

# **Decodables**

First Grade

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 1

Text: Nan and Dan Page Numbers: 15-20		
<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>Why is the title of this story “Nan and Dan”? Who are Nan and Dan?</li> <li>Reread pages 15-17 and look at the pictures. What does “tap” mean?</li> <li>Say the words on page 17 and pretend the exclamation mark is a period. Now, say them again with an exclamation mark.</li> <li>What are some things that Nan and Dan do in this story?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
15	<ul style="list-style-type: none"> <li>Which words rhyme on page 15? Say them.</li> <li>Is the vowel sound the same in “tap” as it is in “a”?</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Phonemic awareness; discrimination of short vowel /a/; high frequency word “a”</li> </ul>
16	<ul style="list-style-type: none"> <li>Which word on this page has a different vowel sound than the other words and names? Say the word.</li> <li>What can Nan do for Dan?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phonemic awareness; discrimination of short vowels a and e</li> <li>High frequency word “help”</li> </ul>

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17	<ul style="list-style-type: none"><li>• If you read this word backward, you will make a way to gently touch a pet with your hand. Say the word.</li><li>• If you change the last letter of this word to “d” you make a word that means father.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phoneme substitution</li></ul>
18	<ul style="list-style-type: none"><li>• Which two words have the same beginning and middle sounds, but a different ending sound? Say the words.</li><li>• Which word is spelled the same backward and forward? Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phonemic awareness; letter/sound; short vowel a and consonants c, t, n</li><li>• Riddle; phoneme manipulation</li></ul>
19	<ul style="list-style-type: none"><li>• If you change the last letter of this word to “p” you make a hat for baseball. What is it?</li><li>• If you change the first letter of this word to “f” you make something very big. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phoneme substitution</li></ul>
20	<ul style="list-style-type: none"><li>• If you change the first letter of this word to “f” you will make something that keeps you cool in the summer. Say the word.</li><li>• Where can Dan nap?</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• High frequency word “with”</li></ul>

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

Grade: 1 | Unit: 1 | Lesson: 1

Text: Fan, Fan, Fan Page Numbers: 21-26		
<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 people in this story doing? How do you know?</li> <li>• Why does the word “Can” begin with capital letter on page 26?</li> <li>• On page 26 when it says “Can you be a fan?” who is “you”?</li> <li>• Who can be a fan on page 22?</li> <li>• What do you think a “fan” in this story?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
21	<ul style="list-style-type: none"> <li>• Which word is repeated the most on page 21? Say the word.</li> <li>• If you change the first letter of this word to “m” you will make something that people wipe their feet on before going into a house. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words with short vowel a; consonants f, n</li> <li>• Riddle; phoneme substitution</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

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22	<ul style="list-style-type: none"><li>• If you change the last letter of this word to “d” you will make the opposite of happy.</li><li>• Which word has a different vowel than the other words on page 22? Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• High frequency word “be”</li></ul>
23	<ul style="list-style-type: none"><li>• Which words rhyme? Say them.</li><li>• If you change the first letter of this word to “m” you make the name for a boy when he grows up. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Rhyme, end sounds</li><li>• Riddle; phoneme substitution</li></ul>
24	<ul style="list-style-type: none"><li>• Say all the words that begin with the letter “s”.</li><li>• Find the first and last words on the page. Which letters and sounds do both words have that are the same? Which letters and sounds are different?</li></ul>	<ul style="list-style-type: none"><li>• Reading words with short vowel a accurately and fluently</li><li>• Letter/sound short vowel a; consonants s, m, f, n</li></ul>
25	<ul style="list-style-type: none"><li>• Read this word backward and make something you use to find a place when you are traveling. Say the word.</li><li>• Change the first letter of this word to “p” and you will make something to cook food in. Then read the word backward and you will make something that means to sleep for a little while during the day. Say the words.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phoneme substitution</li></ul>
26	<ul style="list-style-type: none"><li>• Look at the picture on page 26 and read the question. What is the boy asking?</li><li>• Which words are not spelled with the short vowel a?</li></ul>	<ul style="list-style-type: none"><li>• High frequency word “you”</li><li>• High frequency words “you, be, a”</li></ul>

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

Grade: 1 | Unit: 1 | Lesson: 2

<p><b>Text: I Ran</b>  <b>Page Numbers: 33-38</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>• Why is this text titled “I Ran”?</li> <li>• Reread page 34 and look at the picture. Why do you think Dad and Pat are running?</li> <li>• Reread page 35. When it says “Tip is with him” who is “him”?</li> <li>• How do the people in this text feel when they are running? How do you know?</li> <li>• Reread page 38 and look at the picture. When it says “I ran, ran, ran” who is “I”?</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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>33</p>	<ul style="list-style-type: none"> <li>• If you change the last letter of this word to “t” you make an animal that is like a mouse. Say the word.</li> <li>• Which word on page 33 sounds like a number but is not a number? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme substitution</li> <li>• High frequency word “too”</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

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34	<ul style="list-style-type: none"><li>• Which word on this page has the most letters? Say the word.</li><li>• Change the last letter of this word to “g” and make something that is an old towel used to dust furniture. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• High frequency word “with”</li><li>• Phoneme substitution</li></ul>
35	<ul style="list-style-type: none"><li>• How many words on this page have the short vowel /i/ sound? Say the words.</li><li>• Read this name backward and you make the name of the seed or center of a fruit or vegetable, like in a peach, plum, or avocado. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Phonemic awareness and reading words with short vowel i /i/; high frequency words “is” and “with”</li><li>• Riddle; phoneme manipulation</li></ul>
36	<ul style="list-style-type: none"><li>• What does the text tell us to do with Tim?</li><li>• Change the first letter of this word to “c” and you make a container for soda or food. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• High frequency word “look”</li><li>• Riddle; phoneme substitution</li></ul>
37	<ul style="list-style-type: none"><li>• Which words or names rhyme on this page? Say the words.</li><li>• If you change the last letter of this word to “g” you make something we do with a shovel. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Rhyming and reading words with short vowel a and consonant n or m</li><li>• Riddle; phoneme substitution</li></ul>
38	<ul style="list-style-type: none"><li>• Read the sentence with the word that repeats as if you are moving really slow. Now, read it as if you are moving really fast!</li><li>• Read the asking sentence on page 38.</li></ul>	<ul style="list-style-type: none"><li>• fluency</li><li>• High frequency word “you”</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 2

Text: Sid Pig Page Numbers: 39 - 44		
<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>• What is Sid Pig’s problem? How does he solve it?</li> <li>• On page 39 when it says “He can see a big fig” who is “he”?</li> <li>• On page 40 when it says “It is a fat fig” what is “it”?</li> <li>• Reread pages 40 and 41 and look at the pictures. Why does Sid Pig look unhappy?</li> <li>• Say the words on page 44 and pretend the exclamation marks are question marks. Now, say them again with exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
39	<ul style="list-style-type: none"> <li>• Which words rhyme on page 39? Say the words. What is the vowel letter and sound?</li> <li>• If you change the first sound /l/ from “look” to /b/ you make something people can get from a library to read. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme; phonemic awareness for short vowel /i/ sound</li> <li>• Riddle; phoneme substitution with high frequency word</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 2

40	<ul style="list-style-type: none"><li>• If you change the last letter of this word to “g” you will make something that tells you the size of your shirt. Hint: it hangs on the inside collar of your shirt. Say the word.</li><li>• Change the middle letter in this word to an “a” and you will make something you put groceries in to take them home. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li></ul>
41	<ul style="list-style-type: none"><li>• Find the name of the character in on page 41. Say his name.</li><li>• If you change the first letter of this name to “d” you will make a word that is spelled the same forward and backward. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Capitalization of names</li> <li>• Riddle; phoneme substitution</li></ul>
42	<ul style="list-style-type: none"><li>• Change the first letter of this word to “b” and make a word that means an animal that flies at night <i>or</i> a stick meant to hit a ball. Say the word.</li><li>• Which two words on this page have the same initial (starting) sound? What is the sound?</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li> <li>• Initial phoneme</li></ul>
43	<ul style="list-style-type: none"><li>• Which words have the short vowel /i/ sound? Say them.</li><li>• Which words on page 43 begin the sound /h/? Say the words. What letter makes the sound /h/?</li></ul>	<ul style="list-style-type: none"><li>• Phonemic awareness and reading words with short vowel i /i/</li> <li>• Phonemic awareness; reading words that begin with /h/; letter sound correspondence h/h/.</li></ul>
44	<ul style="list-style-type: none"><li>• Is Sid a girl or a boy? What word on this page tells you?</li><li>• Change the first letter of this name to “h” and make a word that means something you wear on your head. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Pronoun “his”; short vowel i; consonant s with /z/ sound</li> <li>• Riddle; phoneme substitution</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 3

Text: Did Dix Dog Do It? Page Numbers: 57-62		
<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>• What do the characters in this story think of Dix until the end?</li> <li>• Reread page 57. When the story says “Dad has to fix it” what is “it”?</li> <li>• Reread page 58. When the question is asked “did Dix Dog do it” what is “it”?</li> <li>• Why are so many of the characters sad in this story?</li> <li>• Who caused the problems in the story? How do you know? (Reread the story and look carefully at the pictures on pages 57-61. What do you see that gave you a hint on who did it?)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
57	<ul style="list-style-type: none"> <li>• Does the “o” in the word “to” have the same sound as it does in “Dog”?</li> <li>• Which words spelled with the letter “o” rhyme? Say them.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness; discriminate vowel sounds</li> <li>• Rhyme; high frequency words “do” and “to”</li> </ul>
58	<ul style="list-style-type: none"> <li>• What first letter do you see most often on this page? Can change</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme manipulation</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 3

	<p>a word on this page to have the same first letter sound and make a word that means father?</p> <ul style="list-style-type: none"><li>• Look at the second sentence. Which word has a different initial (beginning) sound than all the others? What sound?</li></ul>	<ul style="list-style-type: none"><li>• Initial phonemes (short /i/ sound)</li></ul>
59	<ul style="list-style-type: none"><li>• Which word on page 59 could mean something happy that makes people laugh. Say the word.</li><li>• Change the first letter of this word to “l” and make something that comes from a tree that people burn in fireplace. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• High frequency word “funny”</li><li>• Riddle; phoneme substitution</li></ul>
60	<ul style="list-style-type: none"><li>• Change the first letter of this word to “b” and make a word that means “not good”. Say the word.</li><li>• Add the letter “L” to the beginning of this word to make a word that means you added fire to candles. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phoneme addition</li></ul>
61	<ul style="list-style-type: none"><li>• Which words have the short vowel /o/ on this page? Say the words.</li><li>• If you change the first letter of this word to “l” you will make something that closes a jar. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Phonemic awareness and reading words with letter/sound short vowel o /o/</li><li>• Riddle; phoneme substitution</li></ul>
62	<ul style="list-style-type: none"><li>• Find the word that is the opposite of “yes”. Say the word.</li><li>• Which name has the short vowel /a/ sound? Say the name.</li></ul>	<ul style="list-style-type: none"><li>• High frequency word “no”</li><li>• Phonemic awareness and reading words with short vowel a /a/; consonant x</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 3

Text: Max Fox and Lon Ox Page Numbers: 63-68		
<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>Reread page 64 and look at the picture. How does Lon Ox feel? Why?</li> <li>On page 65 when the story says “It is big” what is “it”?</li> <li>On page 66 when the story says “It is a sax” what is “it”?</li> <li>Say the words on page 66 and pretend the exclamation marks are periods. Now, say them again with exclamation marks.</li> <li>Reread the last page of the story and look at the picture. How does Lon Ox feel? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
63	<ul style="list-style-type: none"> <li>Find all the names and words that end with the letter x on page 63. Say them.</li> <li>If you change the first letter in this word to “b” you will make something cereal comes in at the store.</li> </ul>	<ul style="list-style-type: none"> <li>Reading words with consonant x</li> <li>Riddle; phoneme substitution</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

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64	<ul style="list-style-type: none"><li>• If you change the last letter of this word to “d” you will make the small circle that goes on the lowercase letter i. Say the word.</li><li>• Add an “s” to the beginning of this word and make something you find a lot of at the beach.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phoneme substitution</li></ul>
65	<ul style="list-style-type: none"><li>• Add the letter “f” to the beginning of this word to make what fish use to move instead of arms and legs.</li><li>• Does the word “what” have the same vowel sound as “Max”?</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Phonemic awareness; discriminate vowel sounds</li></ul>
66	<ul style="list-style-type: none"><li>• Find the words on page 66 that are the sounds from the sax music. Say the words.</li><li>• Reread page 66. What does Max do with the sax?</li></ul>	<ul style="list-style-type: none"><li>• Reading words with short vowel sounds i, o and consonants b, p</li><li>• High frequency word “play”</li></ul>
67	<ul style="list-style-type: none"><li>• Does the name “Lon” have the same vowel sound as the word “no”?</li><li>• Does the word “play” have the same vowel sound as “can”?</li></ul>	<ul style="list-style-type: none"><li>• Phonemic awareness; discriminating vowel sounds</li><li>• Phonemic awareness; discriminating vowel sounds</li></ul>
68	<ul style="list-style-type: none"><li>• What can Lon Ox do on page 68?</li><li>• Say the name “Ox”. Change the /o/ to /a/ and make something to chop wood. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• High frequency word “sing”</li><li>• Riddle; phoneme substitution</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 4

Text: Ken and Vic Page Numbers: 87-92		
<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>• What are Ken and Vic doing in this story?</li> <li>• What do Ken and Vic do when they are done playing ball?</li> <li>• On pages 89, 90, and 92, we see the words “top job”! What does this mean?</li> <li>• Reread page 90. When the question is asked “can Vic get it” what is “it”?</li> <li>• Reread page 91. When it says “Ken gets his tan bag” what does “his” mean?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
87	<ul style="list-style-type: none"> <li>• Reread page 87. Where are Ken and Vic? What word is used to name where they are?</li> <li>• Which names from page 87 match the title of the story?</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word “here”</li> <li>• Reading words with short vowel e; consonants k, v; names</li> </ul>
88	<ul style="list-style-type: none"> <li>• Find the two words that have the letter a. Say them. Does the</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness; discrimination of vowel sounds; high frequency word “what”</li> </ul>

