WORKSHEET OUTPOST | Grade 1 ELA

Rhyme

CORE-001 | Five questions

Success criteria

I can tell which words rhyme and say a rhyme of my own.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say: boat, coat. Do they rhyme?

2. Say: sun, sock. Do they rhyme?

3. Say a word that rhymes with game.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Rhyme

CORE-002 | Five questions

Success criteria

I can tell which words rhyme and say a rhyme of my own.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say a word that rhymes with game.

2. Say: sun, sock. Do they rhyme?

3. Say: boat, coat. Do they rhyme?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Blending Onset and Rime

CORE-003 | Five questions

Success criteria

I can blend the parts of a word and say the whole word.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /m/ and /ap/.

2. Blend /s/ and /un/.

3. Blend /f/ and /ish/.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Blending Onset and Rime

CORE-004 | Five questions

Success criteria

I can blend the parts of a word and say the whole word.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /f/ and /ish/.

2. Blend /s/ and /un/.

3. Blend /m/ and /ap/.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Alliteration

CORE-005 | Five questions

Success criteria

I can name the first sound and find another word that starts the same way.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say: seven silly seals. What first sound repeats?

2. Which begins like moon: map or sun?

3. Make a two-word phrase with the same first sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

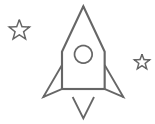
WORKSHEET OUTPOST | Grade 1 ELA

Alliteration

CORE-006 | Five questions

Success criteria

I can name the first sound and find another word that starts the same way.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Make a two-word phrase with the same first sound.

2. Which begins like moon: map or sun?

3. Say: seven silly seals. What first sound repeats?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

Blending Words

CORE-007 | Five questions

Success criteria
I can put the sounds together and say the whole word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Join rain and coat.

2. Join sun and set.

3. Join cup and cake.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

Blending Words

CORE-008 | Five questions

Success criteria
I can put the sounds together and say the whole word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Join cup and cake.

2. Join sun and set.

3. Join rain and coat.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

Deleting Words

CORE-009 | Five questions

Success criteria

I can take away the part I hear and say what is left.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say raincoat without rain.

2. Say cupcake without cake.

3. Say sandbox without sand.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

Deleting Words

CORE-010 | Five questions

Success criteria

I can take away the part I hear and say what is left.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say sandbox without sand.

2. Say cupcake without cake.

3. Say raincoat without rain.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

Blending Phonemes

CORE-011 | Five questions

Success criteria
I can put sounds together to say a word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /s/ /u/ /n/. Use the short u sound.

2. Blend /m/ /a/ /p/. Use the short a sound.

3. Blend /sh/ /i/ /p/. Use the short i sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

Blending Phonemes

CORE-012 | Five questions

Success criteria
I can put sounds together to say a word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /sh/ /i/ /p/. Use the short i sound.

2. Blend /m/ /a/ /p/. Use the short a sound.

3. Blend /s/ /u/ /n/. Use the short u sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

Segmenting Phonemes

CORE-013 | Five questions

Success criteria
I can say the separate sounds I hear in a word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say fish. Push one counter for each sound.

2. Say map. Tap each sound.

3. Say stop. Count the sounds.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

WORKSHEET OUTPOST | Grade 1 ELA

Segmenting Phonemes

CORE-014 | Five questions

Success criteria
I can say the separate sounds I hear in a word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say stop. Count the sounds.

2. Say map. Tap each sound.

3. Say fish. Push one counter for each sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Blending Syllables

CORE-015 | Five questions

Success criteria

I can put the word parts together and say the whole word.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend pic - nic.

2. Blend ro - bot.

3. Blend ba - na - na.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Blending Syllables

CORE-016 | Five questions

Success criteria

I can put the word parts together and say the whole word.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend ba - na - na.

2. Blend ro - bot.

3. Blend pic - nic.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

Deleting Syllables

CORE-017 | Five questions

Success criteria
I can take away the part I hear and say what is left.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say cowboy without cow.

2. Say rainbow without bow.

3. Say sunshine without shine.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

Deleting Syllables

CORE-018 | Five questions

Success criteria

I can take away the part I hear and say what is left.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say sunshine without shine.

2. Say rainbow without bow.

3. Say cowboy without cow.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

WORKSHEET OUTPOST | Grade 1 ELA

Segmenting Syllables

CORE-019 | Five questions

Success criteria

I can clap each word part and tell how many syllables I hear.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say "rabbit" and clap each syllable. How many syllables do you hear?

2. Say "elephant" and clap each syllable. How many syllables do you hear?

3. Say "fish" and clap each syllable. How many syllables do you hear?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

Segmenting Syllables

CORE-020 | Five questions

Success criteria

I can clap each word part and tell how many syllables I hear.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say "fish" and clap each syllable. How many syllables do you hear?

2. Say "elephant" and clap each syllable. How many syllables do you hear?

3. Say "rabbit" and clap each syllable. How many syllables do you hear?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

Isolating Phonemes

CORE-021 | Five questions

Success criteria

I can say the sound I hear in the part of the word I am asked about.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say cup. What sound is in the middle?

2. Say net. What sound is last?

3. Say log. What sound is first?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

Isolating Phonemes

CORE-022 | Five questions

Success criteria

I can say the sound I hear in the part of the word I am asked about.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say log. What sound is first?

2. Say net. What sound is last?

3. Say cup. What sound is in the middle?

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

WORKSHEET OUTPOST | Grade 1 ELA

Substituting Phonemes

CORE-023 | Five questions

Success criteria

I can change one sound and say the new word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say map. Change /m/ to /t/.

2. Say pin. Change short /i/ to short /a/.

3. Say cat. Change /t/ to /p/.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Substituting Phonemes

CORE-024 | Five questions

Success criteria

I can change one sound and say the new word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say cat. Change /t/ to /p/.

2. Say pin. Change short /i/ to short /a/.

3. Say map. Change /m/ to /t/.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

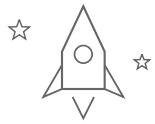
You can point, speak, draw, or write. Adults can note any help they give.

Short a, i

CORE-025 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: map, fan, bag, cap, jam, pan.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Short a, i

CORE-026 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: pan, jam, cap, bag, fan, map.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Short o, u

CORE-027 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: log, pot, fox, mop, hop, nod.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

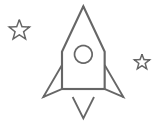
5. Choose a different practice word. Cover it, write it, and check its spelling.

Short o, u

CORE-028 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: nod, hop, mop, fox, pot, log.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

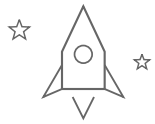
5. Choose a different practice word. Cover it, write it, and check its spelling.

