the common spellings for the five major vowels</li></ul>
65	<ul style="list-style-type: none"><li>• Find two pairs of rhyming words on this page. Which vowel sound do all of these words have?</li><li>• Which word starts with the /g/ sound?</li></ul>	<ul style="list-style-type: none"><li>• Identify and produce rhyming words</li><li>• Associate short sounds with the common spellings for the five major vowels</li><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li></ul>
66	<ul style="list-style-type: none"><li>• Take away the first letter of the name on this page and replace it with an 'l' to get something you use to close a container.</li><li>• Spell the second word of the second sentence. Pronounce the word.</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in simple, one-syllable words to make new words</li><li>• Recognize many high-frequency words by sight</li></ul>
67	<ul style="list-style-type: none"><li>• Point to what you get when you put these syllables together. pony – tail</li><li>• Find the boy's name. Change the first letter to find another word for father.</li></ul>	<ul style="list-style-type: none"><li>• Blend syllables in spoken words</li><li>• Phoneme substitution, riddle</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 19

<p><b>Text: D is for Dad</b>  <b>Page Numbers: 68-73</b></p>		
<p><b>Comprehension Questions (sample)</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>Who is “D” in this story? How do you know?</li> <li>Turn to page 70. What is a “rig”? How do you know?</li> <li>On page 73 it says, “Soon, I will be big like Dad!” Who is ‘I’?</li> <li>Do you think Dad is a good dad? Why or why not? Use what happened in the story to help you.</li> <li>Who is telling this story? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>68</p>	<ul style="list-style-type: none"> <li>Which word is spelled the same forward and backward?</li> <li>Which word on this page rhymes with the opposite of ‘hi’.</li> </ul>	<ul style="list-style-type: none"> <li>Apply grade-level phonics in decoding words</li> <li>Recognize and produce rhyming words</li> </ul>
<p>69</p>	<ul style="list-style-type: none"> <li>Which two words on this page rhyme? What vowel sound does this rhyming pair have?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words</li> <li>Add individual sounds to simple, one-</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 19

	<ul style="list-style-type: none"><li>• What letter can you add to the beginning of the last word on this page to get another name for dog?</li></ul>	syllable words to make new words
70	<ul style="list-style-type: none"><li>• Point to the building. How many syllables are in building? Show me on your fingers.</li><li>• Which three words on this page end with the /g/ sound?</li></ul>	<ul style="list-style-type: none"><li>• Segment syllables in spoken words.</li><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li></ul>
71	<ul style="list-style-type: none"><li>• Find Dad. How many new words can you make by changing the first letter in Dad?</li><li>• Which word on this page rhymes with a furry pet you could have in your home?</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in simple, one-syllable words to make new words</li><li>• Recognize and produce rhyming words</li></ul>
72	<ul style="list-style-type: none"><li>• Change the first sound of the first word. What letter can you use to get the opposite of happy?</li><li>• Which word ends with the /r/ sound?</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in simple, one-syllable words to make new words</li><li>• Ending consonant sound, high frequency word</li></ul>
73	<ul style="list-style-type: none"><li>• Does the letter 'i' make the same sound in big as it does in like?</li><li>• Which word rhymes with something you see in the sky at night?</li></ul>	<ul style="list-style-type: none"><li>• Isolate and produce the medial vowel sounds in three-phoneme words</li><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks  
 Grade: Kindergarten | Unit: 4 | Lesson: 20

Text: The Big Dig Page Numbers: 78-83		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• Why did Pip go find Sid?</li> <li>• What are Pip, Sid, and Tim working together to do in this story?</li> <li>• What did Pip, Sid, and Tim do first?</li> <li>• What did Pip, Sid and Tim do next?</li> <li>• On page 83 it says, “It is big!” What is ‘it’?</li> <li>• Do you think it was easy to build the sand castle? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
78	<ul style="list-style-type: none"> <li>• Which word ends with the /d/ sound?</li> <li>• Which name is spelled the same forward and backward?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li> </ul>
79	<ul style="list-style-type: none"> <li>• Take away the last letter of this word and replace it with a ‘t’ to get a rodent you do not want in your house! What is the word?</li> <li>• Which two words on this page rhyme?</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute individual sounds in simple, one-syllable words to make new words</li> <li>• Recognize and produce rhyming words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 20