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

Grade: 1 | Unit: 1 | Lesson: 4

	<p>letter a have the same sound in both words?</p> <ul style="list-style-type: none"> <li>• Read the asking sentence that ends with a question mark.</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency words “what” and “does”; fluency/ use of question mark</li> </ul>
89	<ul style="list-style-type: none"> <li>• If you read this word backward you will make something you can cook in to make soup. Say the word.</li> <li>• How many words on this page have the short /i/ sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme manipulation</li> <li>• Phonemic awareness of vowel short /i/</li> </ul>
90	<ul style="list-style-type: none"> <li>• Change the first letter of this word to “w” and make something a dog does with its tail. Say the word.</li> <li>• Change the first letter of this word to “j” and make something like a fast airplane. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li> </ul>
91	<ul style="list-style-type: none"> <li>• Change the first letter in this word to “v” and make something big you can drive, like a truck. Say the word.</li> <li>• If you change the last letter of this word to “g” it will rhyme with “bag”. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution; rhyme</li> </ul>
92	<ul style="list-style-type: none"> <li>• Find the word that is the opposite of “dry”. Say the word.</li> <li>• What does Vic have on page 92? Read the sentence from the page with the answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; reading word with consonant w and short vowel e</li> <li>• High frequency word “too”; reading words with consonant v; s /z/</li> </ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 4

Text: My Pets Page Numbers: 93-98		
<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 are the characters in this story and what do they have to do with each other?</li> <li>Why do you think the dog is called “Big Vic”?</li> <li>What are some things Kit likes to do? What are some things Big Vic likes to do?</li> <li>Reread page 96 and look at the picture. When it says “Kit and Big Vic nap with me” who is “me”?</li> <li>Reread the last page of the story and look at the picture. Why is this a good picture for this part of the story?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
93	<ul style="list-style-type: none"> <li>Which words on page 93 have the short vowel /e/ sound? Say them.</li> <li>If you change the first letter in this word to “w” you will make something describes how you feel in the rain. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness /e/; reading words with short vowel e</li> <li>Riddle; phoneme substitution</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 4

94	<ul style="list-style-type: none"><li>• Find the word “get”. What letter can you change to make a rhyming word that describes something the sun does at the end of the day? Say the word.</li><li>• Change the first letter of this word to “t” to make something that is a light brown color. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; initial phoneme substitution; phonogram -et</li><li>• Riddle; phoneme substitution</li></ul>
95	<ul style="list-style-type: none"><li>• Which word rhymes with “set” on page 95? Say the word.</li><li>• Change the first letter of this word to a “v” and you will make someone that is an animal doctor.</li></ul>	<ul style="list-style-type: none"><li>• Rhyme; phonogram -et</li><li>• Riddle; initial phoneme substitution</li></ul>
96	<ul style="list-style-type: none"><li>• Change the first letter of this word to “h” and make a chicken that lays eggs. Say the word.</li><li>• Change the first letter of this name to “p” and make an animal that says ‘oink’. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phoneme substitution</li></ul>
97	<ul style="list-style-type: none"><li>• How many words on this page have the short vowel /i/ sound?</li><li>• Change the first letter of “bet” to “y” and make something that hasn’t happened. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Phonemic awareness of vowel /i/ sound</li><li>• Riddle; initial phoneme substitution; phonogram -et</li></ul>
98	<ul style="list-style-type: none"><li>• What words can you find that rhyme on this page? What part of those words sound the same?</li><li>• Add the letter “w” to the beginning of this word to make something that means “do the best” in a game. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Rhyme; final/end sounds</li><li>• Riddle; phoneme substitution</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 5

Text: Fun, Fun, Fun! Page Numbers: 111-116		
<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>• What does it mean in this text when it says “it is fun, fun, fun”?</li> <li>• Reread page 114 and look at the picture. What are the characters doing on page 114? How do they feel about what they are doing? How do you know?</li> <li>• Reread page 115. What can Ted play?</li> <li>• Reread page 116. What does the author want the reader to learn?</li> <li>• How are the characters alike in this story?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
111	<ul style="list-style-type: none"> <li>• What can Kim do with Mom?</li> <li>• Change the first letter of this word to “s” and make something that shines in the sky during the day.</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word “hold”</li> <li>• Riddle; phoneme substitution</li> </ul>
112	<ul style="list-style-type: none"> <li>• Look at the words that describe what Bud and Jim do. What sounds are the same in these words?</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words with consonant z</li> <li>• Phonemic awareness and reading words with short vowel u</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 5

	<ul style="list-style-type: none"><li>• Which words on page 112 have the short vowel u sound? Say them.</li></ul>	
113	<ul style="list-style-type: none"><li>• Which words rhyme on page 113 that have the same last two letters? Say them. What is the vowel sound in these rhyming words?</li><li>• Which two words on this page that are spelled differently from one another at the end?</li></ul>	<ul style="list-style-type: none"><li>• Rhyme; phonemic awareness and reading words with short vowel u</li><li>• Rhyme; end sounds (Liz and is)</li></ul>
114	<ul style="list-style-type: none"><li>• Change the first letter of this name to “b” and make something that brings students to school. Say the word.</li><li>• Is the vowel sound in “play” the same as it is in “tag”?</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Phonemic awareness; discriminating vowel sounds</li></ul>
115	<ul style="list-style-type: none"><li>• Which word or name is spelled the same forward and backward on page 115?</li><li>• If you change the first letter of this word to “b” you will make bread used with a hamburger. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; letter/sound manipulation</li><li>• Riddle; phoneme substitution</li></ul>
116	<ul style="list-style-type: none"><li>• What does the story say not to do on page 116?</li><li>• Change the first letter in this word to “h” and make another word that means warm. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• High frequency word “quit”</li><li>• Riddle; phoneme substitution</li></ul>

# Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 5

<b>Text: Bud</b> <b>Page Numbers: 117-122</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>• How do the characters in this story feel about Bud? How do you know?</li> <li>• On page 118 when the story says “Quit it, Bud” what is “it”?</li> <li>• On page 120 when it says “We play” who are “we”?</li> <li>• What are some things that Bud does with his family?</li> <li>• Reread the last page of the story and look at the picture. How big is Bud? How did Bud’s size change from the beginning to the ending of the story?</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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>
117	<ul style="list-style-type: none"> <li>• Which words on page 117 rhyme? Say them. What is the vowel sound in these rhyming words?</li> <li>• If you change the first letter in this word to “r” you will make something people put down on their floors. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme; phonemic awareness and reading words with short vowel u</li> <li>• Riddle; phoneme substitution</li> </ul>

## Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 1 | Lesson: 5

118	<ul style="list-style-type: none"><li>• If you change the last letter of this word to “g” you will make another word for ‘cup’. Say the word.</li><li>• Which word ends with the letter s, but it sounds like /z/? Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phonemic awareness and reading word with consonant s and sound /z/</li></ul>
119	<ul style="list-style-type: none"><li>• Which words rhyme on page 119? Say the words. What is the vowel sound in the rhyming words?</li><li>• Change the vowel sound in “hops” to /i/ and make the parts of your body that are just above your legs.</li></ul>	<ul style="list-style-type: none"><li>• Rhyme; phonemic awareness and reading words with short vowel u</li><li>• Riddle; phoneme substitution</li></ul>
120	<ul style="list-style-type: none"><li>• Which words begin with the /w/ sound? Say the words. What letter is making the /w/ sound in these words?</li><li>• Change the first letter of this name to “m” and make something that is wet dirt. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Phonemic awareness; reading words with consonant w; high frequency words “with” and “we”</li><li>• Riddle; phoneme substitution</li></ul>
121	<ul style="list-style-type: none"><li>• Change the first letter of this word to “b” and make things that are insects. Say the word.</li><li>• Change the first letter of this word to “r” and make a word that means move fast. Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme substitution</li><li>• Riddle; phoneme substitution</li></ul>
122	<ul style="list-style-type: none"><li>• Which words rhyme on page 122? Say them. What is the vowel sound in these words?</li><li>• Which word on the page means the opposite of “bad”? Say the word.</li></ul>	<ul style="list-style-type: none"><li>• Rhyme; phonemic awareness and reading words with short vowel u</li><li>• High frequency word “good”</li></ul>

<p><b>Text: Ann Packs</b>  <b>Page Numbers: 3-8</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>Questions</b></p>		<p><b>Instructional purpose</b></p>
<ul style="list-style-type: none"> <li>• Where does Ann go in this story? Why?</li> <li>• Reread page 4, when it says “I will come”, who is I?</li> <li>• What does Ann use to pack her things?</li> <li>• What did Ann pack?</li> <li>• Look at the last page in the story. Where does Nan live?</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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>3</p>	<ul style="list-style-type: none"> <li>• What word rhymes with fall? What letters are the same?</li> <li>• What is the same about the letters in the names Ann and Nan?</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme; word ending</li> <li>• Vowel discrimination</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 2 | Lesson: 6

4	<ul style="list-style-type: none"> <li>• What word do you see twice on this page?</li> <li>• What word on this page if you change the first two letters, gives you a word used when you don't feel well?</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to words, double letters</li> <li>• Riddle; phoneme substitution</li> </ul>
5	<ul style="list-style-type: none"> <li>• Can you read the word that repeats 3 times, the way it is described (quickly)? Can you read it the <i>opposite</i> of the way it is described (slowly)?</li> <li>• How many words can you find with the -ck ending?</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to print and expression/ connection to word meaning</li> <li>• End sound</li> </ul>
6	<ul style="list-style-type: none"> <li>• What if you took off the s in hats? What else would you have to change in the sentence?</li> <li>• Change the /a/ in the word that is repeated to the /i/ sound. What would the last sentence sound like? (repeat with other short vowel sounds)</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme deletion, singular/plural nouns</li> <li>• Attention to print, phoneme manipulation</li> </ul>
7	<ul style="list-style-type: none"> <li>• What word on this page if you change the first letter, gives you a bird found on a farm?</li> <li>• Point to the commas. Pretend there are no commas, and read the sentence. What would it sound like?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Attention to punctuation, commas in a series</li> </ul>
8	<ul style="list-style-type: none"> <li>• What letter(s) can you add before -and to make a new word?</li> <li>• Find the word where if you changed the first letter, would give you more than one furry animal that says meow. What if you take off the s at the end- how many furry animals do you have now?</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme; phoneme insertion</li> <li>• Riddle; phoneme substitution</li> </ul>

Text: Ducks Quack Page Numbers: 21-26		
<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>		
Questions	Instructional purpose	
<ul style="list-style-type: none"> <li>• What sound do ducks make?</li> <li>• What senses can you use around a duck?</li> <li>• What are two things that ducks can do?</li> <li>• Look at page 25, what else can ducks do?</li> <li>• What is this text mostly about?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
21	<ul style="list-style-type: none"> <li>• How many words end with -ck? Can you think of another word that end with -ck?</li> <li>• Point to the commas. Pretend there are no commas, and read the sentence. What would it sound like?</li> </ul>	<ul style="list-style-type: none"> <li>• Word ending</li> <li>• Attention to punctuation, commas in a series</li> </ul>
22	<ul style="list-style-type: none"> <li>• What word on this page if you change the first letter, gives you something you wear on your feet?</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforcing vowel sounds</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 2 | Lesson: 6

	<ul style="list-style-type: none"> <li>• Change the vowel sound in ‘peck’ what other words can you make?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme manipulation, riddle</li> </ul>
23	<ul style="list-style-type: none"> <li>• Change the /a/ in the word that is repeated to the /i/ sound. What would the last sentence sound like?</li> <li>• What word rhymes with will? What letters are the same?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme manipulation, attention to print</li> <li>• Rhyming, word ending</li> </ul>
24	<ul style="list-style-type: none"> <li>• What letter has the most beginning sounds on this page?</li> <li>• What letters can you put before -in to make new words?</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to print</li> <li>• Phoneme insertion, rhyming</li> </ul>
25	<ul style="list-style-type: none"> <li>• What word begins and end with the same letter?</li> <li>• What word on this page if you change the last letter, gives you something you can cook in?</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to print</li> <li>• Phoneme manipulation, riddle</li> </ul>
26	<ul style="list-style-type: none"> <li>• What word on this page if you change the first letter, gives you a word that a duck eats with?</li> <li>• What word repeats on this page? Can you act like a duck as you say it?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme manipulation, riddle</li> <li>• Attention to print</li> </ul>

Text: Brad and Cris (fiction) Page Numbers: 27-32		
<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>• What colors are Brad and Cris? What is the difference between Brad’s colors and Cris’ colors?</li> <li>• Look at page 29, when it says “We will go on a trip”, who is we?</li> <li>• How do Brad and Cris travel on their trip?</li> <li>• What do you think “grubs” means? How do you know?</li> <li>• What do the frogs eat at the end of the story? Do they like it? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
27	<ul style="list-style-type: none"> <li>• What words can you rhyme with frog? What letters stay the same?</li> <li>• Change the first letter sound of this word to make something people sleep in? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming, word ending</li> <li>• Riddle; phoneme substitution</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 2 | Lesson: 7

28	<ul style="list-style-type: none"> <li>• How many words on this page start with a cluster with r?</li> <li>• Change the vowel of this word from short a to short I to make a word that is a kind of metal. (if needed- point to the word <i>tan</i>). Say the word.</li> <li>• Can you make a word that rhymes with dots? What letters did you change?</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words with clusters with r</li> <li>• Riddle; phoneme substitution</li> <li>• Rhyming; end sounds</li> </ul>
29	<ul style="list-style-type: none"> <li>• What word on this page if you take away the first letter, you get another word for a tear in paper?</li> <li>• What word on this page means the reason something happens?</li> <li>• What two words have the same double letter ending?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme deletion, riddle</li> <li>• High frequency word “why”</li> <li>• Attention to print, double letters</li> </ul>
30	<ul style="list-style-type: none"> <li>• What if you took off the s in pads? What is the new word and how would it change the picture?</li> <li>• What word repeats on this page? Can you do the action as you say it?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme deletion, singular/plural nouns</li> <li>• Attention to print; meaning</li> </ul>
31	<ul style="list-style-type: none"> <li>• Find a word on this page where if you change the middle vowel you will make a word for something you use to carry things? What vowel sound would you use?</li> <li>• What words on this page sound similar? What sounds are the same? (Can you find a word on this page that rhymes with get?)</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Rhyme; Short e</li> <li>• Middle sound; short u</li> </ul>
32	<ul style="list-style-type: none"> <li>• Change the first letter of this word to /c/ to make a word that means to make food. What is the word?</li> <li>• Find the exclamation points on this page. Read the sentences again, with excitement!</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Attention to print and expression/ connection to word meaning</li> </ul>

<p><b>Text: Crabs (nonfiction)</b>  <b>Page Numbers: 39-44</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>• What are some things you learned about crabs? How many legs does a crab have?</li> <li>• What do crabs do on wet rocks?</li> <li>• What would happen if you picked up a crab?</li> <li>• Where do crabs live?</li> <li>• Are crabs all the same color? How do you know?</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use.</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>39</p>	<ul style="list-style-type: none"> <li>• What is a word that rhymes with crab?</li> <li>• How many words have the short /i/ sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Phonemic awareness; reading words with /i/</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