Short e

CORE-029 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: net, hen, peg, red, bed, web.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Short e

CORE-030 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: web, bed, red, peg, hen, net.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

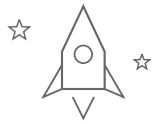
WORKSHEET OUTPOST | Grade 1 ELA

Open and Closed Syllables

CORE-031 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: me, cat, go, bed, hi, sip.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Open and Closed Syllables

CORE-032 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: no, hop, we, sun, so, gum.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

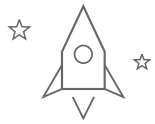
4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Closed Syllable Exceptions

CORE-033 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: find, kind, mind, old, cold, gold.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

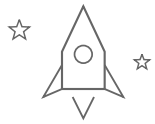
4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Closed Syllable Exceptions

CORE-034 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: gold, cold, old, mind, kind, find.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Floss Rule

CORE-035 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: bell, puff, miss, doll, hill, buzz.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Floss Rule

CORE-036 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: buzz, hill, doll, miss, puff, bell.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraph ck

CORE-037 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: back, neck, kick, rock, duck, sock.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraph ck

CORE-038 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: sock, duck, rock, kick, neck, back.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with –all, –oll, –ull

CORE-039 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: ball, wall, fall, roll, poll, pull.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with –all, –oll, –ull

CORE-040 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: pull, poll, roll, fall, wall, ball.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

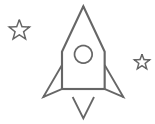
5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraphs sh, wh

CORE-041 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: ship, shop, shell, fish, dish, rush.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

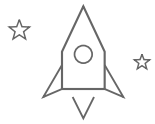
5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraphs sh, wh

CORE-042 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: rush, dish, fish, shell, shop, ship.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraphs ch, th /TH/, th /th/

CORE-043 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: this, that, them, then, than, these.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraphs ch, th /TH/, th /th/

CORE-044 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: these, than, then, them, that, this.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

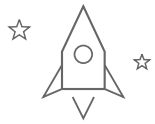
5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraph ng

CORE-045 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: ring, sing, song, long, wing, bang.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

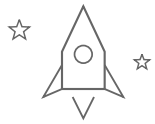
5. Choose a different practice word. Cover it, write it, and check its spelling.

Digraph ng

CORE-046 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: bang, wing, long, song, sing, ring.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

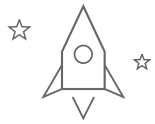
4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Initial Two-Consonant Blends

CORE-047 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: clap, frog, slip, drum, flag, crab.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Initial Two-Consonant Blends

CORE-048 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: crab, flag, drum, slip, frog, clap.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Contractions with am, is, has, and not

CORE-049 | Five questions

Success criteria
I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: I'm, he's, she's, isn't, hasn't, aren't.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Contractions with am, is, has, and not

CORE-050 | Five questions

Success criteria
I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: aren't, hasn't, isn't, she's, he's, I'm.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

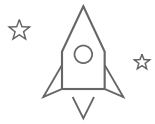
5. Choose a different practice word. Cover it, write it, and check its spelling.

Final Blends

CORE-051 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: lamp, tent, hand, nest, soft, milk.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

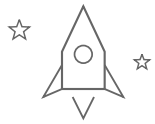
5. Choose a different practice word. Cover it, write it, and check its spelling.

Final Blends

CORE-052 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: milk, soft, nest, hand, tent, lamp.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

VCe Long a and i

CORE-053 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: cake, game, name, late, tape, gate.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

VCe Long a and i

CORE-054 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: gate, tape, late, name, game, cake.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

VCe Long o, u /ū/, and u /yū/

CORE-055 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: home, rope, note, bone, cone, hope.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

VCe Long o, u /ū/, and u /yū/

CORE-056 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: hope, cone, bone, note, rope, home.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

VCe Long e

CORE-057 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: these, theme, gene, scene, complete, concrete.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

VCe Long e

CORE-058 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: concrete, complete, scene, gene, theme, these.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

VCe Syllables

CORE-059 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: cake, bike, home, cube, these, note.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

VCe Syllables

CORE-060 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: note, these, cube, home, bike, cake.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

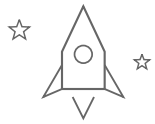
5. Choose a different practice word. Cover it, write it, and check its spelling.

Soft c

CORE-061 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: cent, city, face, rice, nice, lace.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

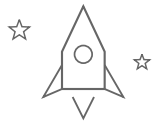
5. Choose a different practice word. Cover it, write it, and check its spelling.

Soft c

CORE-062 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: lace, nice, rice, face, city, cent.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Soft g

CORE-063 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: gem, giant, gentle, cage, stage, age.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

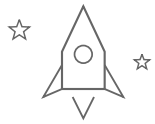
5. Choose a different practice word. Cover it, write it, and check its spelling.

Soft g

CORE-064 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: age, stage, cage, gentle, giant, gem.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Trigraph tch

CORE-065 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: match, catch, patch, pitch, witch, hatch.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Trigraph tch

CORE-066 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: hatch, witch, pitch, patch, catch, match.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Trigraph dge

CORE-067 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: badge, edge, bridge, fudge, ridge, dodge.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Trigraph dge

CORE-068 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: dodge, ridge, fudge, bridge, edge, badge.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Inflectional Suffixes –s, –es

CORE-069 | Five questions

Success criteria
I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: cats, dogs, cups, boxes, wishes, buses.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Inflectional Suffixes –s, –es

CORE-070 | Five questions

Success criteria
I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: buses, wishes, boxes, cups, dogs, cats.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Inflection Suffix –ed

CORE-071 | Five questions

Success criteria
I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: jumped, helped, planted, rested, filled, yelled.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Inflection Suffix –ed

CORE-072 | Five questions

Success criteria
I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: yelled, filled, rested, planted, helped, jumped.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

All Jobs of y

CORE-073 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: yes, gym, my, happy, try, yellow.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

All Jobs of y

CORE-074 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: yellow, try, happy, my, gym, yes.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Vowel Teams ee, ea, /ē/

CORE-075 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: seed, feet, green, leaf, team, beach.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Vowel Teams ee, ea, /ē/

CORE-076 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: beach, team, leaf, green, feet, seed.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams ai, ay

CORE-077 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: rain, mail, train, day, play, stay.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

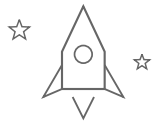
5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams ai, ay

CORE-078 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: stay, play, day, train, mail, rain.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams oa, ow

CORE-079 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: boat, road, coat, snow, grow, slow.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams oa, ow

CORE-080 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: slow, grow, snow, coat, road, boat.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams ie, igh

CORE-081 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: pie, tie, lie, light, night, bright.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

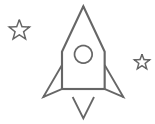
5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams ie, igh

CORE-082 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: bright, night, light, lie, tie, pie.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

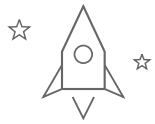
WORKSHEET OUTPOST | Grade 1 ELA

r-Controlled Vowel ar

CORE-083 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: car, farm, star, park, sharp, bark.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

r-Controlled Vowel ar

CORE-084 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: bark, sharp, park, star, farm, car.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

r-Controlled Vowel or

CORE-085 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: fork, corn, storm, short, porch, horn.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

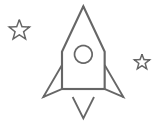
WORKSHEET OUTPOST | Grade 1 ELA

r-Controlled Vowel or

CORE-086 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: horn, porch, short, storm, corn, fork.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

r-Controlled Vowels er, ir, and ur /er/

CORE-087 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: fern, herd, bird, shirt, turn, burn.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

r-Controlled Vowels er, ir, and ur /er/

CORE-088 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: burn, turn, shirt, bird, herd, fern.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Vowel Team oo (as in book)

CORE-089 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: book, foot, look, good, wood, cook.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Team oo (as in book)

CORE-090 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: cook, wood, good, look, foot, book.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

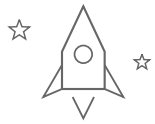
WORKSHEET OUTPOST | Grade 1 ELA

Vowel Team oo (long oo)

CORE-091 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: moon, food, boot, room, spoon, roof.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

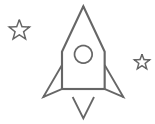
5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Vowel Team oo (long oo)

CORE-092 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.