80	<ul style="list-style-type: none"><li>• Find “Sid”. Replace it with a ‘r’ to get something to go away.</li><li>• Point to what you get when you blend these word parts together: sh + irt pl + ant fl + ower</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in simple, one-syllable words to make new words</li><li>• Blending onsets and rimes in single syllable words</li></ul>
81	<ul style="list-style-type: none"><li>• Which word on this page rhymes with what the characters are digging up in the picture?</li><li>• Change the first letter of this name to a ‘t’ to get another word for this (demonstrate tipping with your hand).</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Substitute individual sounds in simple, one-syllable words to make new words</li></ul>
82	<ul style="list-style-type: none"><li>• Which word ends with the /g/ sound?</li><li>• Change the first letter of the first word to make a word that means not bright. What is the word?</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li><li>• Substitute individual sounds in simple, one-syllable words to make new words</li></ul>
83	<ul style="list-style-type: none"><li>• Point to something in the picture that has two syllables and gives you shade from the sun.</li><li>• Find the name “Tim.” Change the first sound to “r” to get the edge of something circular, or round. What is the word?</li></ul>	<ul style="list-style-type: none"><li>• Segment syllables in spoken words</li><li>• Substitute individual sounds in simple, one-syllable words to make new words</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 20

Text: We Fit Page Numbers: 84-89		
<b>Comprehension Questions (sample)</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Why does the text say, “Pit, pat, pit, pat, pit, pat.”?</li> <li>On page 87 it says, “Can Rib fit here?” Where is ‘here’?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
84	<ul style="list-style-type: none"> <li>Spell the first word of the title. Read the word.</li> <li>Look at the title and the text at the bottom of the page. Which two words rhyme?</li> </ul>	<ul style="list-style-type: none"> <li>Read many high-frequency words by sight</li> <li>Recognize and produce rhyming words</li> </ul>
85	<ul style="list-style-type: none"> <li>Which name ends with the /d/ sound?</li> <li>Change the last letter of this name from a ‘t’ to a ‘g’ to get an animal that lives on the farm.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences</li> <li>Substitute individual sounds in simple, one-syllable words to make new words</li> </ul>



## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 4 | Lesson: 20

86	<ul style="list-style-type: none"><li>• Which three words on this page rhyme with one another? Which letter is making the vowel sound in each of those words?</li><li>• Point to these words as fast as you can! here can with</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Recognize many high frequency words by sight</li></ul>
87	<ul style="list-style-type: none"><li>• How many words can you make by changing the first sound in “here”? The added letter does not have to be from this page.</li><li>• Which word rhymes with an animal you can find in the forest?</li></ul>	<ul style="list-style-type: none"><li>• Substitute individual sounds in simple, one-syllable words to make new words</li><li>• Recognize and produce rhyming words</li></ul>
88	<ul style="list-style-type: none"><li>• Point to something in the picture that is on the bench and has three syllables. (umbrella)</li><li>• Spell this word backward to get something that means to touch gently.</li></ul>	<ul style="list-style-type: none"><li>• Segment syllables in spoken words</li><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li></ul>
89	<ul style="list-style-type: none"><li>• Point to the name that begins with the /r/ sound.</li><li>• Name a color in the picture that begins with the /gr/ sound.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences</li><li>• Blend and segment onsets and rimes of single-syllable spoken words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 21