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40	<ul style="list-style-type: none"> <li>Find the word legs. If there were no s in this word, what would you have to do the picture?</li> <li>Find the word on this page where if you read it backwards it makes a real word.</li> </ul>	<ul style="list-style-type: none"> <li>Singular/plural nouns</li> <li>Phoneme manipulation</li> </ul>
41	<ul style="list-style-type: none"> <li>What word on this page if you change the first letter, you get something you wear on your feet?</li> <li>What words on this page have short i? Read the words.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Discriminate vowel sound /i/</li> </ul>
42	<ul style="list-style-type: none"> <li>How many words on this page have an r cluster?</li> <li>What word on this page if you take away a letter, you get something you can ride in? (another word for taxi)</li> </ul>	<ul style="list-style-type: none"> <li>R clusters</li> <li>Riddle; Phoneme deletion</li> </ul>
43	<ul style="list-style-type: none"> <li>What word on the page has the most letters? How many letters does it have? Read it.</li> <li>Which two words have the same beginning and ending letter, but a different vowel sound?</li> </ul>	<ul style="list-style-type: none"> <li>Beginning blend with r and ck</li> <li>Discriminate vowel sounds</li> </ul>
44	<ul style="list-style-type: none"> <li>What is the second to last word? Read it.</li> <li>Change the first letter of this word to /b/ to get something you can read. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word 'of'</li> <li>Riddle; phoneme substitution</li> </ul>

Text: Our Flag Page Numbers: 51-56		
<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>• How should you hold a flag?</li> <li>• Where are places you would see a flag?</li> <li>• On page 56, it says ‘She is glad she has it’, Who is she? What is it?</li> <li>• What words describe our flag? What does the flag look like?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
51	<ul style="list-style-type: none"> <li>• Which two words have the same beginning and ending letter, but a different vowel sound?</li> <li>• Can you add one sound to this word to make it the word that means “don’t go”? What sound did you add? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminate vowel sounds</li> <li>• Riddle; phoneme insertion</li> </ul>

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52	<ul style="list-style-type: none"> <li>• What sound would you have to take away to change the word “club” into something that means a baby bear? Say the new word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme deletion</li> <li>• Conventions of print, punctuation</li> </ul>
53	<ul style="list-style-type: none"> <li>• Who’s club has a flag?</li> <li>• Change the first letter of this word to /r/ to make a word that means something you wear on your finger. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word ‘our’</li> <li>• Riddle; phoneme substitution</li> </ul>
54	<ul style="list-style-type: none"> <li>• Which words have a short o? Read them.</li> <li>• What sound do you have to change to turn the word <i>flat</i> into <i>flag</i>?</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel sounds</li> <li>• End sounds</li> </ul>
55	<ul style="list-style-type: none"> <li>• How many times do you see “fl” on this page? Read all the words.</li> <li>• What word on this page if you change the first letter, you get a word that means not hot? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading clusters with /l/</li> <li>• Riddle; phoneme substitution</li> </ul>
56	<ul style="list-style-type: none"> <li>• Who is glad to have a flag?</li> <li>• How many words on this page have the short /a/ sound? Read the words.</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word ‘she’</li> <li>• Phonemic awareness; reading words with vowel sound /a/</li> </ul>

<b>Text: The Pet Club</b> <b>Page Numbers: 69-74</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>• What are some of things the pets can do in this story?</li> <li>• Look at page 71 where it says ‘Her pet is Glenn’. Who is her referring to?</li> <li>• What are the names of some of the pets?</li> <li>• What will Plum do? What will Plum not do?</li> <li>• Which animals are in The Pet Club?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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>Phonics Games and Activities</b>		
<b>Page</b>	<b>Question/Tasks</b>	<b>Instructional Purpose</b>
69	<ul style="list-style-type: none"> <li>• What is the longest word on the page? Read it.</li> <li>• Change the first letter of this word to /b/ to make a kind of an insect that makes honey. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word ‘would’</li> <li>• Riddle; phoneme substitution</li> </ul>
70	<ul style="list-style-type: none"> <li>• Which two words on this have the same beginning letters</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminate vowel sounds</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

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	<p>and ending letter, but a different vowel sound?</p> <ul style="list-style-type: none"> <li>• Can you change the first sound in this name to /m/ to make a person in your family?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> </ul>
71	<ul style="list-style-type: none"> <li>• Can you change the /k/ sound in kick in order to make a word that means taste with your tongue? What word did you make? What sound did you add?</li> <li>• How many words on this page have the short /e/ sound? Read them.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Phonemic awareness; reading words with vowel sound /e/</li> </ul>
72	<ul style="list-style-type: none"> <li>• What word if you change the last letter, you get a number?</li> <li>• What word or name do you see the most on this page?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme manipulation</li> </ul>
73	<ul style="list-style-type: none"> <li>• How many words on this page have a cluster with l? Read them.</li> <li>• Take off the f in flap, what new word is made? Read it.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness; reading words with clusters with l</li> <li>• Phoneme deletion</li> </ul>
74	<ul style="list-style-type: none"> <li>• What words have short o? Read them.</li> <li>• What word is on the page three times? What double letter does it have?</li> </ul>	<ul style="list-style-type: none"> <li>• Short vowel</li> <li>• Attention to print, double letter</li> </ul>

Text: Step Up! (nonfiction) Page Numbers: 75-80		
<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 do all the pages of this text have in common? What are they all about?</li> <li>• What time do the kids go to the bus stop?</li> <li>• What are some of the different things the kids do at school?</li> <li>• Look at this page 79, when it says ‘We pick a good spot’, who is ‘we’?</li> <li>• Do the kids think it is fun to step, skip, and sing? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
75	<ul style="list-style-type: none"> <li>• What words begin with st? Read them.</li> <li>• Find the word on this page where if you change the vowel, you get a word that means the opposite of ‘go’.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading beginning blends with st</li> <li>• Riddle; phoneme substitution</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

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76	<ul style="list-style-type: none"> <li>• Read: Can Jess read? Then read: Yes, Jess can! What is the difference in your voice as you read each sentence?</li> <li>• What is the difference in the vowel sound in 'step' and the vowel sound in 'read'?</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation, expression</li> <li>• Vowel sounds, high frequency word 'read'</li> </ul>
77	<ul style="list-style-type: none"> <li>• What letter is silent on this page?</li> <li>• Find the word where if you change the vowel sound to /i/ it will mean making a mess. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Silent letter w</li> <li>• Riddle; phoneme substitution</li> </ul>
78	<ul style="list-style-type: none"> <li>• What word on this page if you take away the first letter you get a word that means you need a key to open it?</li> <li>• What sounds are different in "blocks" and "stacks"? What sounds are the same?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; Phoneme deletion</li> <li>• Initial, middle, end sounds</li> </ul>
79	<ul style="list-style-type: none"> <li>• How many words can you make if you take off the "sp" in spot and add a new initial sound? Make as many as you can.</li> <li>• What words have other words in them?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme substitution</li> <li>• Attention to print</li> </ul>
80	<ul style="list-style-type: none"> <li>• What word on the page if you change the last letter to /m/, you get a part of a plant? Say the word.</li> <li>• Find the words that repeat. What vowel sounds are in these words?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Discrimination of vowel sounds</li> </ul>

<p><b>Text: Splat! Splat! (fiction)</b>  <b>Page Numbers: 81-86</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 Meg and Stan? How do they know each other?</li> <li>What art projects do Meg and Stan make?</li> <li>What does Mom bring? What is snack?</li> <li>Look at page 85 and 86. What does Stan do that is different from Meg?</li> <li>On page 85, it says “Meg will skip it”. What is “it”?</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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>81</p>	<ul style="list-style-type: none"> <li>What words on the page have short e? Read them.</li> <li>What word on the page, if you change the first two letters to a cluster with /l/, will make a word that means something you can use to tell time?</li> </ul>	<ul style="list-style-type: none"> <li>Vowel sounds</li> <li>Riddle; phoneme substitution</li> </ul>
<p>82</p>	<ul style="list-style-type: none"> <li>Take off the –s in dots. How does it change the word and the</li> </ul>	<ul style="list-style-type: none"> <li>Singular/plural nouns</li> </ul>

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	<p>meaning of the word? How would the picture change?</p> <ul style="list-style-type: none"> <li>• What is described as “good”?</li> </ul>	<ul style="list-style-type: none"> <li>• high frequency word ‘picture’</li> </ul>
83	<ul style="list-style-type: none"> <li>• What words begin with s? Read them.</li> <li>• What letters/sounds can you take out of the word ‘scraps’ to make a new word that is another word for hat?</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning blends with s</li> <li>• Phoneme deletion</li> </ul>
84	<ul style="list-style-type: none"> <li>• What word is the same, spelled forward or backward?</li> <li>• Look at the word “stop”. If you take off the “st”, what sound would you add to make a word that means something that a bunny can do?</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to print</li> <li>• Phoneme manipulation, riddle</li> </ul>
85	<ul style="list-style-type: none"> <li>• What word on the page is the longest?</li> <li>• Find the word “will”. Can you make new words by taking off the /w/ and adding a new sound? How many new words can you make? How many made up words? Say as many as you can.</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to print, beginning blends with s</li> <li>• Phoneme deletion.</li> </ul>
86	<ul style="list-style-type: none"> <li>• What letters can you add before the word ‘it’ to make new words?</li> <li>• What word repeats three times? How should you read it using the punctuation on the page?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme insertion, rhyming</li> <li>• Punctuation, expression</li> </ul>

Text: Who Likes to Jump? Page Numbers: 99-104		
<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 all of the kids doing in this story?</li> <li>• What game is Fran playing?</li> <li>• Look at page 101, when it says ‘Jill will jump as fast as she can’, who is she?</li> <li>• What are different ways the kids jumped?</li> <li>• Read page 102. What is Russ hitting?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
99	<ul style="list-style-type: none"> <li>• What words have short u as the vowel? Read them.</li> <li>• Take off the /p/ on this word and get a word that means what you do when you are in bed. Read the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness; reading words with vowel sound /u/</li> <li>• Riddle; phoneme deletion</li> </ul>
100	<ul style="list-style-type: none"> <li>• What words rhyme with jump? What letters stay the same?</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming; phonogram -ump-</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

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	<ul style="list-style-type: none"> <li>Find two words on this page that are almost the same except the initial letter/sound. What are the words?</li> </ul>	<ul style="list-style-type: none"> <li>Initial phonemes</li> </ul>
101	<ul style="list-style-type: none"> <li>What word is repeated on this page? Can you say the word without the /j/ sound?</li> <li>Point to the 3<sup>rd</sup> word on this page. How many phonemes are in this word? What's the first phoneme? Second? Third?</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme deletion; phonogram -ump</li> <li>Phonemes; blends</li> </ul>
102	<ul style="list-style-type: none"> <li>What letter(s) can you put before the word 'up' to make new words?</li> <li>What word on this page if you change the vowel sound, you get something the boy is wearing on his head in the picture?</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme insertion, rhyming</li> <li>Riddle; phoneme substitution</li> </ul>
103	<ul style="list-style-type: none"> <li>What is the difference in the vowel sound in 'wind' and the vowel sound in 'like'?</li> <li>What is the longest word on the page?</li> </ul>	<ul style="list-style-type: none"> <li>Discrimination of vowel sounds</li> <li>Attention to print</li> </ul>
104	<ul style="list-style-type: none"> <li>What kind of jumps do the kids take on this page?</li> <li>What word is on the page five times?</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word 'small'</li> <li>Attention to print, -ump word family</li> </ul>

Text: The List Page Numbers: 117-122		
<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>• What is the problem in this story?</li> <li>• How does Brent lose his list? Where does he lose it?</li> <li>• Look at page 118, when it says ‘He drops his list’. Who is he?</li> <li>• What does Brent buy at the stand?</li> <li>• Do you think that Brent got what was on the list? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
117	<ul style="list-style-type: none"> <li>• What does Mom tell Brent to do with the list?</li> <li>• Find the words with the letter a on this page. Do any of them make the same sound?</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word ‘take’</li> <li>• Phonemic awareness; reading for vowel discrimination</li> </ul>
118	<ul style="list-style-type: none"> <li>• What two words end with –st?</li> <li>• What word on the page if you change the first letter you get the opposite of first?</li> </ul>	<ul style="list-style-type: none"> <li>• Final blends</li> <li>• Riddle; phoneme substitution</li> </ul>

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119	<ul style="list-style-type: none"><li>• What word spelled backwards makes another word? (something you can take a bath in)</li><li>• Find a word on the page for each short vowel sound: a, e, l, o, u. Read them.</li></ul>	<ul style="list-style-type: none"><li>• Riddle; phoneme manipulation</li><li>• Vowel discrimination</li></ul>
120	<ul style="list-style-type: none"><li>• Take the s off the word mints. How does it change the word and the meaning of the word?</li><li>• What word begins and ends with the same letter?</li></ul>	<ul style="list-style-type: none"><li>• Singular/plural nouns</li><li>• Attention to print</li></ul>
121	<ul style="list-style-type: none"><li>• What three words on this page rhyme? Which letters are the same?</li><li>• How many words on this page have the short /i/ sound?</li></ul>	<ul style="list-style-type: none"><li>• Rhyming; -ck</li><li>• Vowel discrimination</li></ul>
122	<ul style="list-style-type: none"><li>• What punctuation is used to list the items from the stand?</li><li>• What word has the same vowel sound as Brent?</li></ul>	<ul style="list-style-type: none"><li>• Punctuation, commas in a series</li><li>• Vowel discrimination</li></ul>

Text: Seth and Beth Page Numbers: 3-7		
<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 are Seth and Beth doing in this story?</li> <li>• Who are some of the friends they meet along the way?</li> <li>• Why do Seth and Ben tip their caps on page 4?</li> <li>• Reread page 4. When it says “Ben can see them” who are “them”?</li> <li>• Who is at Blue Pond on pages 6 and 7?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
3	<ul style="list-style-type: none"> <li>• Which names rhyme on page 3? Say them.</li> <li>• Is the vowel sound in “met” the same as it is in “see”?</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming; digraph th; consonant blend with r</li> <li>• Phoneme discrimination of long and short vowel e</li> </ul>
4	<ul style="list-style-type: none"> <li>• If you take away the letter “t” from the beginning of the second word you will make</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; reading new word with letter/sound deletion</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