Name: _____ Date: _____

Practice words: roof, spoon, room, boot, food, moon.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams ew, ui, ue /ū/

CORE-093 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: new, grew, flew, fruit, suit, blue.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams ew, ui, ue /ū/

CORE-094 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: blue, suit, fruit, flew, grew, new.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams au, aw

CORE-095 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: sauce, pause, haul, saw, claw, straw.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Teams au, aw

CORE-096 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: straw, claw, saw, haul, pause, sauce.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Team Diphthongs ou, ow /ow/

CORE-097 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: out, cloud, round, cow, brown, town.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Vowel Team Diphthongs ou, ow /ow/

CORE-098 | Five questions

Success criteria
I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: town, brown, cow, round, cloud, out.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Vowel Team Diphthongs oi, oy

CORE-099 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: oil, coin, soil, toy, boy, joy.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Vowel Team Diphthongs oi, oy

CORE-100 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: joy, boy, toy, soil, coin, oil.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

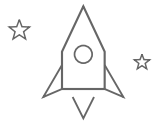
WORKSHEET OUTPOST | Grade 1 ELA

Words with Short a, i

CORE-101 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: map, fan, bag, cap, jam, pan.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Short a, i

CORE-102 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: pan, jam, cap, bag, fan, map.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Short o, u

CORE-103 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: log, pot, fox, mop, hop, nod.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Short o, u

CORE-104 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: nod, hop, mop, fox, pot, log.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Short e

CORE-105 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: net, hen, peg, red, bed, web.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Short e

CORE-106 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: web, bed, red, peg, hen, net.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Open and Closed Syllables

CORE-107 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: me, cat, go, bed, hi, sip.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Open and Closed Syllables

CORE-108 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: no, hop, we, sun, so, gum.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Closed Syllable Exceptions

CORE-109 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: find, kind, mind, old, cold, gold.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Closed Syllable Exceptions

CORE-110 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: gold, cold, old, mind, kind, find.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Floss Rule

CORE-111 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: bell, puff, miss, doll, hill, buzz.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Floss Rule

CORE-112 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: buzz, hill, doll, miss, puff, bell.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with –all, –oll, –ull

CORE-113 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: ball, wall, fall, roll, poll, pull.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with –all, –oll, –ull

CORE-114 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: pull, poll, roll, fall, wall, ball.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Digraph ck

CORE-115 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: back, neck, kick, rock, duck, sock.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Digraph ck

CORE-116 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: sock, duck, rock, kick, neck, back.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Digraphs sh, wh

CORE-117 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: ship, shop, shell, fish, dish, rush.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Digraphs sh, wh

CORE-118 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: rush, dish, fish, shell, shop, ship.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Digraphs ch, th /TH/, th /th/

CORE-119 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: this, that, them, then, than, these.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Digraphs ch, th /TH/, th /th/

CORE-120 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: these, than, then, them, that, this.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Digraph ng

CORE-121 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: ring, sing, song, long, wing, bang.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Digraph ng

CORE-122 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: bang, wing, long, song, sing, ring.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Initial Two-Consonant Blends

CORE-123 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: clap, frog, slip, drum, flag, crab.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Initial Two-Consonant Blends

CORE-124 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: crab, flag, drum, slip, frog, clap.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

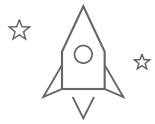
WORKSHEET OUTPOST | Grade 1 ELA

Words with Final Blends

CORE-125 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: lamp, tent, hand, nest, soft, milk.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Final Blends

CORE-126 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: milk, soft, nest, hand, tent, lamp.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Contractions with am, is, has, and not

CORE-127 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: I'm, he's, she's, isn't, hasn't, aren't.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Contractions with am, is, has, and not

CORE-128 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: aren't, hasn't, isn't, she's, he's, I'm.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with VCe Long a and i

CORE-129 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: cake, game, name, late, tape, gate.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with VCe Long a and i

CORE-130 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: gate, tape, late, name, game, cake.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with VCe Long e

CORE-131 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: these, theme, gene, scene, complete, concrete.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

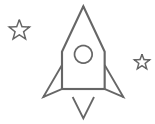
WORKSHEET OUTPOST | Grade 1 ELA

Words with VCe Long e

CORE-132 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: concrete, complete, scene, gene, theme, these.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with VCe Long o, u /ū/, and u /yū/

CORE-133 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: home, rope, note, bone, cone, hope.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with VCe Long o, u /ū/, and u /yū/

CORE-134 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: hope, cone, bone, note, rope, home.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with VCe Syllables

CORE-135 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: cake, bike, home, cube, these, note.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with VCe Syllables

CORE-136 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: note, these, cube, home, bike, cake.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Soft c

CORE-137 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: cent, city, face, rice, nice, lace.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Soft c

CORE-138 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: lace, nice, rice, face, city, cent.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Soft g

CORE-139 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: gem, giant, gentle, cage, stage, age.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Soft g

CORE-140 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: age, stage, cage, gentle, giant, gem.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Trigraph tch

CORE-141 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: match, catch, patch, pitch, witch, hatch.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Trigraph tch

CORE-142 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.



Name: _____ Date: _____

Practice words: hatch, witch, pitch, patch, catch, match.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Trigraph dge

CORE-143 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: badge, edge, bridge, fudge, ridge, dodge.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Trigraph dge

CORE-144 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: dodge, ridge, fudge, bridge, edge, badge.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Inflectional Suffixes –s, –es

CORE-145 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: cats, dogs, cups, boxes, wishes, buses.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Inflectional Suffixes –s, –es

CORE-146 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: buses, wishes, boxes, cups, dogs, cats.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Inflection Suffix –ed

CORE-147 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: jumped, helped, planted, rested, filled, yelled.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Inflection Suffix –ed

CORE-148 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: yelled, filled, rested, planted, helped, jumped.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Jobs of y

CORE-149 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: yes, gym, my, happy, try, yellow.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Jobs of y

CORE-150 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: yellow, try, happy, my, gym, yes.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Teams ee, ea, /ē/

CORE-151 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: seed, feet, green, leaf, team, beach.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Teams ee, ea, /ē/

CORE-152 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: beach, team, leaf, green, feet, seed.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with Vowel Teams ai, ay

CORE-153 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: rain, mail, train, day, play, stay.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Teams ai, ay

CORE-154 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: stay, play, day, train, mail, rain.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Teams oa, ow

CORE-155 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: boat, road, coat, snow, grow, slow.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Teams oa, ow

CORE-156 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: slow, grow, snow, coat, road, boat.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Teams ie, igh

CORE-157 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: pie, tie, lie, light, night, bright.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Teams ie, igh

CORE-158 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: bright, night, light, lie, tie, pie.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with r-Controlled Vowel ar

CORE-159 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: car, farm, star, park, sharp, bark.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

Words with r-Controlled Vowel ar

CORE-160 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: bark, sharp, park, star, farm, car.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.

Words with r-Controlled Vowel or

CORE-161 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: fork, corn, storm, short, porch, horn.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with r-Controlled Vowel or

CORE-162 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: horn, porch, short, storm, corn, fork.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with r-Controlled Vowels er, ir, and ur /er/

CORE-163 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: fern, herd, bird, shirt, turn, burn.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with r-Controlled Vowels er, ir, and ur /er/

CORE-164 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: burn, turn, shirt, bird, herd, fern.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team oo (as in book)

CORE-165 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: book, foot, look, good, wood, cook.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team oo (as in book)

CORE-166 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: cook, wood, good, look, foot, book.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team oo (long oo)

CORE-167 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: moon, food, boot, room, spoon, roof.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team oo (long oo)

CORE-168 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: roof, spoon, room, boot, food, moon.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Teams ew, ui, ue /ū/

CORE-169 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: new, grew, flew, fruit, suit, blue.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Teams ew, ui, ue /ū/

CORE-170 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: blue, suit, fruit, flew, grew, new.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Teams au, aw

CORE-171 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: sauce, pause, haul, saw, claw, straw.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Teams au, aw

CORE-172 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: straw, claw, saw, haul, pause, sauce.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team Diphthongs ou, ow /ow/

CORE-173 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: out, cloud, round, cow, brown, town.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team Diphthongs ou, ow /ow/

CORE-174 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: town, brown, cow, round, cloud, out.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team Diphthongs oi, oy

CORE-175 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: oil, coin, soil, toy, boy, joy.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

Words with Vowel Team Diphthongs oi, oy

CORE-176 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Practice words: joy, boy, toy, soil, coin, oil.