Text: Make it Pop Page Numbers: 94 – 99		
<p><b>Comprehension Questions</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• What are the different things that pop in this story?</li> <li>• Turn to the title page. Reread the sentences. Why does Mim’s gum pop?</li> <li>• Turn to page 96. Who is popping bubbles on this page?</li> <li>• On page 96, the text says, “Dot and Pat play with them.” What are them?</li> <li>• What is the title of this book? Is this a good title for this story? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
94	<ul style="list-style-type: none"> <li>• Which word rhymes with “cake”? Point to it.</li> <li>• What letter is making the vowel sound in the word “pop”? Draw it in the air.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and produce rhyming words</li> <li>• Associate short vowel sounds with common spellings</li> </ul>
95	<ul style="list-style-type: none"> <li>• Which word is spelled the same backward and forward?</li> </ul>	<ul style="list-style-type: none"> <li>• Know and apply phonics and word analysis skills in decoding words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 21

	<ul style="list-style-type: none"><li>Point to what you get in the picture when you blend these sounds together:  /l/ /i/ /p/  /h/ /e/ /d/  /n/ /e/ /ck/</li></ul>	
96	<ul style="list-style-type: none"><li>Look at the first word. What other words on the page have the same vowel sound?</li><li>I'm thinking of a word that rhymes with something that says "meow".</li></ul>	<ul style="list-style-type: none"><li>Associate short vowel sounds with common spellings</li><li>Recognize and produce rhyming words</li></ul>
97	<ul style="list-style-type: none"><li>Does the letter "a" have the same sound in "Cam" as it does in "make"? Thumbs up or thumbs down.</li><li>I'm thinking of something that rhymes with another word for a policewoman or policeman.</li></ul>	<ul style="list-style-type: none"><li>Associate short vowel sounds with common spellings</li><li>Recognize and produce rhyming words</li></ul>
98	<ul style="list-style-type: none"><li>Change the last letter of this word to a "t" and it gives you another word for "kitten".</li><li>How many words on this page have the Iggy Iguana /i/ sound? What are they?</li></ul>	<ul style="list-style-type: none"><li>Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>Associate short vowel sounds with common spellings</li></ul>
99	<ul style="list-style-type: none"><li>How many words on this page have the Ozzie Octopus /o/ sound? What are they?</li><li>Which word begins with the letter "s"? What is the word?</li></ul>	<ul style="list-style-type: none"><li>Associate short vowel sounds with common spellings</li><li>Read common high-frequency words by sight</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 21

Text: My Dog Tom Page Numbers: 100-105		
<b>Comprehension Questions</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• Turn to the title page. What happens at the beginning of the story?</li> <li>• What are some of the things that Tom and his owner like to do in the story?</li> <li>• Reread page 102 and look at the picture. When the story says, “Nip it, Tom!” What is “it”?</li> <li>• How did the characters change at the end of the story? What happened to them? How do you know?</li> <li>• What is the title of this book? Is this a good title for this story? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
100	<ul style="list-style-type: none"> <li>• Which word rhymes with “you”?</li> <li>• Hi-five your partner if you hear the /o/ sound in these words:  <i>dog</i>  <i>pat</i>  <i>Tom</i>  <i>can</i> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and produce rhyming words</li> <li>• Isolate the medial vowel in three-phoneme words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 21

101	<ul style="list-style-type: none"><li>• Tom is napping. How many syllables are in napping?</li><li>• If you change the first letter of this word to “s” it will spell the opposite of happy.</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
102	<ul style="list-style-type: none"><li>• How many words on this page have the Iggy Iguana /i/ sound? What are they?</li><li>• Reread the first sentence. What can Tom do in the first sentence?</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li><li>• Read common high-frequency words by sight</li></ul>
103	<ul style="list-style-type: none"><li>• Which words rhyme on this page? What vowel sound do these words share?</li><li>• Change the first letter of this word to “m” and you will make a word that means ‘mother’.</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Associate short vowel sounds with common spellings</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
104	<ul style="list-style-type: none"><li>• How many words begin with the capital letter “T”? Show me on your fingers.</li><li>• What is the last word on this page? Say it. Spell it on your hand.</li></ul>	<ul style="list-style-type: none"><li>• Recognize and name all upper- and lowercase letters of the alphabet</li><li>• Read common high-frequency words by sight</li></ul>
105	<ul style="list-style-type: none"><li>• I’m going to give you some clues about something in the picture. See if you can guess my word!<ul style="list-style-type: none"><li>• My word has one syllable.</li><li>• My word starts with /d/</li><li>• My word starts with /d/ /r/</li><li>• My word rhymes with mess.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Isolate and produce initial sounds</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks  
 Grade: Kindergarten | Unit: 5 | Lesson: 22