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	<p>something like to tear paper. What word do you make?</p> <ul style="list-style-type: none"> <li>• What are the names of the characters on this page?</li> </ul>	<ul style="list-style-type: none"> <li>• Diagraph th; short e vowel</li> </ul>
5	<ul style="list-style-type: none"> <li>• Which sentence is the same on page 4 and page 5?</li> <li>• Find the names and words spelled with the short vowel e on page 5. Say them.</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word “far”</li> <li>• Short vowel e; diagraph th</li> </ul>
6	<ul style="list-style-type: none"> <li>• Which names on page 6 rhyme? Say them.</li> <li>• Find the last word on page 6. Now, change the first letter to “b” to make some things that ring. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme; diagraphs th, ck; consonant blend with r; short vowels e, u, o</li> <li>• Riddle; phoneme substitution</li> </ul>
7	<ul style="list-style-type: none"> <li>• Find the last word in the first sentence. Delete two letters and add the letter “m” to the beginning of this word to make some things people wear to hide their face, like with a costume. Say the word.</li> <li>• Change the first letter of the fourth word to “g” and make something people do with gifts. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; blending new word with letter/sound substitution</li> </ul>
8	<ul style="list-style-type: none"> <li>• Change the first letter of the eighth word to “b” and make something that bounces. Say the word.</li> <li>• Be a “th” detective and find all the words with “th”. Say them. Does the “th” have the same sound in all the words?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Word analysis; phonemic awareness/discrimination of voiced and voiceless /th/; diagraph th</li> </ul>

Text: Animal Moms Page Numbers: 21-26		
<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>Does this story have a good title? Why?</li> <li>Reread page 21. When the story says “she is resting on the rocks with them” who is “she” and who are “them”?</li> <li>What are some of the animals you learn about in this text, and what can they do?</li> <li>Reread page 26. When the story says “it is fun” what is “it”?</li> <li>How are the animals the same in the story? How are they different?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Identify the main topic and retell key details of a text.</li> <li>Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>Syntax, sentence structure and/or pronoun use</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
21	<ul style="list-style-type: none"> <li>Change the first letter of the fourth word to “c” and make some things people use to hold coffee or hot chocolate. Say the word.</li> <li>Change the first letter of the this word to “l” and make some things that people use on doors to keep anyone from coming inside. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Riddle; phoneme substitution</li> </ul>

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22	<ul style="list-style-type: none"> <li>Point to the word that tells you where the animals are here. Say it.</li> <li>Which word on page 22 tells you the temperature of the water or how it feels? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “water”</li> <li>High frequency word “cold”</li> </ul>
23	<ul style="list-style-type: none"> <li>Change the first letter of the word that describes the baby bears to “t” and make some things people use to take a bath. Say the word.</li> <li>Find the first word on page 23. Say it. Now, find another word that starts with the same sound. Say it. What letters spell the first sound in these words?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Phonemic awareness and reading words with diagraph th; identifying sound/spelling diagraph th</li> </ul>
24	<ul style="list-style-type: none"> <li>What are the first words in each sentence on page 24? Say them. Which words begin with the same sound? Say them. How is that sound spelled?</li> <li>Take away the letter “t” from the last word in the third sentence and make pretend hair people wear with costumes. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness and reading words with diagraph th; identifying sound/spelling diagraph th; high frequency words they, their</li> <li>Riddle; phoneme deletion</li> </ul>
25	<ul style="list-style-type: none"> <li>Which word on page 25 is spelled the same forward and backward? Say the word.</li> <li>Which words end with the /d/ sound? Say the words. How is the /d/ sound spelled differently at the end of these words?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; word analysis; phonemic awareness</li> <li>Phonemic awareness; word analysis; base word -ed; identification of different sound/spelling /d/</li> </ul>
26	<ul style="list-style-type: none"> <li>Which word tells you the size of the ducks? Say it.</li> <li>Take away the last letter of this word to change it from being more than one to only one.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “little”</li> <li>Riddle; blending new word with letter/sound deletion; base word -s; diagraph -ck</li> </ul>

Text: Scratch, Chomp Page Numbers: 27-32		
<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 are Chuck and his dad doing at the start of the story? Why do they stop?</li> <li>• Is “Scratch, Chomp” a good title for this story? Why or why not?</li> <li>• Read page 31 and look at the picture. What are the “chips”?</li> <li>• Reread page 32. When the story says “the lump has an animal on it” what is “it”?</li> <li>• What is the problem in this story? How do Dad and Chuck solve the problem?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
27	<ul style="list-style-type: none"> <li>• Change the first letter in this word to “p” and make a place that pumpkins grow. Say the word.</li> <li>• Find the last word on page 27. Take away the first letter to make something people want to scratch. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme deletion</li> </ul>

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28	<ul style="list-style-type: none"> <li>Find the name that is spelled the same forward and backward. Say the name. Now, change the first letter in the name to the letters “gl” to make something that means the same as happy. Say the new word.</li> <li>Change the first letter of this word to “k” and make something that is a type of chocolate candy or something you give with a hug. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; word analysis; reading new word with letter/sound substitution; l blend</li> <li>Riddle; phoneme substitution</li> </ul>
29	<ul style="list-style-type: none"> <li>If you take away the first letter of this word you make a part of the body that can listen. Say the word.</li> <li>If you change the letter of the vowel in this name to “i” you make something that hatches out of a hen egg. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme deletion</li> <li>Riddle; phoneme substitution</li> </ul>
30	<ul style="list-style-type: none"> <li>If you change the third letter in the fourth word to “a” you will make a name for a winner. Say the word.</li> <li>If you add the letter “p” to the beginning of the third word in the last sentence you will make something children do when they are sad. Say the word.</li> <li>Two words that repeat on this page are changed in the last sentence. What is added to the words?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Riddle; phoneme insertion</li> <li>Ending -ing</li> </ul>
31	<ul style="list-style-type: none"> <li>Find the third word in the last sentence. If you change the first letter in this word to “f” you will make the opposite of a smile. Say the word.</li> <li>Find the fourth word in the last sentence. If you change the first letter in this word to “j” you make something you can do when you lift your feet.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Riddle; phoneme substitution</li> </ul>
32	<ul style="list-style-type: none"> <li>Find the two words that repeat on this page. What phoneme is different between these two words?</li> <li>Find the last word in the first sentence. Say it. If you add the letters “qu” at the beginning of this sentence you will make a word that means to stop.</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness; medial sound /m/</li> <li>Riddle; blending new word with letter/sound addition of “qu”</li> </ul>

Text: Champs Page Numbers 39-44		
<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 Chet and Dutch do in this story? Why are they called “champs”?</li> <li>• Reread page 41. Who are Fran and Chet?</li> <li>• Reread page 42. When the story says “They know Bill and Fran will play with them” who are “they”? Who are “them”?</li> <li>• What is something the dogs like to play?</li> <li>• Reread page 44. When the story says “it has been fun” what is “it”?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
39	<ul style="list-style-type: none"> <li>• Find the last word in the second sentence. Say it. If you change the first sound in this word to /ch/ you make something that means to drink fast. Say the word.</li> <li>• Find the last word in the first sentence. If you change the second letter in this word to “i” you will</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li> </ul>

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	<p>make something people do to put plants in the ground. Say the word.</p>	
40	<ul style="list-style-type: none"> <li>Find the fourth word in sentence two. Read it. What is it describing?</li> <li>Change the first letter in the seventh word to “t” and make something students take and get a grade. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “own”</li> <li>Riddle; blending new word with letter/sound substitution</li> </ul>
41	<ul style="list-style-type: none"> <li>Who does Chet belong to? How do you know?</li> <li>Add the letter “b” to the beginning of this word from the last sentence and make a group of people that play music together. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Possessive ‘s</li> <li>Riddle; blending new word with letter/sound addition</li> </ul>
42	<ul style="list-style-type: none"> <li>Which word from the last sentence sounds like a word that is the opposite of “yes” but is spelled differently and means to be sure of something? Say the word.</li> <li>If you change the first letter of the first name on page 42 to the blend “cr” you will make something people use to help them walk when they have a broken leg. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; word analysis</li> <li>Riddle; phoneme insertion</li> </ul>
43	<ul style="list-style-type: none"> <li>If you change the first letter of the first word on page 43 to “m” you make something that campers use to light fire. Say the word.</li> <li>Be a detective and find the words on page 43 that sound like the number that comes after one, but are spelled different and have different meanings. Say and spell the words.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Riddle; phonemic awareness; word analysis</li> </ul>
44	<ul style="list-style-type: none"> <li>Find the word good. What do you have to change to make something trees have and people make campfires with. Say the word.</li> <li>If there were only one dog in this story, what would have to change about the last word on the page?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>base word with -s</li> </ul>

Text: Phil’s New Bat Page Numbers: 51-56		
<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>Reread page 51. When the story says “it was just what Phil wished for” what is “it”?</li> <li>What do the words “wham” and “bash” mean on page 52?</li> <li>What is Phil’s problem in the story? How did he solve it?</li> <li>Look at page 56. What does it mean when it says Phil’s bat is “in good hands”?</li> <li>How does Phil’s dad help Phil?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
51	<ul style="list-style-type: none"> <li>Who got Phil a new bat?</li> <li>If you change the last letter of the second word on page 51 to “sh” you make something that means to move fast. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Contractions with ‘s</li> <li>Riddle; phoneme substitution</li> </ul>
52	<ul style="list-style-type: none"> <li>If you change the first letter of the word hit to the letters “qu”</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

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	<p>you make something that means to give up and stop.</p> <ul style="list-style-type: none"> <li>• Which word in the first sentence means the opposite of “old”?</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word “new”</li> </ul>
53	<ul style="list-style-type: none"> <li>• What rhyming words can you find on this page? What parts of the words are the same?</li> <li>• Find the third word in the last sentence. If you change the first letter to “s” you make something the sun does at the end of the day. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme; end sounds</li> <li>• Riddle; phoneme substitution</li> </ul>
54	<ul style="list-style-type: none"> <li>• If you read the fourth word in the third sentence backward you will make the opposite of yes. Say the word.</li> <li>• Find two words in the first sentence that are the same aside from the vowel. What are the words?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme manipulation</li> <li>• Vowel discrimination</li> </ul>
55	<ul style="list-style-type: none"> <li>• What is different about the p in Phil and the p in play? How many words on this page have the /p/ sound?</li> <li>• Add “k” to the beginning of the last word and make a word for baby fox. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial consonant sound</li> <li>• Riddle; phoneme addition</li> </ul>
56	<ul style="list-style-type: none"> <li>• Be a listening detective and find all the words that end with the /z/ sound. Say the words. What letter spells the /z/ sound in these words?</li> <li>• Find the second word in the first sentence and the fourth word in the last sentence. If you swap the first letters you make a kitten and something bakers call a group of cookies. Say the words.</li> </ul>	<ul style="list-style-type: none"> <li>• sound/spelling s /z/</li> <li>• Riddle; phoneme substitution</li> </ul>

<p><b>Text: In a Rush</b>  <b>Page Numbers: 57-62</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 Shan trying to do in this story?</li> <li>• Reread page 58. When the story says “it felt like mush” what is “it”?</li> <li>• Reread page 61. When the story says “Shan got to it at last” what is “it”?</li> <li>• How does the character feel at the beginning, middle and end of the story? Why do Shan’s feelings change?</li> <li>• Look at page 60. It says “plop, plop, plod”. What are those words describing?</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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>57</p>	<ul style="list-style-type: none"> <li>• If you add the letter “w” to the beginning of the third word you make the opposite of lose. Say the word.</li> <li>• How many words on this page end with “sh”? Read them.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme addition</li> <li>• Phonemic awareness; reading words with digraph sh</li> </ul>

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58	<ul style="list-style-type: none"> <li>• If you change the first letter of the fourth word to “c” you make another word for money. Say the word.</li> <li>• If you add the letters “th” to the beginning of eighth word, you make another word for skinny. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme addition</li> </ul>
59	<ul style="list-style-type: none"> <li>• Find the last two words on this page. What is the same about these words? What is different?</li> <li>• Find the last word in the second sentence. What letters/sounds would need to change to make something people use to fix their hair. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial, medial and end sounds</li> <li>• Riddle; phoneme substitution; r blend</li> </ul>
60	<ul style="list-style-type: none"> <li>• Change the first two letters of the first word to “st” and make the opposite of go. Say the word.</li> <li>• Find a word on this page that rhymes with the first word. What is it?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Rhyme; vowel discrimination, end sounds</li> </ul>
61	<ul style="list-style-type: none"> <li>• Find the third word in the last sentence. If you change the middle letter to “i” you make something that is hard and does not bend. Say the word.</li> <li>• If you change the middle letter in the last word to “u”, you make another word for stomach. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li> </ul>
62	<ul style="list-style-type: none"> <li>• Which word lets you know the color of Shan’s clothes? Say the word.</li> <li>• How many words on this page have sh at the end? Read the words.</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word “yellow”</li> <li>• Phonemic awareness; reading words with digraph sh</li> </ul>

Text: Dave and the Whales Page Numbers: 81-85		
<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>Reread page 82. When the story says “we can’t catch him” who is “him”?</li> <li>What did you learn about Dave in this story?</li> <li>Reread page 86. When the story says “it will be a big hit” what is “it”?</li> <li>Why won’t the other whales chase Dave? What do they do instead?</li> <li>How does Dave feel at the end of the story? How do you know?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
81	<ul style="list-style-type: none"> <li>Be a listening detective and find all the words with the long vowel a sound. Say the words. Which words also have the silent e at the end of the words? Say the words.</li> <li>If you change the first letter of the first name to the letter “s” you will make a word that means to keep your money and not spend it. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness/discrimination of long vowel a; sound/spelling CVCe for long vowel a</li> <li>Riddle; phoneme substitution</li> </ul>

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82	<ul style="list-style-type: none"> <li>Find the last word that is a name in the fourth sentence. Change the first letter to “r” to make something used to clean up leaves in a yard.</li> <li>Which word means the same as “cannot” in the last sentence? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Contraction n’t</li> </ul>
83	<ul style="list-style-type: none"> <li>If you change the first letter to “c” in the third word, you make a place bats live. Say the word.</li> <li>Read the 2<sup>nd</sup> sentence. What is the same in the words “makes” and “waves”.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Vowel discrimination; CVCe long vowel a</li> </ul>
84	<ul style="list-style-type: none"> <li>Be a sound detective. Which words on page 84 have the short a vowel sound? Say them. Which words have the long a vowel sound? Say them.</li> <li>Find the third word in the fourth sentence. If you change the first letter to the “l” you will make the opposite of first. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme awareness/discrimination short and long a vowel sounds</li> <li>Riddle; phoneme substitution</li> </ul>
85	<ul style="list-style-type: none"> <li>Be a number detective and find all the number words on page 85. Say them.</li> <li>Find the last word in the second sentence. If you change the first letter to “s” you make something that means it is just alike. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency words “two, three, four, five”</li> <li>Riddle; phoneme substitution</li> </ul>
86	<ul style="list-style-type: none"> <li>Find the second word in the third sentence. If you change the first letter to “g” you make something people like to play.</li> <li>Find the word that means “let us”. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Contraction ‘s</li> </ul>