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

WORKSHEET OUTPOST | Grade 1 ELA

was, of, you

CORE-177 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: was, of, you

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

was, of, you

CORE-178 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: was, of, you

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

or, for

CORE-179 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: or, for

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

or, for

CORE-180 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: or, for

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

put, push

CORE-181 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: put, push

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

put, push

CORE-182 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: put, push

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

my, by, why

CORE-183 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: my, by, why

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

my, by, why

CORE-184 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: my, by, why

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

walk, talk

CORE-185 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: walk, talk

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

walk, talk

CORE-186 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: walk, talk

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

into

CORE-187 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: into

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

into

CORE-188 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: into

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

wash, want

CORE-189 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: wash, want

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

wash, want

CORE-190 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: wash, want

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

what, who

CORE-191 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: what, who

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

what, who

CORE-192 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: what, who

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

some, come, none, done

CORE-193 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: some, come, none, done

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

some, come, none, done

CORE-194 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: some, come, none, done

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

our, out, about

CORE-195 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: our, out, about

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

our, out, about

CORE-196 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: our, out, about

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

Cumulative Irregular Word Review

CORE-197 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: Cumulative Irregular Word Review

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

Cumulative Irregular Word Review

CORE-198 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: Cumulative Irregular Word Review

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

among, almost

CORE-199 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: among, almost

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

among, almost

CORE-200 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: among, almost

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

have, give, live

CORE-201 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: have, give, live

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

have, give, live

CORE-202 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: have, give, live

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

could, would, should

CORE-203 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: could, would, should

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

could, would, should

CORE-204 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: could, would, should

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

there, where

CORE-205 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: there, where

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

there, where

CORE-206 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: there, where

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

one, once

CORE-207 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: one, once

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

one, once

CORE-208 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: one, once

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

love, above

CORE-209 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: love, above

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

love, above

CORE-210 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: love, above

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

women, woman

CORE-211 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: women, woman

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

WORKSHEET OUTPOST | Grade 1 ELA

women, woman

CORE-212 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: women, woman

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

they

CORE-213 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: they

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

they

CORE-214 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: they

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

does

CORE-215 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: does

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

does

CORE-216 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: does

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

friend

CORE-217 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: friend

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

friend

CORE-218 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: friend

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

been, great, break

CORE-219 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: been, great, break

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

been, great, break

CORE-220 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: been, great, break

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

again, against, today

CORE-221 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: again, against, today

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

again, against, today

CORE-222 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: again, against, today

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

away, always, also

CORE-223 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: away, always, also

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

away, always, also

CORE-224 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: away, always, also

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

know, knew

CORE-225 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: know, knew

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

know, knew

CORE-226 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: know, knew

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

work, word, world

CORE-227 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: work, word, world

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

work, word, world

CORE-228 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: work, word, world

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

your, four, fourth

CORE-229 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: your, four, fourth

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

your, four, fourth

CORE-230 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: your, four, fourth

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

pear, wear, tear, bear

CORE-231 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: pear, wear, tear, bear

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

pear, wear, tear, bear

CORE-232 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: pear, wear, tear, bear

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

door, poor, floor

CORE-233 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: door, poor, floor

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

door, poor, floor

CORE-234 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: door, poor, floor

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

buy, build

CORE-235 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: buy, build

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

buy, build

CORE-236 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: buy, build

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

WORKSHEET OUTPOST | Grade 1 ELA

father, other, mother, brother

CORE-237 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: father, other, mother, brother

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

father, other, mother, brother

CORE-238 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: father, other, mother, brother

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

fought, bought, brought, thought

CORE-239 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: fought, bought, brought, thought

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

fought, bought, brought, thought

CORE-240 | Five questions

Success criteria
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: fought, bought, brought, thought

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

cousin, young, touch

CORE-241 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: cousin, young, touch

1. Read each word. Circle the part you need to remember.

2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

cousin, young, touch

CORE-242 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: cousin, young, touch

1. Ask an adult to read the words in a different order. Write each word you hear.

2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Accuracy and Self-Correction

CORE-243 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read aloud. Mark a word you need to check.

2. Check the letters, practice the word, and reread the sentence.

3. Read again in phrases. Let punctuation guide your voice.

4. Read the text to a partner at a comfortable pace.

5. Tell what happens without looking.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Accuracy and Self-Correction

CORE-244 | Five questions

Success criteria

I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read the text to a partner at a comfortable pace.

2. Tell what happens without looking.

3. Reread. Ask your partner what became clearer or smoother.

4. Read aloud. Mark a word you need to check.

5. Check the letters, practice the word, and reread the sentence.

You can point, speak, draw, or write. Adults can note any help they give.

Reading Rate and Automaticity

CORE-245 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read aloud. Mark a word you need to check.

2. Check the letters, practice the word, and reread the sentence.

3. Read again in phrases. Let punctuation guide your voice.

4. Read the text to a partner at a comfortable pace.

5. Tell what happens without looking.

Reading Rate and Automaticity

CORE-246 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read the text to a partner at a comfortable pace.

2. Tell what happens without looking.

3. Reread. Ask your partner what became clearer or smoother.

4. Read aloud. Mark a word you need to check.

5. Check the letters, practice the word, and reread the sentence.

WORKSHEET OUTPOST | Grade 1 ELA

Phrasing and Intonation

CORE-247 | Five questions

Success criteria

I can read the passage aloud and reread a tricky part so it makes sense.



Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read aloud. Mark a word you need to check.

2. Check the letters, practice the word, and reread the sentence.

3. Read again in phrases. Let punctuation guide your voice.

4. Read the text to a partner at a comfortable pace.

5. Tell what happens without looking.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Phrasing and Intonation

CORE-248 | Five questions

Success criteria

I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read the text to a partner at a comfortable pace.

2. Tell what happens without looking.

3. Reread. Ask your partner what became clearer or smoother.

4. Read aloud. Mark a word you need to check.

5. Check the letters, practice the word, and reread the sentence.

You can point, speak, draw, or write. Adults can note any help they give.

Expression

CORE-249 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

1. Read aloud. Mark a word you need to check.

2. Check the letters, practice the word, and reread the sentence.

3. Read again in phrases. Let punctuation guide your voice.

4. Read the text to a partner at a comfortable pace.

5. Tell what happens without looking.

Expression

CORE-250 | Five questions

Success criteria

I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

1. Read the text to a partner at a comfortable pace.

2. Tell what happens without looking.

3. Reread. Ask your partner what became clearer or smoother.

4. Read aloud. Mark a word you need to check.

5. Check the letters, practice the word, and reread the sentence.

Story Structure

CORE-251 | Five questions

Success criteria
I can retell the beginning, middle, and end of the story in order.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Who is the main character?

2. What problem happens?

3. How is it solved?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Story Structure

CORE-252 | Five questions

Success criteria
I can retell the beginning, middle, and end of the story in order.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Who helps Rafi?