<b>Text: A Good Job</b> <b>Page Numbers: 110 – 115</b>		
<b>Comprehension Questions</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
<b>Question</b>	<b>Instructional purpose</b>	
<ul style="list-style-type: none"> <li>Find the quotation marks on page 111. Who is talking?</li> <li>Reread page 113 and look at the picture. What is Dot tapping?</li> <li>Reread page 114. When Pam said, “Then I ate it”, what is “it”?</li> <li>Say the words on page 112. Now, pretend that the periods are exclamation points and reread.</li> <li>Why is this text called “A Good Job”?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify main topic and retell key details of a text.</li> <li>With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
<b>Foundational Skills Games and Activities</b>		
<b>Page</b>	<b>Question/Tasks</b>	<b>Instructional Purpose</b>
110	<ul style="list-style-type: none"> <li>What word on this page is also in the title of the story?</li> <li>Find a word with the same vowel sound as “got”.</li> </ul>	<ul style="list-style-type: none"> <li>Read common high frequency words by sight</li> <li>Associate short vowel sounds with common spellings</li> </ul>
111	<ul style="list-style-type: none"> <li>Which word rhymes with “mob” on this page?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 22

	<ul style="list-style-type: none"><li>• Change the first letter of this word to “b” and it spells something that means the opposite of small.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
112	<ul style="list-style-type: none"><li>• If you change the first letter to “p” in these two words, both words will mean something you can use to cook food.</li><li>• Which word on the page have the same vowel sound as the word “Rod” and is something adults get paid for?</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Associate short vowel sounds with common spellings</li></ul>
113	<ul style="list-style-type: none"><li>• What tool is the woman in the picture using that has two syllables?</li><li>• What word rhymes with the woman’s name and is another word for writing quickly? (jot)</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Recognize and produce rhyming words</li></ul>
114	<ul style="list-style-type: none"><li>• What can Pam do to the jam that also means to stir? Say the word.</li><li>• What word sounds the same as the number eight and is about eating? Say the word. Write it on the table.</li></ul>	<ul style="list-style-type: none"><li>• Apply grade-level phonics and word analysis in decoding words</li><li>• Read common high frequency words by sight</li></ul>
115	<ul style="list-style-type: none"><li>• How many words and names begin with the /j/ sound?</li><li>• Point to these words as fast as you can! can good see a</li></ul>	<ul style="list-style-type: none"><li>• Isolate and produce initial sound in three phoneme words</li><li>• Read common high frequency words by sight</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks  
 Grade: Kindergarten | Unit: 5 | Lesson: 22

<b>Text: Fix It!</b> <b>Page Numbers: 116 – 121</b>		
<b>Comprehension Questions</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
<b>Question</b>		<b>Instructional purpose</b>
<ul style="list-style-type: none"> <li>Find the quotation marks on page 116. Who is talking?</li> <li>Say the words on page 117. Now, pretend the author used exclamation points. Read it again.</li> <li>Reread pages 118 and 119. What is the problem? Who fixed it?</li> <li>On page 120, when Dog said, “I did it”, what is “it”?</li> <li>Why is this book titled “Fix It!”?</li> </ul>		<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>          What is the title of this [story/text/passage]?          Who are the characters in this story? (fiction)          What problem do they have? How do they solve it? (fiction)          What is this text mostly about? (informational)</p>
<b>Foundational Skills Games and Activities</b>		
<b>Page</b>	<b>Question/Tasks</b>	<b>Instructional Purpose</b>
116	<ul style="list-style-type: none"> <li>Which word begins with the /s/ sound?</li> <li>What letter is making the vowel sound in the name “Fox”? Draw it in the air. What other words and names on this page have the same vowel sound?</li> </ul>	<ul style="list-style-type: none"> <li>Read common high frequency words by sight</li> <li>Associate short vowel sounds with common spelling</li> </ul>



## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 22

117	<ul style="list-style-type: none"><li>• Point to these words as fast as you can! said a for it</li><li>• If you change the first letter of this word to “s” it will spell a number. What word is it? (hint: the number comes after 5)</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Replace individual sounds in simple, one-syllable words to make new words</li></ul>
118	<ul style="list-style-type: none"><li>• Which names on the page rhyme? Say the words. What is the last sound in both names?</li><li>• Reread the first sentence. Which word rhymes with “when”?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li></ul>
119	<ul style="list-style-type: none"><li>• Point to what you get when you blend these word parts together: <i>tr - unk</i></li><li>• Change the first letter of this word to “m” and you will make a word that means to stir or blend.</li></ul>	<ul style="list-style-type: none"><li>• Blend onsets and rimes in spoken words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
120	<ul style="list-style-type: none"><li>• Which word on page 120 lets us know that Dog is talking?</li><li>• How many words in the first sentence have the Izzy Iguana /i/ sound?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Associate short vowel sounds with common spelling</li></ul>
121	<ul style="list-style-type: none"><li>• How many words and names on this page have the Ozzie Octopus /o/ sound? What are they?</li><li>• Which word on the page rhymes with “wood”?</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spelling</li><li>• Read common high frequency words by sight</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 23

<p><b>Text: My Pet Dog</b>  <b>Page Numbers: 126–131</b></p>		
<p><b>Comprehension Questions</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Reread page 126. When it says, “all ten pets can fit when they sit”, who are “they”?</li> <li>• Reread page 129. When it says, “what did she get” who is “she”?</li> <li>• Turn to page 130. The author asks, “What did she get?” but does not answer the question in the words. Do you know the answer? How?</li> <li>• What is Peg doing at the end of the story?</li> <li>• How do you think the girls feel about their pet dogs? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify main topic and retell key details of a text.</li> <li>• With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>126</p>	<ul style="list-style-type: none"> <li>• Which word rhymes with “ten”?</li> <li>• If you read the word “pets” backward, it makes a word that is a part of stairs. What is it?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and produce rhyming words</li> <li>• Apply grade-level phonics and word analysis in decoding words</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 23

127	<ul style="list-style-type: none"><li>• If you change the first letter of this word with the letter “d” you get something that you do with a shovel.</li><li>• Point to what you get when you blend these word parts together: <i>t- ongue</i></li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Blend onsets and rimes in spoken words</li></ul>
128	<ul style="list-style-type: none"><li>• Point to the puppy. How many syllables are in puppy? Show me on your fingers.</li><li>• High five your partner is you hear /t/ in these words: Ted her pet big pat</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Isolate and pronounce initial and final sounds in three phoneme words</li></ul>
129	<ul style="list-style-type: none"><li>• Which word has four letters and ends with the letter “t”?</li><li>• What word do you see three times on this page?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Apply grade-level phonics and word analysis in decoding words</li></ul>
130	<ul style="list-style-type: none"><li>• Reread page 130. Where does Meg run?</li><li>• If you change the last letter of this word to “t” you get an animal.</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
131	<ul style="list-style-type: none"><li>• Which three words rhyme? Say them. What letter is spelling the vowel sound?</li><li>• Which word on this page rhymes with a part of your body that is attached to your foot?</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 23