Text: A Safe Lodge Page Numbers: 87-92		
<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 is a lodge? What did you learn about what a lodge is like from this text?</li> <li>• Reread page 88. When the story says “it drags the sticks” what is “it”?</li> <li>• Reread page 90. When the story says “they can watch” who are “they”?</li> <li>• Find the word on page 90 that can mean to be looking at something and can also be something people wear on their wrists to tell time. Say the word.</li> <li>• What are kits? What do they do in the lodge?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
87	<ul style="list-style-type: none"> <li>• If you change the first make you make a body of water bigger than a pond and smaller than an ocean. Say the word.</li> <li>• If you take away the first letter of the last word, you make an insect that bites animals. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme deletion</li> </ul>

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88	<ul style="list-style-type: none"> <li>• If you change the first letter of the third word to “sh” you make another word that means closes. Say the word.</li> <li>• Find the ninth word of the last sentence. If you change the first letter to “d” you make another word that means to move quickly to avoid or get away from something. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li> </ul>
89	<ul style="list-style-type: none"> <li>• Be a sound detective and find all the words that end with the /s/ sound. Say the words. How is the /s/ sound spelled?</li> <li>• Find the last word in the second sentence. If you change the first letter to “b” you make something that gets a cake ready to eat. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme isolation and discrimination; sound/spelling /s/ soft c</li> <li>• Riddle; phoneme substitution</li> </ul>
90	<ul style="list-style-type: none"> <li>• If you change the first two letters of the fourth word to the letter “f” you make a part of the body that has eyes, nose and mouth. Say the word.</li> <li>• Find the seventh word in the second sentence. If you add “e” to the end of this word to make something people use to help them walk. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li> </ul>
91	<ul style="list-style-type: none"> <li>• Be a listening detective. How many words can you find on this page with the short /a/ sound?</li> <li>• If you read the last word in the second sentence backward you will make something that means to be angry. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel discrimination of short a</li> <li>• Riddle; phoneme substitution</li> </ul>
92	<ul style="list-style-type: none"> <li>• If you change the first letter of the fifth word to “h” you make something baseball players do to a ball during a game. Say the word.</li> <li>• Find the last word in the first sentence. If you change the first letter to “j” you make something sweet that goes on biscuits or toast. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li> </ul>

<b>Text: The Nice Vet</b> <b>Page Numbers: 111-116</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>Why do you think the vet may have made time to see Spike?</li> <li>Reread page 114. When the story says “they get to the vet’s place” who are “they”?</li> <li>Reread page 116. When the story says “nice price, isn’t it” what is “it”?</li> <li>Read the second sentence on page 116 and change the contraction “isn’t” to “is not”. Now read the sentence again with the contraction.</li> <li>What is Kate’s problem in this story and how does she solve it?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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>
111	<ul style="list-style-type: none"> <li>Be a word detective and find the name of the part of our body we see with. Say the word.</li> <li>If you take away the first two letters the dog’s name and put the letter “b” at the beginning of this name you will make something people ride on that has two wheels. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “eyes”</li> <li>Riddle; phoneme substitution</li> </ul>
112	<ul style="list-style-type: none"> <li>Find the fourth word in the last sentence. Change the first letter to</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

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	<p>“l” to make a kind of fruit that is green. Say the word.</p> <ul style="list-style-type: none"> <li>Find the second word in the second sentence. If you change the first letter to “c” you make baby bears. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
113	<ul style="list-style-type: none"> <li>If you change the first letter in the third word to the letters “ch” you make something children use to draw on sidewalks. Say the word.</li> <li>Find the word on this page that is repeated. What is different about the “l” sound in this word and the “l” sound in “itch”?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Vowel discrimination</li> </ul>
114	<ul style="list-style-type: none"> <li>Find the third word in the second sentence. If you change the first letter to the letters “wr” you make the opposite of right. Say the word.</li> <li>Find the last word on page 114. If you change the first letter to the letters “cr” you will make some things that come from dry bread. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Riddle; phoneme substitution</li> </ul>
115	<ul style="list-style-type: none"> <li>If you change the first letter in the fourth word to the letters “dr” you make what people do to move cars. Say the word.</li> <li>How many words on this page have the long i? Say them.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; blending new word from high frequency word “five” with phoneme substitution</li> <li>Vowel discrimination; phonemic awareness of long i</li> </ul>
116	<ul style="list-style-type: none"> <li>Be a rhyme detective and find the words that rhyme on page 116. What are the ending sounds in both words? How is that sound spelled?</li> <li>Find the word that means “is not”. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming; soft c /s/</li> <li>Contraction n’t</li> </ul>

Text: Kite Time Page Numbers: 117-122		
<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>Does this story have a good title? Why?</li> <li>Reread page 117. When the story says “it can glide up on the wind” what is “it”?</li> <li>Read the last sentence on page 121 and pretend the exclamation mark is a period. Read the sentence again with an exclamation mark.</li> <li>Reread page 121. When the story says “it is up” what is “it”?</li> <li>What happens at the end of the story? Why are the characters leaving?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
117	<ul style="list-style-type: none"> <li>If you change the first letter in the sixth word to “d” you make a coin worth ten cents. Say the word.</li> <li>Find the second word in the third sentence. If you change the first letter to</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; blending new word with letter/sound substitution; CVCe long vowel i</li> <li>Riddle; blending new word with letter/sound substitution; CVCe long</li> </ul>

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	<p>“b, you make something people do with their teeth to a sandwich. Say the word.</p>	<p>vowel i</p>
118	<ul style="list-style-type: none"> <li>Find the third word in the second sentence. If you change the first letter to “s” you make something children climb up and then go down in the park and on the playground. Say the word.</li> <li>Find the third word in the last sentence. If you change the first two letters to “sh” you make something people feel when they are very surprised. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; blending new word with letter/sound substitution; l blend; CVCe long i</li> <li>Riddle; blending new word with letter/sound substitution; sh; -ck</li> </ul>
119	<ul style="list-style-type: none"> <li>If you change the first letter of the third word to the letters “sh” you make something like a very big boat. Say the word.</li> <li>Find the fourth word in the second sentence. If you change the first letter to the letters “ch” you make something people like to eat with dips. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; blending new word with letter/sound substitution; sh</li> <li>Riddle; blending new word with letter/sound substitution; ch</li> </ul>
120	<ul style="list-style-type: none"> <li>Find the third word in the fifth sentence. If you change the first letter to the letters “wr” you something people do with a pencil. Say the word.</li> <li>Find the eighth word in the first sentence. If you change the first letter to the letters “sh” make something the sun does. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; blending new word with letter/sound substitution wr; CVCe long vowel i</li> <li>Riddle; blending new word with letter/sound substitution sh; CVCe long vowel i</li> </ul>
121	<ul style="list-style-type: none"> <li>Be a vowel detective and find all the words on page 121 with the long /i/ sound. Say the words.</li> <li>Find the third word in the eighth sentence. If you take away the letter “l” you make parts of the body that are on the right and left of the chest and stomach, between the front and the back. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme; phoneme identification; long i</li> <li>Riddle; blending new word with letter/sound deletion; CVCe long vowel i</li> </ul>
122	<ul style="list-style-type: none"> <li>If you read the fourth word backward you make something that cheetahs and leopards have on their fur. Say the word.</li> <li>If you change the second letter in the sixth word to “a” you make the opposite of wild. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; blending new word with letter/sound manipulation; base word -s</li> <li>Riddle; blending new word with letter/sound substitution; CVCe long vowel</li> </ul>

Text: Go, Jones! Page Numbers: 3-9		
<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 was Jones problem in the story? How did he solve the problem?</li> <li>• What is Jones doing at the beginning, middle and end of the story?</li> <li>• Reread page 4. When it says, “It is just for him.” What is ‘it’? Who do they mean by ‘him’?</li> <li>• Reread page 6. What will go in the big hole?</li> <li>• What are Mike and Jones doing at the end of the story? What does the picture help you understand that the words don’t say?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
3	<ul style="list-style-type: none"> <li>• Can you take the /k/ out of Mike and put in the letter to make it something that belongs to you? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> </ul>
4	<ul style="list-style-type: none"> <li>• Change the /i/ in him to /a/. What word do you have? Is it a real or nonsense word? Now change the /a/ to /u/. What word do you have? Is it a real word or nonsense? Now</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> </ul>

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	change the /u/ to /o/. What word do you have? Is it real or nonsense?	
5	<ul style="list-style-type: none"> <li>Find the word ‘around’. Read the sentence it is in to a partner.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “around”</li> </ul>
6	<ul style="list-style-type: none"> <li>Can you take away two letters in ‘bone’ to make the word that is opposite of yes? What word did you make? What is the final sound in ‘no’?</li> <li>Take the letter s away from ‘so’ and add a beginning letter to make a word that is the opposite of stop.</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme deletion</li> <li>Riddle; phoneme substitution</li> </ul>
7	<ul style="list-style-type: none"> <li>Change /l/ in hole to make the word that means a place to live? Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
8	<ul style="list-style-type: none"> <li>How many words on this page have the long o sound?</li> <li>Look at the word “to”. Does the “o” make the same sound as in “home” and “Jones”?</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness; reading words with long vowel o.</li> </ul>
9	<ul style="list-style-type: none"> <li>If you take away the /b/ in bone, what blend can you add to make the word that is another word for a rock?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

Text: My Mule, Duke Page Numbers: 27-34		
<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 was the problem in the story? How did it get solved?</li> <li>• On page 27 what words describe Duke?</li> <li>• Reread page 28. What does “June is light.” mean? Why is this important?</li> <li>• On page 29 why are there exclamation marks after “No! No! Duke sits down!”</li> <li>• Reread page 30. What does June pick up?</li> <li>• Reread page 33. What makes Duke get up? What does clip, clop, clip, clop mean?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
27	<ul style="list-style-type: none"> <li>• If you change the /D/ in Duke to a /L/. What name do you have?</li> <li>• Can you act out the word you would have if you changed the long /u/ in huge to a short /u/ and took off the e at the end?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Riddle; phoneme substitution</li> </ul>
28	<ul style="list-style-type: none"> <li>• Point to the word light. What does it mean on this page?</li> <li>• If you took out the /l/ in light what beginning sound could you</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency word “light”</li> <li>• Rhyming</li> </ul>

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	<p>add to make the word that is the opposite of day?</p> <ul style="list-style-type: none"> <li>• What blend could you add to -ight to finish this sentence, The sun is so _____?</li> </ul>	<ul style="list-style-type: none"> <li>• Initial sound; r cluster</li> </ul>
29	<ul style="list-style-type: none"> <li>• What word can you make if you change the last sound in home to /l/? What word do you have? Whisper another word that rhymes with hole.</li> <li>• Does the o in “down” make the same sound as the o in “home”?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Rhyming</li> <li>• Vowel discrimination</li> </ul>
30	<ul style="list-style-type: none"> <li>• I’m thinking of name on this page that ends with -uke. What is it? I’m thinking of an instrument that ends with -ute. Read it and jump up when you’ve found it. I’m thinking of a word that end with -une and can be a name of a person or a month. Sit down and say it when you find it.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness and reading words with long u spelling patterns (-une, -uke, -ute)</li> </ul>
31	<ul style="list-style-type: none"> <li>• What sound could you change the /m/ in home to so you have something that sprays water in a yard or garden?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme substitution: Final</li> </ul>
32	<ul style="list-style-type: none"> <li>• I’m going to say a word. If it has a long vowel sound clap your hands, if it has a short vowel sound stomp your foot. (June, skip, hop, tune, play)</li> <li>• Find the words that repeat on this page. Can you sing them like June does?</li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination of long and short vowel sounds</li> <li>• Connect to comprehension</li> </ul>
33	<ul style="list-style-type: none"> <li>• Can you change the long /u/ in June to a long /a. What name do you have?</li> <li>• How many words on this page start with “cl”? Read them.</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme substitution: Medial</li> <li>• Phonemic awareness; reading words with “cl” cluster</li> </ul>
34	<ul style="list-style-type: none"> <li>• Can you change the /m/ in home to make the word be a feeling word that means you want something to happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> </ul>

Text: At the Beach Page Numbers: 35-42		
<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 do the characters meet?</li> <li>Reread pg. 36. Tell your partner what they ate at the beach. How did it taste?</li> <li>Reread pg. 37. What do they do on their walk? What does “about five shells mean?”</li> <li>Reread pg. 39 Did they dig just one hole? How do you know?</li> <li>On page 41, a sentence says, “We run and jump over it.” Who are the ‘we’?</li> <li>Think about the whole story, what did they have fun doing at the beach?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
35	<ul style="list-style-type: none"> <li>If you change the long /e/ in Pete to a short /e/ and get rid of the final e, what word do you have?</li> <li>Can you name 3 words that rhyme with pet?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Rhyme</li> </ul>
36	<ul style="list-style-type: none"> <li>How can you change the /ch/ at the end of beach to make the</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

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	word of the thing the characters make out of sand?	
37	<ul style="list-style-type: none"> <li>If you take away the ‘a’ and ‘b’ in about what word do you have?</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “about”</li> <li>Letter/sound manipulation</li> </ul>
38	<ul style="list-style-type: none"> <li>What is the last sound in by? Now take away the /b/ and add a beginning blend to make the word that is place where birds fly.</li> <li>Find the word that repeats on this page. What is the first phoneme? The middle? The end?</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “by”</li> <li>Riddle; phoneme substitution</li> <li>Discrimination of sounds in words.</li> </ul>
39	<ul style="list-style-type: none"> <li>Can you take the /s/ from sea and add a beginning sound to make a word that means a hot drink?</li> <li>Find the word that repeats. Can you change the middle vowel in that word to make a new word? How many words can you make?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Vowel discrimination</li> </ul>
40	<ul style="list-style-type: none"> <li>Neat and beast both have the same middle sound. What is it? What word would you have if you took the /n/ off and replaced it with a /tr/? Blend the sounds together and say the word.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics skill: ea</li> <li>Riddle; phoneme substitution</li> </ul>
41	<ul style="list-style-type: none"> <li>Can you change the /b/ in beast to a word that means a big meal?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
42	<ul style="list-style-type: none"> <li>Look at the words we, meet and beach. What makes the long /e/ sound in each word? Tell a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics skill: long e spelling patterns</li> </ul>

Text: The King’s Song Page Numbers: 59-66		
<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 happened to King Ming in the story?</li> <li>• How was the Green Bird different from the other birds?</li> <li>• On page 62. Who is ‘he’ when it says, “he had no songs”?</li> <li>• Reread page 63. What happened when Green bird came?</li> <li>• On page 64, what did Queen Ling ask Green bird? Let’s all read it in a question voice.</li> <li>• Reread page 66. How long did it take to get his voice back? Was the King’s problem solved?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
59	<ul style="list-style-type: none"> <li>• What is the last sound in sang?</li> <li>• Change the /s/ in sang to make the word something that the bell did this morning?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phonemes: Final</li> <li>• Riddle; phoneme substitution</li> </ul>
60	<ul style="list-style-type: none"> <li>• What is the last sound in Ling? What word can you make that is the opposite of short by changing the /i/ to /o/?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phonemes: Final</li> <li>• Riddle; phoneme substitution</li> </ul>