2. What goes wrong?

3. How does Rafi show thanks?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Elements of Poetry

CORE-253 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

A tiny cart rolls down the track.
I push it out; it rolls right back.
Its silver wheels go click, click, click.
I build a ramp with one flat brick.

1. Find two words that rhyme.

2. How many lines are there?

3. Which word describes a sound you hear more than once?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Elements of Poetry

CORE-254 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

My paper boat floats in a tray.
I blow it gently on its way.
It bumps the edge and turns around.
Its folded sail makes not a sound.

1. Find a rhyming pair.

2. What does the boat do?

3. Read the poem with a steady beat.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Ask and Answer Questions

CORE-255 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Ask a who question and answer it.

2. Ask why Nell changes the paper.

3. Write a question the story does not answer.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Ask and Answer Questions

CORE-256 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Ask where Rafi goes. Answer it.

2. Ask who helps him. Answer it.

3. Ask a question you would like to ask Mei.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Author’s Purpose

CORE-257 | Five questions

Success criteria

I can tell why the author wrote the text and point to a clue.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. Is this mainly teaching facts or telling an imaginary story?

2. Name a detail that helps explain the fan.

3. Why does the writer compare wide and narrow fans?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Author’s Purpose

CORE-258 | Five questions

Success criteria
I can tell why the author wrote the text and point to a clue.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Why might someone read this story?

2. Which action shows gratitude without naming it?

3. How does that detail help the ending?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Monitor and Clarify

CORE-259 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Mark a word you want help with.

2. Reread the sentence around it. Explain the word.

3. Tell how Nell makes the bridge stronger.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Monitor and Clarify

CORE-260 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Reread why the bag cannot be used.

2. Explain handles using the sentence.

3. What is clearer after rereading?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Make Inferences

CORE-261 | Five questions

Success criteria

I can use a clue and what I know to explain an idea the text does not say directly.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. How does Nell feel at the end?

2. What clue supports your answer?

3. What does trying again show about Nell?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Make Inferences

CORE-262 | Five questions

Success criteria

I can use a clue and what I know to explain an idea the text does not say directly.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. How might Rafi feel about Mei?

2. What clue supports that?

3. What does Mei do that shows kindness?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Topic and Central Idea

CORE-263 | Five questions

Success criteria
I can tell what the text is mostly about and point to a detail that shows it.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. What is the passage mostly about?

2. What happens when the fan opens?

3. Use the text to explain the word folds.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Topic and Central Idea

CORE-264 | Five questions

Success criteria

I can tell what the text is mostly about and point to a detail that shows it.

Name: _____ Date: _____

A ramp is a sloping surface. It has a high end and a low end. A toy car can roll down a ramp. Books can hold one end up. Try one book, then two books, to compare what happens.

1. What is a ramp?

2. Name a detail about its ends.

3. What can hold a ramp up?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Characters

CORE-265 | Five questions

Success criteria

I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Who is the main character?

2. What problem happens?

3. How is it solved?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Characters

CORE-266 | Five questions

Success criteria

I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Who helps Rafi?

2. What goes wrong?

3. How does Rafi show thanks?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Ideas and Support

CORE-267 | Five questions

Success criteria
I can tell what the text is mostly about and give a detail.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. What is the passage mostly about?

2. What happens when the fan opens?

3. Use the text to explain the word folds.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Ideas and Support

CORE-268 | Five questions

Success criteria
I can tell what the text is mostly about and give a detail.

Name: _____ Date: _____

A ramp is a sloping surface. It has a high end and a low end. A toy car can roll down a ramp. Books can hold one end up. Try one book, then two books, to compare what happens.

1. What is a ramp?

2. Name a detail about its ends.

3. What can hold a ramp up?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Text Organization

CORE-269 | Five questions

Success criteria
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, place two books a hand-width apart. Next, fold a strip of paper into a zigzag. Then lay it across the gap. Last, roll a toy cart over the bridge.

1. What happens first?

2. Which step comes before laying the bridge?

3. Circle two order words.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Text Organization

CORE-270 | Five questions

Success criteria
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, set a tray on a table. Next, add a little water. Then fold a paper boat. Last, put the boat in the water and watch it float.

1. What happens after setting down the tray?

2. Why fold the boat before putting it in water?

3. Retell the steps in order.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Retell

CORE-271 | Five questions

Success criteria
I can retell the beginning, middle, and end of the story in order.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Tell the beginning.

2. Tell the problem and solution.

3. Give a one-sentence summary.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Retell

CORE-272 | Five questions

Success criteria
I can retell the beginning, middle, and end of the story in order.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Tell the problem first.

2. Tell how it is solved.

3. Retell the ending.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Setting

CORE-273 | Five questions

Success criteria

I can tell where or when a story happens and point to a clue.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Which objects help you picture where Nell works?

2. Does the passage name a room?

3. Suggest a possible place and label it as a guess.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Setting

CORE-274 | Five questions

Success criteria

I can tell where or when a story happens and point to a clue.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Where does Rafi want to go?

2. Where does he make the card?

3. Draw the ending setting.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Summarize

CORE-275 | Five questions

Success criteria

I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Tell the beginning.

2. Tell the problem and solution.

3. Give a one-sentence summary.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Summarize

CORE-276 | Five questions

Success criteria

I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Tell the problem first.

2. Tell how it is solved.

3. Retell the ending.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

WORKSHEET OUTPOST | Grade 1 ELA

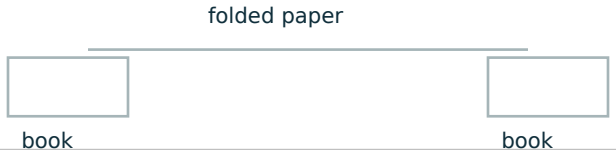
Text Features

CORE-277 | Five questions

Success criteria
I can use a text feature to find information.

Name: _____ Date: _____

THE PAPER BRIDGE
Words by Jo Lane | Picture by Ari Vale (fictional creators)
Caption: A folded paper bridge rests on two books.
Glossary: fold - a bend made in paper.



1. Who wrote the words?

2. What does the caption explain?

3. Where is the meaning of fold?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Text Features

CORE-278 | Five questions

Success criteria
I can use a text feature to find information.

Name: _____ Date: _____

THE TOY RAMP
Words by Ari Vale | Picture by Jo Lane (fictional creators)
Caption: A toy cart rolls down a ramp.
Glossary: ramp - a sloping surface.



Ramp model

1. Who made the picture?

2. Read the heading. What will you learn about?

3. Point to the ramp in the drawing.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Make Connections

CORE-279 | Five questions

Success criteria

I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Tell about a time you tried a new plan.

2. How is your experience like Nell's?

3. Which story detail helped you connect?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Make Connections

CORE-280 | Five questions

Success criteria

I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Tell about giving or receiving help.

2. Connect it to Mei or Rafi.

3. What does the connection help you understand?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Content-Area Words

CORE-281 | Five questions

Success criteria
I can tell what the text is mostly about and give a detail.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. What is the passage mostly about?

2. What happens when the fan opens?

3. Use the text to explain the word folds.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Content-Area Words

CORE-282 | Five questions

Success criteria
I can tell what the text is mostly about and give a detail.

Name: _____ Date: _____

A ramp is a sloping surface. It has a high end and a low end. A toy car can roll down a ramp. Books can hold one end up. Try one book, then two books, to compare what happens.

1. What is a ramp?

2. Name a detail about its ends.

3. What can hold a ramp up?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Response to Text

CORE-283 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Who is the main character?