<p><b>Text: Ben and Jen</b>  <b>Page Numbers: 132–137</b></p>		
<p><b>Comprehension Questions</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>Who are Ben and Jen?</li> <li>Find the quotation marks on page 133. Who is talking?</li> <li>Reread page 135. When it says, “She can not get Jen”, who is “she”?</li> <li>Reread page 136 and look at the picture. Who are the men?</li> <li>Reread the last page of the story. When it says, “I can get Jen”, who is “I”?</li> </ul>		<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>132</p>	<ul style="list-style-type: none"> <li>Which names rhyme? Say them.</li> <li>What letter is making the vowel sound in the word “get”? What other words or names have the same vowel sound?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words</li> <li>Associate short vowel sounds with common spellings</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 23

133	<ul style="list-style-type: none"><li>• Which word lets us know that Ed is talking? Say the word.</li><li>• Which two words begin and end with the same letters and sounds, but have different vowel sounds? Say the words.</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Associate short vowel sounds with common spellings</li></ul>
134	<ul style="list-style-type: none"><li>• What two words have the Ozzy Octopus short o sound? Say the words.</li><li>• If you change the first letter of this word to “f” you will make a word that is the name of an animal.</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
135	<ul style="list-style-type: none"><li>• If you change the first letter of this word to “j” you will get another word for an airplane. Say the word.</li><li>• Change the first letter of this word to an “m” and you will get a word that means a grown-up boy. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
136	<ul style="list-style-type: none"><li>• Reread page 136. How many men did they get?</li><li>• Which words have the same vowel sound as “Ted”? Say them. What letter spells this vowel sound?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Associate short vowel sounds with common spellings</li></ul>
137	<ul style="list-style-type: none"><li>• Which word is spelled the same backward and forward?</li><li>• If you add the letter “f” to the beginning of this word, you will make a word that means your clothes are the right size.</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 24

Text: Hog in a Hat Page Numbers: 142–147		
<b>Comprehension Questions</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Tell me what all these different animals are doing with a hat.</li> <li>What words tell you what Cat’s hat is like?</li> <li>Reread page 142. When it says, “he can sit”, who is “he”?</li> <li>Reread page 145. When it says, “she ran away” who is “she”?</li> <li>What is Pig doing at the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>            What is the title of this [story/text/passage]?            Who are the characters in this story? (fiction)            What problem do they have? How do they solve it? (fiction)            What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
142	<ul style="list-style-type: none"> <li>Reread page 142. How many words begin with the letter “h” and /h/ sound?</li> <li>If you change the first letter of this word to an “h” you will make a word that means to jump.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li> <li>Add or substitute individual sounds in simple, one-syllable words to make new words</li> </ul>
143	<ul style="list-style-type: none"> <li>Reread page 143. What word lets you know that dog is a</li> </ul>	<ul style="list-style-type: none"> <li>Read common high frequency words by sight</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 24

	<p>girl? Say the word. Spell the word on the table.</p> <ul style="list-style-type: none"><li>• If you change the vowel in this word to “i”, the word will rhyme with “sit”.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Recognize and produce rhyming words</li></ul>
144	<ul style="list-style-type: none"><li>• What word tells you that the Cat is a boy? Say the word. Spell the word on your hand.</li><li>• Blend these word parts together and point to what you get. t – ail</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Blend onsets and rimes of single-syllable spoken words</li></ul>
145	<ul style="list-style-type: none"><li>• What does Hen have on her tail that has two syllables and starts with /f/?</li><li>• Where did she run? Say the word. Spell it in the air.</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Read common high frequency words by sight</li></ul>
146	<ul style="list-style-type: none"><li>• What is the first sound in what fox can do?</li><li>• If you change the first letter of this word to “m” you get something to clean the floors.</li></ul>	<ul style="list-style-type: none"><li>• Isolate medial vowel sounds in three phoneme words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
147	<ul style="list-style-type: none"><li>• Which word starts with /n/ and rhymes with something that says moo?</li><li>• Point to your head for the first sound, your stomach for the middle sound and your feet for the ending sound. Where is the /e/ sound in red?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Isolate medial vowel sounds in three phoneme words</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 24