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61	<ul style="list-style-type: none"> <li>Read the sentence with the contraction “don’t”. What two words make the contraction “don’t”?</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word-“don’t”</li> </ul>
62	<ul style="list-style-type: none"> <li>What is the last sound in pink? What sound can you change the /p/ to so you have a word of something you do with your brain?</li> </ul>	<ul style="list-style-type: none"> <li>Identify phonemes: -nk</li> <li>Riddle; phoneme substitution</li> </ul>
63	<ul style="list-style-type: none"> <li>Read ‘He had sweet, sweet songs.’ Now read the sentence as if it had a question mark at the end. How does this change the meaning of the sentence?</li> </ul>	<ul style="list-style-type: none"> <li>Attention to punctuation (question mark)</li> </ul>
64	<ul style="list-style-type: none"> <li>If you take away the letter g in sing, what letter can you replace it with so the word is a place you wash your hands?</li> <li>If you take away the k in wink, what letter can you replace it with so you have a part of the bird’s body?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Riddle; phoneme substitution</li> </ul>
65	<ul style="list-style-type: none"> <li>Take the letter n and letter s off of ‘notes’. What beginning letters can you add so you have a word that means something did yesterday in school?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme deletion, addition</li> </ul>
66	<ul style="list-style-type: none"> <li>What is the ending sound in sang? What new beginning sound can we add to make a word that means something we like to do on a drum?</li> </ul>	<ul style="list-style-type: none"> <li>Identify phonemes: final</li> <li>Riddle; phoneme substitution</li> </ul>

<p><b>Text: Sweet Treats</b>  <b>Page Numbers: 75-82</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 new facts did you learn about grapes?</li> <li>• Where do grapes grow?</li> <li>• What color can grapes be? Did you use the pictures or words to find out?</li> <li>• Reread page 77. What do grapes need to grow?</li> <li>• Reread page 79. How do grapes need to be picked? Why do you think this is how they need to be picked?</li> <li>• Read the sentence, “Grapes may rot if they stay too long.” Who is ‘they’ in this sentence?</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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>75</p>	<ul style="list-style-type: none"> <li>• Change the /d/ in day to a sound that makes a word of something horses eat. Say the two words fast. What do you notice?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Rhyming; phonogram ay</li> </ul>
<p>76</p>	<ul style="list-style-type: none"> <li>• If you take the letters ow off of grow and add ay, what color word will you have?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Phonics skill: ay phonogram</li> </ul>

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77	<ul style="list-style-type: none"> <li>• Read page 77 in a slow, dull voice. Now read it again with expression. What do you notice?</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency: expression</li> </ul>
78	<ul style="list-style-type: none"> <li>• If you take away the w in ‘wait’, and add a b, you will get a word that means what fishermen use for catching fish. Say the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Phonics skill: ai</li> </ul>
79	<ul style="list-style-type: none"> <li>• What word would you have if you removed the /ed/ from ‘picked’ and added /ing/?</li> <li>• How can you change ‘picked’ into a word that means something a bird does? What changes in the word?</li> <li>• Can you find a word on this page that can be shortened by making a contraction?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme substitution: final</li> <li>• Riddle; phoneme substitution</li> <li>• Contractions n’t</li> </ul>
80	<ul style="list-style-type: none"> <li>• If you change the /o/ in ‘long’ to different vowel you will have something you breathe with? What is it?</li> <li>• Can you find a word on this page where if you spell it backwards it means the opposite of yes?</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Phoneme manipulation</li> </ul>
81	<ul style="list-style-type: none"> <li>• Read the last sentence on page 81 as if it ends with a period. Now read it with the punctuation. What changes?</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency: expression and paying attention to punctuation</li> </ul>
82	<ul style="list-style-type: none"> <li>• What sound do ‘Kay’, ‘tray’ and ‘wait’ all have in common? Is the long /a/ sound in the middle or at the end of these words? Which two of these words have the same spelling pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics skill: ai, ay</li> <li>• Spelling patterns: /ay/ as a final sound and /ai/ as a medial sound</li> </ul>

Text: Let's Eat Page Numbers: 91-98		
<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>Reread page 91. Who is 'he' in the sentence "He'd hate to be late."?</li> <li>Reread page 92. Who is the 'she' in the sentences "She'll like this."?</li> <li>What was in Ben's pot?</li> <li>Read page 94 out loud. What drink are they having?</li> <li>Read page 95 out loud. Think of what you have read so far. Who do you think made the treat?</li> <li>Reread page 98. What was under each plate?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
91	<ul style="list-style-type: none"> <li>Read the sentence, "He'd hate to be late." How would you read it without the contraction?</li> </ul>	<ul style="list-style-type: none"> <li>Phonics skill: contraction ('d)</li> </ul>
92	<ul style="list-style-type: none"> <li>I'm thinking of a word that rhymes with 'peas' and its little bugs that live on dogs. What is it? I'm thinking of a word that rhymes with plate and it's</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming (taking time to notice spelling patterns in print)</li> <li>Phoneme substitution</li> </ul>

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	<p>something you close on a fence. What is it?</p>	
93	<ul style="list-style-type: none"> <li>Look at the word Blaine. Can you take away the B and e to make a new word that you use with a hammer?</li> </ul>	<ul style="list-style-type: none"> <li>Spelling pattern: ai</li> </ul>
94	<ul style="list-style-type: none"> <li>Reread this page. What would the contraction be in Nell was a boy?</li> </ul>	<ul style="list-style-type: none"> <li>Phonics skill: contraction ('ll)</li> </ul>
95	<ul style="list-style-type: none"> <li>I will say two words. You say the contraction they make.</li> <li>Is not, did not, she will, he will, he would</li> </ul>	<ul style="list-style-type: none"> <li>Phonics skill: contractions ('ll, 'd, n't)</li> <li>(two of the contractions are on this page, the others are in the story on other pages)</li> </ul>
96	<ul style="list-style-type: none"> <li>When I say a word with a long vowel sound clap your hands, when I say a word with a short vowel sound, stomp, your feet.</li> <li>Nell, gave, note, please, quick</li> </ul>	<ul style="list-style-type: none"> <li>Vowel sound discrimination: short vs. long sound</li> </ul>
97	<ul style="list-style-type: none"> <li>If you remove the B, l and e what beginning sound can you add to Blaine to make something that falls from the sky? Now what can you add to the beginning to make the word of something that goes on a track?</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme deletion and substitution</li> </ul>
98	<ul style="list-style-type: none"> <li>Read the sentence out loud, "Under each plate was a thank you note!" Now read it again with a period at the end instead of an exclamation mark. How does it sound different?</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: expression and punctuation</li> </ul>

Text: It Was Snow Fun Page Numbers: 99-106		
<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 did the snow fall?</li> <li>How does Bill feel about the snow?</li> <li>What did they have to do before they played in the snow?</li> <li>Reread pg. 104. Who is ‘we’ in the sentence “Can we make a snow dog, Joan?”</li> <li>Why did Bill and Joan go in? Did they have fun in the snow?</li> <li>Why did Joan laugh on page 106?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
99	<ul style="list-style-type: none"> <li>If you add /cr/ to oak can you figure out the sound a frog makes?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution (vowel pair -oa)</li> </ul>
100	<ul style="list-style-type: none"> <li>Take away the /sn/ in snow and add /gl/. What word do you have? Take away the /gl/ and add a beginning sound that is a word you do in a boat. Say snow, glow, and row fast. What</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution (vowel pair -ow)</li> <li>Rhyming: vowel pattern -ow</li> </ul>

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	do you notice? (they rhyme, they all end with the same sound)	
101	<ul style="list-style-type: none"> <li>Read what Bill says on page 101 as if there were only periods. Now, read it again with the exclamation points.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: intonation (adjusting your voice based on punctuation)</li> </ul>
102	<ul style="list-style-type: none"> <li>Take away the letters c and s in ‘coats’. Add a new beginning sound to make a word you can ride in. Take away that beginning sound and add a blend to make a word you can do in the water.</li> <li>Say coat, boat, float fast. What do you notice? (they all have -oat at the end).</li> </ul>	<ul style="list-style-type: none"> <li>Phonogram: -oat</li> <li>Rhyming: vowel pattern -oa (practicing for long o sound but also the pattern for writing the words)</li> </ul>
103	<ul style="list-style-type: none"> <li>Read page 103 out loud. Read it again pretending each sentence ends with a question mark. Read it one more time pretending each sentence ends with an exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: intonation (adjusting your voice based on punctuation)</li> </ul>
104	<ul style="list-style-type: none"> <li>Clap the syllables in ‘little’. Show me on your fingers how many syllables. Say the first syllable. Say the second syllable.</li> </ul>	<ul style="list-style-type: none"> <li>Segment Syllables</li> </ul>
105	<ul style="list-style-type: none"> <li>Take out the letter a in ‘Joan’. What boy name do you have? How are the vowel sounds different in Joan and Jon? (long o vs. short o)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme substitution: medial</li> <li>Vowel discrimination: long o vs. short o</li> </ul>
106	<ul style="list-style-type: none"> <li>Find the contraction on this page. What two words did this word come from?</li> </ul>	<ul style="list-style-type: none"> <li>Contractions n’t</li> </ul>

<b>Text: Rex Knows</b> <b>Page Numbers: 123-130</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>• Why does Rex need to wake up?</li> <li>• Reread page 124. What does “Joan hints as Rex eats” mean?</li> <li>• How do Joan and Rex feel about their job?</li> <li>• Read page 127 out loud. Why can’t Rex stop to play?</li> <li>• Who let’s Joan and Rex in on page 129?</li> <li>• What does Rex do to make the friends smile?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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>
123	<ul style="list-style-type: none"> <li>• Change the k in ‘work’ to a letter that makes it something you can find in a book</li> </ul>	<ul style="list-style-type: none"> <li>• High Frequency Word “work”</li> </ul>
124	<ul style="list-style-type: none"> <li>• What word that is something cold will you have if you take the b and l off of ‘bowl’ and put /sn/ at the beginning?</li> </ul>	<ul style="list-style-type: none"> <li>• Phonogram: ow</li> <li>• Riddle; phoneme substitution</li> </ul>
125	<ul style="list-style-type: none"> <li>• Find the contraction on this page. What two words does this word come from?</li> </ul>	<ul style="list-style-type: none"> <li>• Contractions ‘ve</li> </ul>

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	<ul style="list-style-type: none"> <li>• What words on this page have “ow” in them? Read the words. What is different about the sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness; reading of words with vowel pair or phonogram “ow”</li> </ul>
126	<ul style="list-style-type: none"> <li>• Say the words ‘Joan’, ‘coat, and ‘know’. What vowel sound do you hear? (long o) What letters make that sound in each word? (oa, ow) Now change the words so there is a short o sound. Are the words real or nonsense? Tell a partner what you think (know will become ‘kno’. Discuss this would be nonsense because of the spelling pattern.)</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics skill: -oa and -ow</li> <li>• Vowel sound discrimination and spelling pattern: long o vs. short o</li> </ul>
127	<ul style="list-style-type: none"> <li>• Change the /D/ in Duke to a different letter to make a boy’s name. Take away the kn in ‘knows’ and add a letter that makes the word for something someone does in a boat.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics skill: long u</li> <li>• Riddle; phoneme substitution</li> <li>• Phonogram: -ow</li> </ul>
128	<ul style="list-style-type: none"> <li>• Read page 128 out loud to a partner. Make sure to read using the punctuation. (question marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency: intonation (adjusting your voice based on punctuation)</li> </ul>
129	<ul style="list-style-type: none"> <li>• Change the k in ‘work’ to a letter that makes the word of an animal that lives in dirt.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• High Frequency word “work”</li> </ul>
130	<ul style="list-style-type: none"> <li>• Clap the word ‘playing’. How many syllables? Take the ‘ing’ away. Clap again. How many syllables now?</li> </ul>	<ul style="list-style-type: none"> <li>• Segment Syllables</li> </ul>

Text: Bedtime for Ray Page Numbers: 131-138		
<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 did Ray want to do instead of going to bed?</li> <li>• Reread page 132. What is dad’s rule about bedtime?</li> <li>• How do Shep and Ray feel about each other? How do you know?</li> <li>• How does Ray get Shep out of the bathtub? Use the pictures and words.</li> <li>• Reread page 136. What is a bedtime tale?</li> <li>• Where does Shep sleep? Why?</li> <li>• What does Ray dream about?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
131	<ul style="list-style-type: none"> <li>• Listen to me say two small words-bed, time. What word do you have if you put them together? How many syllables does bedtime have? Clap to check.</li> </ul>	<ul style="list-style-type: none"> <li>• Compound words</li> <li>• Combine syllables</li> </ul>
132	<ul style="list-style-type: none"> <li>• Can you find another compound word on this page? (weekday)</li> <li>• Change the second syllable in weekday to a word that makes</li> </ul>	<ul style="list-style-type: none"> <li>• Compound words</li> <li>• Riddle; word parts/ comprehension</li> </ul>

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	<p>weekday be when you don't come to school.</p>	
133	<ul style="list-style-type: none"> <li>• Change the beginning sound in Ray so you have a word of something you like to do. Take off that beginning blend and add a beginning blend to make a color word. Take that beginning blend away and add a beginning sound to make the word of something that horses eat.</li> <li>• Say the words fast. (Ray, play, gray, hay). What do you notice? (they rhyme, they all have -ay.)</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Phonogram: -ay</li> </ul>
134	<ul style="list-style-type: none"> <li>• Read page 134 out loud. Remember to make sure you use the punctuation in your voice. Read it again. Were you able to read it more smoothly the second time?</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency, rate</li> </ul>
135	<ul style="list-style-type: none"> <li>• Change the vowel in 'Shep' so you have a word that is another word for boat. Now, change the vowel again so you have a word that is a place you can buy something.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> </ul>
136	<ul style="list-style-type: none"> <li>• Read page 136 out loud. Make sure your voice uses the punctuation.</li> <li>• Find the word that refers to the person who read the bedtime story. Close your eyes and spell that word.</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation</li> <li>• High Frequency word "mother"</li> </ul>
137	<ul style="list-style-type: none"> <li>• Change the second syllable in 'bedside' to a word that means the place where you sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize syllables</li> <li>• Riddle; compound words</li> </ul>
138	<ul style="list-style-type: none"> <li>• Read page 138 out loud to a partner. Can you read it again a second time more quickly? Make sure your voice uses the punctuation. Take turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency, rate</li> </ul>