2. What problem happens?

3. How is it solved?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Response to Text

CORE-284 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Who helps Rafi?

2. What goes wrong?

3. How does Rafi show thanks?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Text Organization: Description

CORE-285 | Five questions

Success criteria
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, place two books a hand-width apart. Next, fold a strip of paper into a zigzag. Then lay it across the gap. Last, roll a toy cart over the bridge.

1. What happens first?

2. Which step comes before laying the bridge?

3. Circle two order words.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Text Organization: Description

CORE-286 | Five questions

Success criteria
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, set a tray on a table. Next, add a little water. Then fold a paper boat. Last, put the boat in the water and watch it float.

1. What happens after setting down the tray?

2. Why fold the boat before putting it in water?

3. Retell the steps in order.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Create Mental Images

CORE-287 | Five questions

Success criteria
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

A tiny cart rolls down the track.
I push it out; it rolls right back.
Its silver wheels go click, click, click.
I build a ramp with one flat brick.

1. Draw what you imagine.

2. Copy a phrase that helped.

3. What sound do you imagine?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Create Mental Images

CORE-288 | Five questions

Success criteria
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

My paper boat floats in a tray.
I blow it gently on its way.
It bumps the edge and turns around.
Its folded sail makes not a sound.

1. Sketch the scene.

2. Which words describe motion?

3. What do you imagine hearing?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Point of View

CORE-289 | Five questions

Success criteria
I can tell who is telling the story and point to a clue.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Is Nell telling this story herself?

2. Which word or name is a clue?

3. Tell the first sentence as Nell using I.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Point of View

CORE-290 | Five questions

Success criteria
I can tell who is telling the story and point to a clue.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Who tells the story?

2. Change the first sentence to Rafi telling it.

3. How might Mei tell one event?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Chronological Order

CORE-291 | Five questions

Success criteria
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

First, place two books a hand-width apart. Next, fold a strip of paper into a zigzag. Then lay it across the gap. Last, roll a toy cart over the bridge.

1. What happens first?

2. Which step comes before laying the bridge?

3. Circle two order words.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Chronological Order

CORE-292 | Five questions

Success criteria
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

First, set a tray on a table. Next, add a little water. Then fold a paper boat. Last, put the boat in the water and watch it float.

1. What happens after setting down the tray?

2. Why fold the boat before putting it in water?

3. Retell the steps in order.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

WORKSHEET OUTPOST | Grade 1 ELA

Evaluate

CORE-293 | Five questions

Success criteria

I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. What can you learn from Nell?

2. Which action supports that idea?

3. Would her plan work for every cart? Explain.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Evaluate

CORE-294 | Five questions

Success criteria

I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. What lesson does the story suggest?

2. Give an action that supports it.

3. Suggest another way to thank Mei.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Synthesize

CORE-295 | Five questions

Success criteria
I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: A flat strip of paper bends under a cart.
Text 2: Folding the same paper into a zigzag can help it hold the cart.

1. What does Text 1 tell you?

2. What new information does Text 2 add?

3. Combine the ideas into one explanation.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

WORKSHEET OUTPOST | Grade 1 ELA

Synthesize

CORE-296 | Five questions

Success criteria

I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: Rafi needs a bag that will hold three books.
Text 2: Mei has a cloth bag with strong handles.

1. What does Rafi need?

2. How could Text 2 help solve the problem?

3. Explain using both texts.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Theme

CORE-297 | Five questions

Success criteria

I can retell what happens and tell what the story helps me understand.



Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. What can you learn from Nell?

2. Which action supports that idea?

3. Would her plan work for every cart? Explain.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Theme

CORE-298 | Five questions

Success criteria

I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. What lesson does the story suggest?

2. Give an action that supports it.

3. Suggest another way to thank Mei.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Make and Confirm Predictions

CORE-299 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Cover the last two sentences. Predict what Nell will do.

2. Read the rest. Was your prediction confirmed?

3. Predict what may happen with the heavier cart. Give a clue.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Make and Confirm Predictions

CORE-300 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Stop after sentence two. Predict a solution.

2. Read on. What really happens?

3. How did the ending compare with your prediction?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Elements of Drama

CORE-301 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

1. Name the two speakers.

2. Circle a stage direction.

3. Read the lines with a partner.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

WORKSHEET OUTPOST | Grade 1 ELA

Elements of Drama

CORE-302 | Five questions

Success criteria

I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

RAFI: My bag has a hole! (He catches a book.)
MEI: Use my cloth bag.
RAFI: Thank you. May I return it tomorrow?
MEI: Yes. (She hands him the bag.)

1. Who asks a question?

2. Underline words to be spoken, not acted.

3. Act the last stage direction.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Genre Characteristics: Narrative Nonfiction

CORE-303 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

In December 1903, Orville Wright lay on an airplane at Kitty Hawk, North Carolina. The engine started. The airplane rose, flew for twelve seconds, and landed. More flights followed that day.

1. Name the real event.

2. What happened after the engine started?

3. How is the information organized?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Narrative Nonfiction

CORE-304 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

In July 1969, astronauts traveled to the Moon on Apollo 11. Neil Armstrong and Buzz Aldrin landed and walked on its surface. They collected samples. Then the crew returned to Earth.

1. What real mission is described?

2. What happened before returning?

3. Why is this nonfiction?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Informational Text

CORE-305 | Five questions

Success criteria
I can tell what the text is mostly about and give a detail.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. What is the passage mostly about?

2. What happens when the fan opens?

3. Use the text to explain the word folds.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Informational Text

CORE-306 | Five questions

Success criteria
I can tell what the text is mostly about and give a detail.

Name: _____ Date: _____

A ramp is a sloping surface. It has a high end and a low end. A toy car can roll down a ramp. Books can hold one end up. Try one book, then two books, to compare what happens.

1. What is a ramp?

2. Name a detail about its ends.

3. What can hold a ramp up?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Biography

CORE-307 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

In 1903, Orville Wright piloted an early powered airplane in North Carolina. His brother Wilbur helped develop the airplane. They tested designs and worked to improve them.

1. Which real person is described?

2. Name one event in his life.

3. Why is this a biography excerpt?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

WORKSHEET OUTPOST | Grade 1 ELA

Genre Characteristics: Biography

CORE-308 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

In 1992, Mae Jemison traveled into space aboard the shuttle Endeavour. Before she became an astronaut, she trained as a doctor. Her work included science and caring for people.

1. Which real person is described?

2. Which job came before astronaut?

3. What year did she travel into space?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Synthesize Genre Knowledge

CORE-309 | Five questions

Success criteria
I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: A flat strip of paper bends under a cart.
Text 2: Folding the same paper into a zigzag can help it hold the cart.

1. What does Text 1 tell you?

2. What new information does Text 2 add?

3. Combine the ideas into one explanation.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

WORKSHEET OUTPOST | Grade 1 ELA

Synthesize Genre Knowledge

CORE-310 | Five questions

Success criteria
I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: Rafi needs a bag that will hold three books.
Text 2: Mei has a cloth bag with strong handles.

1. What does Rafi need?

2. How could Text 2 help solve the problem?

3. Explain using both texts.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Genre Characteristics: Realistic Fiction

CORE-311 | Five questions

Success criteria
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Who is the main character?

2. What problem happens?

3. How is it solved?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Realistic Fiction

CORE-312 | Five questions

Success criteria
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Who helps Rafi?

2. What goes wrong?

3. How does Rafi show thanks?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Folktales

CORE-313 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

An original tale: Moss Mouse asked a hill to move so he could see the sunrise. The hill stayed still. A beetle said, "Climb with me." They climbed together and saw the sun. Moss learned that he could change his plan.