Text: Kid Hid Page Numbers: 148-153		
<b>Comprehension Questions</b> Comprehension questions should be used for the 1 <sup>st</sup> or 2 <sup>nd</sup> reads. Allow time for students to return to the text to answer questions.		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>Who is “Kid”?</li> <li>Read the first sentence on page 150. Now, pretend that the sentence has an exclamation point and read again.</li> <li>Reread page 151. When it says, “Kip can find him”, who is “him”?</li> <li>Reread the last page of the story. When the story says, “He hid in it”, what is “it”?</li> <li>Reread the last page of the story and look at the picture. Why is Kid smiling?</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support answer questions about key details in a text.</li> <li>With prompting and support, identify characters, settings, and major events in a story.</li> <li>With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>With prompting and support, retell familiar stories, including key details.</li> <li>Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
148	<ul style="list-style-type: none"> <li>Which name and word rhyme? Say them.</li> <li>If you change the first letter of this word to “b” you will make a place to sleep.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words</li> <li>Add or substitute individual sounds in simple, one-syllable words to make new words</li> </ul>
149	<ul style="list-style-type: none"> <li>Which word means the opposite of “yes”?</li> <li>Does the letter “o” have the same sound in “no” as it does “not”?</li> </ul>	<ul style="list-style-type: none"> <li>Read common high frequency words by sight</li> <li>Associate short vowel sounds with common spellings</li> </ul>



**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 24

150	<ul style="list-style-type: none"><li>• If you change the first letter of this word to a “n” you will make something to catch butterflies.</li><li>• Does the letter “e” have the same sound in “he” as it does in “jet”?</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Associate short vowel sounds with common spellings</li></ul>
151	<ul style="list-style-type: none"><li>• Which word has the most letters on page 151? Say the word.</li><li>• Does the letter “i” have the same sound in “fit” as it does in “find”?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Associate short vowel sounds with common spellings</li></ul>
152	<ul style="list-style-type: none"><li>• Point to the handle in the picture. How many syllables are in “handle”? Show me on your fingers.</li><li>• If you change the first letter of this word to “h” you will make the opposite of cold.</li></ul>	<ul style="list-style-type: none"><li>• Count syllables in spoken words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
153	<ul style="list-style-type: none"><li>• Which word and name rhyme on page 153? Say them.</li><li>• If you change the first letter of this name to “d” you will make something you do with French fries and ketchup or carrots and ranch dressing.</li></ul>	<ul style="list-style-type: none"><li>• Recognize and produce rhyming words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

Grade: Kindergarten | Unit: 5 | Lesson: 25

Text: Six Pigs Hop Page Numbers: 158–163		
<p><b>Comprehension Questions</b> Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
Question	Instructional purpose	
<ul style="list-style-type: none"> <li>• Turn to the title page. What is a pen in this story? How do you know?</li> <li>• Do you think the pigs like living in their pen? Why or why not?</li> <li>• Reread page 162 and look at the picture. What do you think the pigs are thinking?</li> <li>• What are the pigs doing at the end of the story?</li> <li>• How do you think the pigs got the pails and shovels?</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                      What is the title of this [story/text/passage]?                      Who are the characters in this story? (fiction)                      What problem do they have? How do they solve it? (fiction)                      What is this text mostly about? (informational)</p>	
Foundational Skills Games and Activities		
Page	Question/Tasks	Instructional Purpose
158	<ul style="list-style-type: none"> <li>• If you change the last letter of this word to “x” you make the same number as the number of pigs in the story. Say the number.</li> <li>• Find the word that means the opposite of “bad”.</li> </ul>	<ul style="list-style-type: none"> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li> <li>• Read common high frequency words by sight</li> </ul>