Text: Rosebud Page Numbers: 155-162		
<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>Who gets to name the boat? (me) How will we find out who ‘me’ is?</li> <li>What is the boat’s name? Can you tell who named it yet? How can you tell?</li> <li>Reread page 157. When do they sail?</li> <li>Read page 158 out loud. What did they do if it rained? Show your partner where you found the answer in the text.</li> <li>What does it mean when it says ‘the sun peeked out’? What did they do then?</li> <li>Reread page 158. What did they do on their long trip? Who is ‘we’?</li> <li>Read page 161 out loud. What happened before the sunset?</li> <li>At the end of the story, what are the characters going to do?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
155	<ul style="list-style-type: none"> <li>I’m thinking of a two syllable word that goes on the water. Point to it in your book. Now, change the first syllable to a word that makes the whole word a kind of boat that has an engine and goes fast.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize syllables</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 4 | Lesson: 20

156	<ul style="list-style-type: none"> <li>• Clap ‘paintbrushes’. How many syllables? Take the first syllable away. What word do you have? How many syllables?</li> </ul>	<ul style="list-style-type: none"> <li>• Segment syllables</li> <li>• Recognize syllables</li> </ul>
157	<ul style="list-style-type: none"> <li>• Clap each word I say. If it has one syllable jump, if it has two syllables wave.</li> <li>• (sailing, sailed, daytime, long, sunrise, sometimes, nice)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize syllables</li> </ul>
158	<ul style="list-style-type: none"> <li>• Add a beginning letter to ‘read’ to make a word of something you eat. Now take the d away and add two letters to make something you do with your lungs.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics: short vowel /e/ ea</li> </ul>
159	<ul style="list-style-type: none"> <li>• I’ll say two words, you put them together to make one word. Say the words quickly. ( Top, side) (sail, boat)</li> <li>• (day, time) (some, times) (rose, bud)</li> </ul>	<ul style="list-style-type: none"> <li>• Combine syllables</li> </ul>
160	<ul style="list-style-type: none"> <li>• Change the beginning sound in ‘sailed’ so you have something you do with a hammer. What makes the long /a/ sound in these words?</li> </ul>	<ul style="list-style-type: none"> <li>• Phonogram: -ai</li> <li>• Phoneme substitution</li> </ul>
161	<ul style="list-style-type: none"> <li>• Look at the word ‘spread’. What makes the short /e/ sound? What do you need to change so the word is something you use with a needle? How can you change it now so it is something you have on your body?</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics: short vowel /e/ ea</li> </ul>
162	<ul style="list-style-type: none"> <li>• Read page 162 out loud. Read it again to a partner. How many compound words can you find? What are they?</li> </ul>	<ul style="list-style-type: none"> <li>• Rate</li> <li>• Compound words</li> </ul>

Text: Clark’s Part Page Numbers: 11-18		
<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 part does Clark have in the class show?</li> <li>• On page 13, what was Clark doing when he got hurt and where was he?</li> <li>• On page 14, what did Clark need? Who was with him?</li> <li>• Why did Clark have to do things with his left hand?</li> <li>• Reread page 16. Who is ‘you’ in the sentence, “Can you write?” asked Rick?</li> <li>• How will mom know Clark in the play?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
11	<ul style="list-style-type: none"> <li>• Change the ending letter in ‘part’ so you have a word that is a place to play. (park) Now change the beginning sound of that word so you have an animal that lives in the ocean (shark).</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> </ul>
12	<ul style="list-style-type: none"> <li>• What words in the last paragraph rhyme? What is the same about these words?</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme; phonogram -ar</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 21

	<ul style="list-style-type: none"> <li>Barking sounds are described as what? Will there be one sound or more than one?</li> </ul>	<ul style="list-style-type: none"> <li>High frequency word “noise”; plural ending s</li> </ul>
13	<ul style="list-style-type: none"> <li>I’ll say the syllables, you say the words and push your fists together to crash the parts together (week, end) (dart, ed) (bark, ing) (stor, y)</li> <li>Find another word on the page that has the same sound as the middle sound in part.</li> </ul>	<ul style="list-style-type: none"> <li>Blend syllables</li> <li>Phonogram -ar</li> </ul>
14	<ul style="list-style-type: none"> <li>I’m going to say 3 words (sharp, arm, Clark). What sound do they all have? (/ar/). Think of another word with the /ar/ sound and whisper it to your partner.</li> </ul>	<ul style="list-style-type: none"> <li>Phonogram: -ar</li> </ul>
15	<ul style="list-style-type: none"> <li>What letter can you take away from ‘start’ to have a word of something in the night sky?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
16	<ul style="list-style-type: none"> <li>Read page 16 out loud, with different voices for Rick, Clark, and Nell.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: phrasing</li> </ul>
17	<ul style="list-style-type: none"> <li>What word do you have if you add ‘ing’ to ‘show’? Think of a sentences with this word and tell your partner. What word do you have if you add ‘ing’ to ‘bark’? Think of a sentence with this word and tell your partner.</li> </ul>	<ul style="list-style-type: none"> <li>Add phonemes: ing</li> </ul>
18	<ul style="list-style-type: none"> <li>I’ll say a word. Move your hands like you are pulling it apart and say each syllable. (classmates, maybe, weekend, darted, barking)</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> </ul>

Text: More Fun for Jake Page Numbers: 27-34		
<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 Dad run?</li> <li>Reread page 28. Tell your partner which sentences are the talking sentences. How do you know?</li> <li>Where did Jake and his dad go? Why did they go there?</li> <li>Reread page 30. What words describe Jake’s shorts and cap?</li> <li>On page 31, what was the note about? How do you think Jake felt? Why?</li> <li>How did Jake feel about the race?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
27	<ul style="list-style-type: none"> <li>Act out the word you have if you take the ‘h’ out of ‘shore’.</li> </ul>	<ul style="list-style-type: none"> <li>Phonogram: -ore</li> </ul>
28	<ul style="list-style-type: none"> <li>Can you point to the word that tells you when Jake dreams of being like his dad? (night) Close your eyes and spell it.</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word “night”</li> </ul>
29	<ul style="list-style-type: none"> <li>When I say a word with the /or/ sound jump. When I say a word</li> </ul>	<ul style="list-style-type: none"> <li>Phonograms: -ar, -or</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 21

	with the /ar/ sound clap. (sports, part, arm, store, shorts, bark)	
30	<ul style="list-style-type: none"> <li>I'm thinking of something you wear that starts with sh and ends with ts. What sound can you add to the middle? (/or/-shorts) I'm thinking of a color word that starts with gr and ends with n. What sound can you add in the middle? (long e-/ee/ green)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
31	<ul style="list-style-type: none"> <li>Read page 31 out loud, making sure to use punctuation and natural pauses. Take turns with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: phrasing</li> </ul>
32	<ul style="list-style-type: none"> <li>Read page 32 out loud to a partner 3 times. Make sure to use the punctuation and try to be a little smoother each time you read it.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: intonation, rate</li> </ul>
33	<ul style="list-style-type: none"> <li>I'm going to say 5 words. Clap the syllables and show me on your fingers how many you clapped. (loudly, race, every, weekend, night)</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> </ul>
34	<ul style="list-style-type: none"> <li>What word would you have if you changed the /o/ in stop to /e/? (step) Act it out. What word would you have if you changed the /u/ in fun to /a/? (fan) Act it out.</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

Text: See the Birds Page Numbers: 35-42		
<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 did you learn about birds in this text?</li> <li>• What does ‘perched’ mean?</li> <li>• When can birds find lots of food?</li> <li>• Reread page 38. What does the bird make her nest out of? What season does she build her nest?</li> <li>• Reread page 39. What line of the text tells you where the chicks are? (curled up in the egg) What does this mean?</li> <li>• What can a chick do when it hatches? What can’t it do?</li> <li>• On page 41, what does ‘perk up’ mean?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
35	<ul style="list-style-type: none"> <li>• What word will you have if you change the o in ‘song’ to an i? (sing) What word will you have if you change the i to an a? (sang) What word will you have if you change the a to a u? (sung). Whisper which of these words fits this sentence: Yesterday the birds _____ loudly!</li> <li>• What word describes the sound of the bird? What sound is the vowel making in this word?</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute vowel sounds</li> <li>• R controlled vowels ir</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 22

36	<ul style="list-style-type: none"> <li>• What word will you have if you take away the letters t and s in ‘turns’ and add a beginning letter to make something that happens with fire? (burn)</li> <li>• Now, change the middle sound so you have a place where cows live. What word did you make? (barn)</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Phonics focus: -ur</li> <li>• Substitute vowel sounds</li> </ul>
37	<ul style="list-style-type: none"> <li>• Reread page 37 to yourself. Were there any words that were tricky? Read those words to yourself again to practice. Now read the page to a partner. Were you more accurate the second time? Take turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy: Connected text</li> </ul>
38	<ul style="list-style-type: none"> <li>• Can you change the beginning sound in ‘dirt’ so you make a word of something you wear? (shirt) Now, can you change the middle sound in shirt so you have the opposite of tall? (short)</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> </ul>
39	<ul style="list-style-type: none"> <li>• Read and act out this sentence: “The chicks are curled up safe inside the egg”. Take turns.</li> <li>• What makes the /ur/ sound in ‘curled’?</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy: Connected text</li> <li>• R-controlled vowels -ur</li> </ul>
40	<ul style="list-style-type: none"> <li>• Re-read and act out this page. Take turns. Now, point to the word that describes the bird. (baby) Close your eyes and spell it. Check it. Were you correct?</li> <li>• What word describes how the bird comes out of its shell? (burst) Say each sound.</li> </ul>	<ul style="list-style-type: none"> <li>• High Frequency word “baby”</li> <li>• R controlled vowels -ur</li> </ul>
41	<ul style="list-style-type: none"> <li>• Can you change the middle sound in ‘perk’ so you have a place where you play? (park) Can you change the middle sound in ‘park’ so you have a kind of meat? (pork)</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute Vowel sounds</li> </ul>
42	<ul style="list-style-type: none"> <li>• Reread page 42 to yourself. Were there any words that were tricky? Read those words to yourself again to practice. Now read the page to a partner. Were you more accurate the second time? Take turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy: Connected text</li> </ul>

<p><b>Text: Meet Gert</b>  <b>Page Numbers: 59-66</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 telling the story? How do you know?</li> <li>On page 59, What are two things you learned about Gert?</li> <li>Why does Gert start the day in the shade?</li> <li>Who is ‘she’ in the sentence ‘She likes red the best’?</li> <li>Reread page 62. What is Gert good at?</li> <li>Can you find the sentence on page 63 that tells you what Gert is learning to do? What is it?</li> <li>Can you tell me 4 things you learned about Gert from this story?</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use.</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>
59	<ul style="list-style-type: none"> <li>Reread page 59. Jump as you spell how old Gert is. ( e-i-g-h-t)</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word “eight”</li> </ul>
60	<ul style="list-style-type: none"> <li>I’ll say two words. You pull apart the words and say each syllable (reading, surfing)</li> <li>How many words can you find on this page with -ir, -er or -ur? Read the words.</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> <li>Phonemic awareness; reading words with r-controlled vowels</li> </ul>
61	<ul style="list-style-type: none"> <li>Reread page 61 to yourself. Were there any words that were tricky?</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy: Connected text</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 22

	<p>Read those words to yourself again to practice. Now read the page to a partner. Were you more accurate the second time? Take turns.</p> <ul style="list-style-type: none"> <li>• How many words can you find on this page with -ir, -er or -ur? Read the words.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness; reading words with r-controlled vowels</li> </ul>
62	<ul style="list-style-type: none"> <li>• I'll say the syllables of two words. Use your fists to crash the syllables together and say the word. (kick, ing) (team, mates)</li> </ul>	<ul style="list-style-type: none"> <li>• Blend syllables</li> </ul>
63	<ul style="list-style-type: none"> <li>• I'm thinking of a word of something we are doing at school. (learning) Clap the syllables. Show me on your fingers how many syllables you clapped.</li> <li>• Find the word on this page that means a piece of clothing. Can you change the 2<sup>nd</sup> letter to make the word mean a <i>different</i> piece of clothing? What changes?</li> </ul>	<ul style="list-style-type: none"> <li>• High Frequency word</li> <li>• Segment syllables</li> <li>• Riddle; phoneme substitution</li> </ul>
64	<ul style="list-style-type: none"> <li>• Can you take away the e in 'race' and rearrange the letters so you have something you drive?</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme manipulation; phonogram: -ar</li> </ul>
65	<ul style="list-style-type: none"> <li>• Find the word on this page that repeats. Can you take off the last syllable and name what Gert does? Act it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Base words; comprehension</li> </ul>
66	<ul style="list-style-type: none"> <li>• I'll say the syllables, you say the words (a, bout) (whirl, ing) (be, gins) (surf, ing) (pic, tures) (cross,ing) (team, mates)</li> </ul>	<ul style="list-style-type: none"> <li>• Blend syllables</li> </ul>

Text: Two Good Cooks Page Numbers: 75-82		
<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>Why are the boy and father cooking dinner?</li> <li>Who is the ‘we’ in “We look at this shelf”?</li> <li>On page 77, why do you think it says, “We can’t cook yet”?</li> <li>Reread page 78. What helps them be able to cook? Have you ever looked at a cookbook?</li> <li>Look at and reread page 79. What are they going to cook? What information did you get from the text? What information did you get from the picture?</li> <li>What happens when mom gets home?</li> <li>What is a ‘good deed’?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
75	<ul style="list-style-type: none"> <li>I’m thinking of a word that means the same thing as start and it starts with a ‘b’. Can you find it on this page? (began)</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word “began”</li> </ul>
76	<ul style="list-style-type: none"> <li>Listen to me say 3 words. (look, cook, good). What do you notice? Which word sounds different from the others? (2 of them rhyme, they all have /oo/ in the middle)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics: vowel digraph /oo/</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 23