1. What happens that is imaginary?

2. What lesson does Moss learn?

3. Retell the tale aloud.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Folktales

CORE-314 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

An original tale: A cloud lent a raindrop to a thirsty flower. "I have little to give," said the flower. Later, its sweet scent drifted up to the cloud. Both learned that small gifts can matter.

1. Who gives a gift first?

2. What does the flower give back?

3. Tell the lesson in your own words.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Genre Characteristics: Fantasy

CORE-315 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

Tess opened a blue envelope. A tiny staircase unfolded from it and reached the moon. Tess climbed three steps. A star handed her a glowing button, and the staircase folded itself away.

1. Name an impossible event.

2. Who is the character?

3. Add a detail that fits this fantasy.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.

Genre Characteristics: Fantasy

CORE-316 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

A mitten sneezed and turned into a red bird. It carried Bo over a pond. When Bo said thank you, the bird became a mitten again and warmed his hand.

1. What changes into a bird?

2. How does Bo travel?

3. Why is this fantasy?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

Response to Text

CORE-317 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Share an idea in a complete sentence.

2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

You can point, speak, draw, or write. Adults can note any help they give.

Response to Text

CORE-318 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Share an idea in a complete sentence.

5. Ask a question about your partner's idea.

Collaborative Conversations

CORE-319 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Share an idea in a complete sentence.

2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

You can point, speak, draw, or write. Adults can note any help they give.

Collaborative Conversations

CORE-320 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Share an idea in a complete sentence.

5. Ask a question about your partner's idea.

Social Communication

CORE-321 | Five questions

Success criteria
I can introduce myself and ask a partner a question.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Introduce yourself to a partner.

2. Ask a friendly question about an activity.

3. Thank your partner and close the conversation.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

You can point, speak, draw, or write. Adults can note any help they give.

Social Communication

CORE-322 | Five questions

Success criteria
I can introduce myself and ask a partner a question.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Introduce yourself to a partner.

5. Ask a friendly question about an activity.

Ask and Answer Questions

CORE-323 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Share an idea in a complete sentence.

2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

WORKSHEET OUTPOST | Grade 1 ELA

Ask and Answer Questions

CORE-324 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Share an idea in a complete sentence.

5. Ask a question about your partner's idea.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Give and Follow Instructions

CORE-325 | Five questions

Success criteria
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Give three steps for stacking books safely on a table.

2. Listen to your partner and repeat the steps.

3. Follow the steps, then switch roles.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

You can point, speak, draw, or write. Adults can note any help they give.

Give and Follow Instructions

CORE-326 | Five questions

Success criteria
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Give three steps for stacking books safely on a table.

5. Listen to your partner and repeat the steps.

Vocabulary in Conversation

CORE-327 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Use inspect in a sentence or act it out.

2. Use repair in a sentence or act it out.

3. Use balance in a sentence or act it out.

4. Draw or describe someone balancing something.

5. Draw or describe someone fixing something.

Vocabulary in Conversation

CORE-328 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Draw or describe someone balancing something.

2. Draw or describe someone fixing something.

3. Draw or describe someone looking closely at something.

4. Use inspect in a sentence or act it out.

5. Use repair in a sentence or act it out.

Vocabulary in Context

CORE-329 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. What does enormous mean?

2. Which words help you know?

3. What does tiny mean?

4. Write a new sentence using enormous.

5. Add a clue for fragile: The fragile cup ___.

Vocabulary in Context

CORE-330 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. Write a new sentence using enormous.

2. Add a clue for fragile: The fragile cup ___.

3. Explain your clue to a partner.

4. What does enormous mean?

5. Which words help you know?

You can point, speak, draw, or write. Adults can note any help they give.

Words About Feelings

CORE-331 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Choose a feeling: Nell smiles after her bridge works.

2. Name a feeling when a bag tears.

3. Say one thing you believe helps a friend.

4. Name a feeling when someone lends you a bag.

5. Use worried in a sentence.

Words About Feelings

CORE-332 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Name a feeling when someone lends you a bag.

2. Use worried in a sentence.

3. Tell how a feeling differs from a belief.

4. Choose a feeling: Nell smiles after her bridge works.

5. Name a feeling when a bag tears.

WORKSHEET OUTPOST | Grade 1 ELA

Inflection –ed

CORE-333 | Five questions

Success criteria

I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to jump using -ed (or ed-). Change the base spelling if needed.

2. What does jumped mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Inflection –ed

CORE-334 | Five questions

Success criteria

I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does jumped mean? Use it in a sentence.

2. Build a word related to jump using -ed (or ed-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words About Places and Things

CORE-335 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: librarian - a person who helps with library materials; workshop - a place where things are made or repaired; container - something that holds things.

1. Use librarian in a sentence or act it out.

2. Use workshop in a sentence or act it out.

3. Use container in a sentence or act it out.

4. Draw or describe a container and what it holds.

5. Draw or describe a place where people make or fix things.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Words About Places and Things

CORE-336 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: librarian - a person who helps with library materials; workshop - a place where things are made or repaired; container - something that holds things.

1. Draw or describe a container and what it holds.

2. Draw or describe a place where people make or fix things.

3. Draw or describe a librarian at work.

4. Use librarian in a sentence or act it out.

5. Use workshop in a sentence or act it out.

You can point, speak, draw, or write. Adults can note any help they give.

Words About Actions and Directions

CORE-337 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Use before: Put on socks. Put on shoes.

2. Use between to describe a book and two cups.

3. Follow: point left, then right.

4. Use after to describe lunch and recess.

5. Draw a star above a line.

Words About Actions and Directions

CORE-338 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Use after to describe lunch and recess.

2. Draw a star above a line.

3. Say directions using forward and back.

4. Use before: Put on socks. Put on shoes.

5. Use between to describe a book and two cups.

Words About Time and Position

CORE-339 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Use before: Put on socks. Put on shoes.

2. Use between to describe a book and two cups.

3. Follow: point left, then right.

4. Use after to describe lunch and recess.

5. Draw a star above a line.

You can point, speak, draw, or write. Adults can note any help they give.

Words About Time and Position

CORE-340 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Use after to describe lunch and recess.

2. Draw a star above a line.

3. Say directions using forward and back.

4. Use before: Put on socks. Put on shoes.

5. Use between to describe a book and two cups.

Inflection –ing

CORE-341 | Five questions

Success criteria
I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to jump using -ing (or ing-). Change the base spelling if needed.

2. What does jumping mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

WORKSHEET OUTPOST | Grade 1 ELA

Inflection –ing

CORE-342 | Five questions

Success criteria

I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does jumping mean? Use it in a sentence.

2. Build a word related to jump using -ing (or ing-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

You can point, speak, draw, or write. Adults can note any help they give.

Compound Words

CORE-343 | Five questions

Success criteria

I can use two smaller words to explain a compound word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Join: rain + coat; sun + set; cup + cake

2. Split backpack into two words.

3. Explain how the parts help with meaning.

4. Join: book + shelf; snow + man; bath + tub

5. Split playground.

WORKSHEET OUTPOST | Grade 1 ELA

Compound Words

CORE-344 | Five questions

Success criteria

I can use two smaller words to explain a compound word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Join: book + shelf; snow + man; bath + tub

2. Split playground.

3. Use one compound word in a sentence.

4. Join: rain + coat; sun + set; cup + cake

5. Split backpack into two words.

You can point, speak, draw, or write. Adults can note any help they give.

Suffixes –er, –est

CORE-345 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to tall using -est (or est-). Change the base spelling if needed.