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159	<ul style="list-style-type: none"><li>• If you change the first letter of this word to “p” you will make the sound a balloon makes when it breaks. Say the word.</li><li>• If you change the last letter in this word to “p” you make something you do with a hot drink.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
160	<ul style="list-style-type: none"><li>• Read the last sentence on page 160. Where do the pigs hop?</li><li>• Find the words that rhyme. What is the vowel sound?</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Recognize and produce rhyming words</li><li>• Associate short vowel sounds with common spellings</li></ul>
161	<ul style="list-style-type: none"><li>• Does the letter “a” have the same sound in “can” as it does “play”?</li><li>• This word sounds just like a number, but is not a number in this sentence. Hint: it is the fourth word.</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li><li>• Read common high frequency words by sight</li><li>•</li></ul>
162	<ul style="list-style-type: none"><li>• What can the pigs do in the first sentence on page 162?</li><li>• Point to which word has more syllables: pocket or sand pond or headband</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Count syllables in spoken words</li></ul>
163	<ul style="list-style-type: none"><li>• What is another word that means to talk?</li><li>• If you take away the “s” at the end of this word it will rhyme with “dig”.</li></ul>	<ul style="list-style-type: none"><li>• Read common high frequency words by sight</li><li>• Recognize and produce rhyming words</li></ul>

**Decodables** – Content Specific Protocol Questions and Tasks

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<p><b>Text: Play, Kid, Play</b>  <b>Page Numbers: 164–169</b></p>		
<p><b>Comprehension Questions</b>                  Comprehension questions should be used for the 1<sup>st</sup> or 2<sup>nd</sup> reads. Allow time for students to return to the text to answer questions.</p>		
<p><b>Question</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Reread page 166. When the story says “It is not”, what is “it”?</li> <li>• Reread the last page of the story. When the story says, “she can play it”, who is “she” and what is “it”?</li> <li>• Reread the story and look at the pictures. How do you think Red Hen and Jon Dog figured out the box was not for them?</li> <li>• Why do you think Dad Fox hid the box?</li> <li>• The title of this story is “Play, Kid, Play”. Why do you think the author chose this title?</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting and support answer questions about key details in a text.</li> <li>• With prompting and support, identify characters, settings, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• Use of pronouns, syntax and punctuation.</li> </ul> <p><b>Possible text dependent generic questions to include:</b>                  What is the title of this [story/text/passage]?                  Who are the characters in this story? (fiction)                  What problem do they have? How do they solve it? (fiction)                  What is this text mostly about? (informational)</p>
<p><b>Foundational Skills Games and Activities</b></p>		
<p><b>Page</b></p>	<p><b>Question/Tasks</b></p>	<p><b>Instructional Purpose</b></p>
<p>164</p>	<ul style="list-style-type: none"> <li>• Which word is spelled the same forward and backward?</li> <li>• Which name and word rhyme? What is the last letter and sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Apply grade-level phonics and word analysis in decoding words</li> <li>• Recognize and produce rhyming words</li> </ul>

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165	<ul style="list-style-type: none"><li>• Change the first letter of this word to “l” to make something that closes a jar.</li><li>• Add the sound /h/ to the beginning of this word to make something you should not do with your hands.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
166	<ul style="list-style-type: none"><li>• Change the middle letter of this word to “u” and make a kind of food that squirrels like to eat.</li><li>• Which character is talking on page 166? What is the vowel sound in her name?</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Associate short vowel sounds with common spellings</li></ul>
167	<ul style="list-style-type: none"><li>• Find the words that have the Ozzy Octopus short vowel o sound. Say them.</li><li>• Does the letter “i” have the same sound in “hid” as it does in “find”?</li></ul>	<ul style="list-style-type: none"><li>• Associate short vowel sounds with common spellings</li></ul>
168	<ul style="list-style-type: none"><li>• Change the middle letter of this name to “i” and you will take care of something broken.</li><li>• Take away the first letter of this name and you make something that is the opposite of “off”.</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li></ul>
169	<ul style="list-style-type: none"><li>• Change the last letter of this word to a “t” and you will make something you wear on your head.</li><li>• Read the last sentence on page 169. What can Kid Fox do with the sax?</li></ul>	<ul style="list-style-type: none"><li>• Add or substitute individual sounds in simple, one-syllable words to make new words</li><li>• Read common high frequency words by sight</li></ul>