77	<ul style="list-style-type: none"> <li>• Can you change the /c/ in ‘cook’ to a sound that makes a word of something you read? (book) Now can you take away the /b/ and add a beginning sound that means you moved something really fast? (shook) Now can you change the /sh/ to a sound that makes the word for something you use when you go fishing? (hook)</li> <li>• Say cook, book, shook, hook. What do you notice? (/oo/, -ook, rhyme)</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Phonics: vowel digraph /oo/</li> </ul>
78	<ul style="list-style-type: none"> <li>• Read page 78 to a partner. Were there any tricky words? Read it again. Were you smoother the second time?</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy: Connected text</li> </ul>
79	<ul style="list-style-type: none"> <li>• What’s the first syllable in ‘cookbook’? What’s the second syllable? How did you know? (compound word, clapped, syllable pattern)</li> </ul>	<ul style="list-style-type: none"> <li>• Segment syllables</li> </ul>
80	<ul style="list-style-type: none"> <li>• Read page 80 out loud. Make sure to use the punctuation. How did you sound? Now read it without using the punctuation. Which way sounded better? (with punctuation) Why? (sounded more like talking, easier to understand, makes better sense)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency</li> </ul>
81	<ul style="list-style-type: none"> <li>• I’m thinking of a word with /oo/ that describes how the food smells. Give a thumbs up when you find it. Now whisper it. (good). I’m thinking of a /oo/ word that you do with your eyes. Give a thumbs up when you find it. Now whisper it. (look)</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics: vowel digraph /oo/</li> </ul>
82	<ul style="list-style-type: none"> <li>• I’ll read the part without quotation marks. You read the part with quotation marks. Make sure to use the punctuation with your voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency: quotation marks</li> </ul>

Text: Good Homes Page Numbers: 83-90		
<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 different animals do you learn about in this text? What do they all have in common?</li> <li>• Who does ‘them’ mean on page 83? (bees)</li> <li>• Where do bees live? What is the queen bee’s job? What do the other bees do?</li> <li>• Reread page 86 and 87, what are 5 facts about bats?</li> <li>• What is a burrow?</li> <li>• What does a rabbit do when it sees a problem?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
83	<ul style="list-style-type: none"> <li>• How many syllables are in the word ‘insects’? You say the first syllable, then your partner says the second syllable, then say it together. How does it sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Segment syllables</li> <li>• Phonics: syllable pattern CVC</li> <li>• Fluency: Stress</li> </ul>
84	<ul style="list-style-type: none"> <li>• I’m thinking of the word that means the opposite of alone. Thumbs up when you find it. (together) Show me on your fingers how many syllables? Whisper the word to your partner.</li> </ul>	<ul style="list-style-type: none"> <li>• High Frequency work</li> <li>• Segment syllables</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 23

	<ul style="list-style-type: none"> <li>How many words can you find that are 5 letters long? Say them. What is similar about these words? What is different?</li> </ul>	<ul style="list-style-type: none"> <li>CVCe words</li> </ul>
85	<ul style="list-style-type: none"> <li>Read page 85 to your partner. Stand up tall and read in a teaching voice. Take turns.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>Accuracy: Connected text</li> </ul>
86	<ul style="list-style-type: none"> <li>Listen to these words. If you hear a long vowel sound wave, if you hear a short vowel sound snap. Some of the words will be nonsense. (caves, cavs, bats, bates, sleep, slep, feet, fet, homes, homs)</li> </ul>	<ul style="list-style-type: none"> <li>Vowel substitution: Identify long or short vowel sound</li> </ul>
87	<ul style="list-style-type: none"> <li>The word is ‘better’. If you are partner 1 figure out the first syllable. If you are partner 2 figure out the second syllable. Go to separate sides of the room and say your syllables until you are back together and then say the word at the same time. How does it sound different when the syllables are separate? (listening for the stress on a single syllable vs a multi-syllabic word and how it sounds in order to pronounce the multi-syllabic word correctly)</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> <li>Fluency: stress</li> <li>Phonics: syllable pattern CVC</li> </ul>
88	<ul style="list-style-type: none"> <li>Let’s play that again. The word is ‘burrow’. If you are partner 1 figure out the first syllable. If you are partner 2 figure out the second syllable. Go to separate sides of the room and say your syllables until you are back together and then say the word at the same time. How does it sound different when the syllables are separate? (listening for the stress on a single syllable vs a multi-syllabic word and how it sounds in order to pronounce the multi-syllabic word correctly)</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> <li>Fluency: stress</li> <li>Phonics: syllable pattern CVC</li> </ul>
89	<ul style="list-style-type: none"> <li>I’ll say a word. You say the first syllable, snap, say the second syllable, then whisper the word. (rabbit, problem, burrow, upside, insects, fellow).</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> </ul>
90	<ul style="list-style-type: none"> <li>Read page 90 out loud. Take turns with your partner. Discuss your answer to the question on the page.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> </ul>

Text: Moose’s Tooth Page Numbers: 99-106		
<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 happens to Moose in this story?</li> <li>• How does Moose’s loose tooth feel?</li> <li>• Why do you think Moose has to go into deep water?</li> <li>• Reread pages 102 and 103. What is Moose’s problem and how will he solve it? What is ‘brew’?</li> <li>• Reread pages 104 and 105. What did Moose put into his brew?</li> <li>• What does “Moose’s loose tooth likes it, too” mean? What is ‘it’?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use.</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
99	<ul style="list-style-type: none"> <li>• If you change the /oo/ in tooth to a long e sound what word do you have? Tell your partner a sentence with ‘teeth’ in it.</li> <li>• How many words on this page have “oo” in them? Read them.</li> </ul>	<ul style="list-style-type: none"> <li>• Riddle; phoneme substitution</li> <li>• Reading words with vowel digraph “oo”</li> </ul>
100	<ul style="list-style-type: none"> <li>• Read page 100 out loud. Were any words tricky? Read it again even more smoothly than the first time. You can act it out if you’d like to.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency: rate</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 24

	<ul style="list-style-type: none"> <li>Find the word plants on this page. What sound would you remove to make a word that means a kind of clothing?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme deletion</li> </ul>
101	<ul style="list-style-type: none"> <li>Read the sentence that repeats on this page, pretending it ends with a period. Now, read it with the punctuation in the book. How does your voice change?</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: expression</li> </ul>
102	<ul style="list-style-type: none"> <li>Listen to these words: moose, chew, tooth, new, loose. What sound do you hear in each word? (/oo/) I'll read them again. If the word has an 'oo' in it, boys stand up. If the word has an 'ew' in it, girls stand up.</li> </ul>	<ul style="list-style-type: none"> <li>Vowel Digraphs/spelling patterns</li> </ul>
103	<ul style="list-style-type: none"> <li>How do you think Moose is feeling? (happy) Read page 103 out loud using that feeling in your voice.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: expression</li> </ul>
104	<ul style="list-style-type: none"> <li>Can you change the long i in 'spice' to make a word where rockets go? (space) What vowel did you change the long i to?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
105	<ul style="list-style-type: none"> <li>I'm thinking of a word that starts with 'r' and ends with 'y' and rhymes with steady. Can you find it? Use it in a sentence and tell your partner.</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word "ready"</li> </ul>
106	<ul style="list-style-type: none"> <li>Change the e in 'new' to a vowel that makes a word that is the opposite of later. (now) Change the e in 'brew' to a vowel that makes the word of something on your head. (brow)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

Text: Moon News Page Numbers: 107-114		
<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>• How does a full moon look? Show me where you found the information.</li> <li>• What is a new moon?</li> <li>• Use the chart on page 110. What does the moon look like on day 6? Day 19? Day 23?</li> <li>• Discuss the questions of page 111 with a partner.</li> <li>• Read the sentence, “Trees gleam in the moon’s glow.” What does this mean?</li> <li>• Reread page 13. What did the moon shine on?</li> <li>• Who is ‘I’ on page 114? Who is ‘you’?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connections between two individuals, events, ideas, or pieces of information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• Syntax, sentence structure and/or pronoun use</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
107	<ul style="list-style-type: none"> <li>• How many words on this page have “oo” in them? Read the words.</li> <li>• Find the word in the second sentence that could be made into a contraction. What is the contraction?</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words with vowel digraph “oo”</li> <li>• Contraction n’t</li> </ul>
108	<ul style="list-style-type: none"> <li>• Read page 108 out loud. Stand up tall and use your teaching voice. Take turns with your partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency: expression</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 24

	<ul style="list-style-type: none"> <li>Find the word with an “ed” ending. What is the base word?</li> </ul>	<ul style="list-style-type: none"> <li>Base words</li> </ul>
109	<ul style="list-style-type: none"> <li>Clap the syllables and show me how many you clapped on your fingers. (cannot, moon, scoop, yellow, almost, dust, painting, water)</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> </ul>
110	<ul style="list-style-type: none"> <li>I’m thinking of a place-it is the planet we live on. Give me a thumbs up if you know. Everybody say it. Let’s spell it with a cheer, E-A-R-T-H</li> <li>Find the word “starts”. What sound would you have to change to make a word that means to separate?</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word “earth”</li> <li>Riddle; phoneme substitution</li> </ul>
111	<ul style="list-style-type: none"> <li>I’ll say 3 words. You say the first syllable, snap, say the second syllable then whisper the word. (painting, person, painted)</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> </ul>
112	<ul style="list-style-type: none"> <li>Can you take away the /g/ in glow and add a new beginning sound to make a word you do with your nose? (blow) Can you take away the /bl/ and add another blend to make a word of something that falls from the sky (snow). Can you change the /sn/ to a digraph that makes a word that means something that happens on stage? (show)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
113	<ul style="list-style-type: none"> <li>Can you change the o in shone to a vowel that finishes this compound word sun_____? What vowel did you change it to?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
114	<ul style="list-style-type: none"> <li>Can you take away the /cr/ in crew and add a digraph to make a word you do with your mouth? (chew). Can you take away the /ch/ and add a blend so you have a word of something a bird can do? (flew) Can you change the /fl/ to a different blend so you have something the wind did? (blew)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

Text: Dawn's Voice Page Numbers: 147-154		
<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>How is Dawn's voice different inside and outside?</li> <li>What would mom say to Dawn when she forgot which voice to use at home?</li> <li>Where else did Dawn forget to use her inside voice?</li> <li>Reread page 152. What did Dawn shout? How did you know?</li> <li>Reread page 153. Who is the 'he' in the sentence "He looked up and made the catch?"</li> <li>Why did Paul thank Dawn?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>Syntax, sentence structure and/or pronoun use</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
147	<ul style="list-style-type: none"> <li>Can you change the beginning letter in 'Dawn' to a letter that makes a word of something you do with your mouth? (yawn) Can you change the beginning letter in 'yawn' so you make a word that is another name for grass? (lawn). Say all 3 words (Dawn, yawn, lawn). What makes the /o/ sound in each word?</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

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148	<ul style="list-style-type: none"> <li>I'm thinking of the second syllable in forgot. What is it? I'm thinking of the second syllable in inside. What is it?</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> </ul>
149	<ul style="list-style-type: none"> <li>Read page 149 out loud. Pay attention to the commas as you read. What does your voice do? (pause-this creates phrases)</li> <li>Read Miss Law's words on this page, pretending you are a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: Phrasing</li> </ul>
150	<ul style="list-style-type: none"> <li>Look at the picture and pretend you are Dawn. Tell your partner what you are thinking. What voice will you use?</li> </ul>	<ul style="list-style-type: none"> <li>Using the picture for discussion and opinion</li> </ul>
151	<ul style="list-style-type: none"> <li>With a partner, decide who will say the first syllable and who will say the second syllable. How did you decide where the syllables are? Take turns whispering your syllable then say the word. (yellow, batter)</li> </ul>	<ul style="list-style-type: none"> <li>Segment syllables</li> <li>Identify syllables</li> </ul>
152	<ul style="list-style-type: none"> <li>Read page 152 out loud. Use the punctuation. Take turns with your partner. One person reads and the other person acts it out then switch.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: Phrasing</li> </ul>
153	<ul style="list-style-type: none"> <li>Can you change the beginning sound in 'Paul' to a word that means to carry? (haul)</li> <li>What letters make the middle sound in Paul and haul? (au)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Phonics: vowel combinations -au</li> </ul>
154	<ul style="list-style-type: none"> <li>I'm thinking of a place where you go to learn. Thumbs up when you know it. Jump up and spell it with a cheer s-c-h-o-o-l, school!</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word "school"</li> </ul>

Text: Shawn’s Toys Page Numbers: 155-162		
<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>• Why will Shawn be glad when his jar is filled?</li> <li>• What does “He had dream toys.” mean?</li> <li>• Reread page 157. Read what Shawn said out loud.</li> <li>• Where are Shawn and his dad going to go? Why?</li> <li>• On page 159, what kind of toy did Shawn see first?</li> <li>• Can you name 3 types of toys Shawn saw at the store? What did he decide to buy with his coins?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> <li>• Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• Syntax, sentence structure and/or pronoun use</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
155	<ul style="list-style-type: none"> <li>• I’m thinking of the word that finishes this sentence, “Shawn will _____ a new toy.” Thumbs up once you know it. Everybody spell it. (b-u-y)</li> <li>• Point to the word coin. Point to the word toy. What part of those words sound the same? What letters make the sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• High Frequency word “buy”</li> <li>• Vowel combinations oi, oy</li> </ul>

Decodables – Content Specific Protocol Questions and Tasks

Grade: 1 | Unit: 5 | Lesson: 25

156	<ul style="list-style-type: none"> <li>Listen closely to these two words: Shawn, saw. What vowel sound do you hear? /o/. Think what two letters makes this sound in these words. Write this vowel combination in the air. (aw)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics: vowel combination -aw</li> </ul>
157	<ul style="list-style-type: none"> <li>I’m thinking of a word that is loud. Can you figure it out If you take away the c in ‘coins’, mix up the letters and add an e? (noise)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> </ul>
158	<ul style="list-style-type: none"> <li>Read Dad’s words on this page. Pay attention to the punctuation. Now read Shawn’s words.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: Attention to Punctuation</li> </ul>
159	<ul style="list-style-type: none"> <li>I’m thinking of the place Shawn will buy his toy. Put your hand on your head when you know it. Everybody say it. (City toys) Let’s spell city. (c-i-t-y). Let’s spell toys. (t-o-y-s).</li> <li>Find a word with this sound in it. Read the word. (au- haul) (ow- rows)</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word “city”</li> <li>Phonics: vowel combination -oy, -ow, -au</li> </ul>
160	<ul style="list-style-type: none"> <li>I’m thinking of a word that is not a girl and I can make it if I take away the ‘R’ in Roy and add a new beginning letter.(boy) I’m thinking of word that means happy and I can make it if I take away the ‘t’ in toy and add a new beginning letter. (joy)</li> <li>Say these words: Roy, boy, toy, joy. What do you notice? (-oy, rhyme)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle; phoneme substitution</li> <li>Rhyme</li> </ul>
161	<ul style="list-style-type: none"> <li>I’m thinking of the word you say when you would like something. Whisper it. (please) Find it on this page and now say it in the voice Shawn used. (he shouted it)</li> </ul>	<ul style="list-style-type: none"> <li>High Frequency word “please”</li> </ul>
162	<ul style="list-style-type: none"> <li>Whisper page 162 out loud to yourself. Pay attention to the punctuation and use feeling (expression) in your voice. Once you feel like you have it, find a partner and read it to them.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency: Attention to Punctuation</li> </ul>