2. Build a word related to tall using -er (or er-). Change the base spelling if needed.

3. What does tallest mean? Use it in a sentence.

4. What does taller mean? Use it in a sentence.

5. Choose a word from this page. Explain what it means in your own words.

Suffixes –er, –est

CORE-346 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does tallest mean? Use it in a sentence.

2. What does taller mean? Use it in a sentence.

3. Build a word related to tall using -est (or est-). Change the base spelling if needed.

4. Build a word related to tall using -er (or er-). Change the base spelling if needed.

5. Choose a word from this page. Explain what it means in your own words.

You can point, speak, draw, or write. Adults can note any help they give.

Inflection

CORE-347 | Five questions

Success criteria
I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to cat using -s (or s-). Change the base spelling if needed.

2. What does cats mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

WORKSHEET OUTPOST | Grade 1 ELA

Inflection

CORE-348 | Five questions

Success criteria

I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does cats mean? Use it in a sentence.

2. Build a word related to cat using -s (or s-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Suffixes –y, –ful

CORE-349 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

2. Build a word related to rain using -y (or y-). Change the base spelling if needed.

3. What does careful mean? Use it in a sentence.

4. What does rainy mean? Use it in a sentence.

5. Choose a word from this page. Explain what it means in your own words.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Suffixes –y, –ful

CORE-350 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does careful mean? Use it in a sentence.

2. What does rainy mean? Use it in a sentence.

3. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

4. Build a word related to rain using -y (or y-). Change the base spelling if needed.

5. Choose a word from this page. Explain what it means in your own words.

You can point, speak, draw, or write. Adults can note any help they give.

Suffixes –less, –ful

CORE-351 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to hope using -less (or less-). Change the base spelling if needed.

2. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

3. What does hopeless mean? Use it in a sentence.

4. What does careful mean? Use it in a sentence.

5. Choose a word from this page. Explain what it means in your own words.

Suffixes –less, –ful

CORE-352 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does hopeless mean? Use it in a sentence.

2. What does careful mean? Use it in a sentence.

3. Build a word related to hope using -less (or less-). Change the base spelling if needed.

4. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

5. Choose a word from this page. Explain what it means in your own words.

Words About Actions

CORE-353 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Use inspect in a sentence or act it out.

2. Use repair in a sentence or act it out.

3. Use balance in a sentence or act it out.

4. Draw or describe someone balancing something.

5. Draw or describe someone fixing something.

Words About Actions

CORE-354 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Draw or describe someone balancing something.

2. Draw or describe someone fixing something.

3. Draw or describe someone looking closely at something.

4. Use inspect in a sentence or act it out.

5. Use repair in a sentence or act it out.

Words about Feelings and Beliefs

CORE-355 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Choose a feeling: Nell smiles after her bridge works.

2. Name a feeling when a bag tears.

3. Say one thing you believe helps a friend.

4. Name a feeling when someone lends you a bag.

5. Use worried in a sentence.

Words about Feelings and Beliefs

CORE-356 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Name a feeling when someone lends you a bag.

2. Use worried in a sentence.

3. Tell how a feeling differs from a belief.

4. Choose a feeling: Nell smiles after her bridge works.

5. Name a feeling when a bag tears.

You can point, speak, draw, or write. Adults can note any help they give.

Suffix –less

CORE-357 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to hope using -less (or less-). Change the base spelling if needed.

2. What does hopeless mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

WORKSHEET OUTPOST | Grade 1 ELA

Suffix –less

CORE-358 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does hopeless mean? Use it in a sentence.

2. Build a word related to hope using -less (or less-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

You can point, speak, draw, or write. Adults can note any help they give.

Suffix –ly

CORE-359 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to slow using -ly (or ly-). Change the base spelling if needed.

2. What does slowly mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

WORKSHEET OUTPOST | Grade 1 ELA

Suffix –ly

CORE-360 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does slowly mean? Use it in a sentence.

2. Build a word related to slow using -ly (or ly-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

You can point, speak, draw, or write. Adults can note any help they give.

Prefix un–

CORE-361 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to fair using -un (or un-). Change the base spelling if needed.

2. What does unfair mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

WORKSHEET OUTPOST | Grade 1 ELA

Prefix un–

CORE-362 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does unfair mean? Use it in a sentence.

2. Build a word related to fair using -un (or un-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

You can point, speak, draw, or write. Adults can note any help they give.

Prefix re–

CORE-363 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to read using -re (or re-). Change the base spelling if needed.

2. What does reread mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

Prefix re–

CORE-364 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does reread mean? Use it in a sentence.

2. Build a word related to read using -re (or re-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

WORKSHEET OUTPOST | Grade 1 ELA

Classify and Categorize

CORE-365 | Five questions

Success criteria
I can sort words into groups and explain what belongs together.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Sort: apple, pear, hammer, saw. Name both groups.

2. Add one word to each group.

3. Explain your sorting rule.

4. Sort: run, jump, red, blue.

5. Add one to each group.

You can point, speak, draw, or write. Adults can note any help they give.

Classify and Categorize

CORE-366 | Five questions

Success criteria
I can sort words into groups and explain what belongs together.



Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Sort: run, jump, red, blue.

2. Add one to each group.

3. Can a word belong to more than one group? Explain.

4. Sort: apple, pear, hammer, saw. Name both groups.

5. Add one word to each group.

You can point, speak, draw, or write. Adults can note any help they give.

Antonyms

Success criteria
I can choose a word that means the opposite.

CORE-367 | Five questions

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Write the opposite: hot; open; early

2. Finish: The first box is full. The other is ___.

3. Use two opposites in a sentence.

4. Write the opposite: tall; hard; wet

5. Finish: Mei came before. Rafi came ___.

Antonyms

CORE-368 | Five questions

Success criteria
I can choose a word that means the opposite.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Write the opposite: tall; hard; wet

2. Finish: Mei came before. Rafi came ___.

3. Make your own opposite pair.

4. Write the opposite: hot; open; early

5. Finish: The first box is full. The other is ___.

Synonyms

CORE-369 | Five questions

Success criteria

I can choose a different word that means almost the same thing.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Match meanings: small / little; quick / slow. Which pair means almost the same?

2. Replace glad with a similar word.

3. Use large in a sentence. Say a similar word.

4. Give a similar word: quiet; fast; begin

5. Replace big in a sentence.

Synonyms

CORE-370 | Five questions

Success criteria

I can choose a different word that means almost the same thing.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Give a similar word: quiet; fast; begin

2. Replace big in a sentence.

3. Explain how two synonyms can differ a little.

4. Match meanings: small / little; quick / slow. Which pair means almost the same?

5. Replace glad with a similar word.

Context Clues

CORE-371 | Five questions

Success criteria

I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. What does enormous mean?

2. Which words help you know?

3. What does tiny mean?

4. Write a new sentence using enormous.

5. Add a clue for fragile: The fragile cup ___.

Context Clues

CORE-372 | Five questions

Success criteria

I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. Write a new sentence using enormous.

2. Add a clue for fragile: The fragile cup ___.

3. Explain your clue to a partner.

4. What does enormous mean?

5. Which words help you know?

You can point, speak, draw, or write. Adults can note any help they give.

Reference Sources

CORE-373 | Five questions

Success criteria
I can look up a word and choose the meaning that fits.

Name: _____ Date: _____

Mini glossary
fragile: easy to break
repair: fix something broken
sturdy: strong and not easily damaged

1. Which word means fix?

2. Would a sturdy bag tear easily?

3. Put the three words in alphabetical order.

4. Which word describes a thin glass ornament?

5. Use sturdy in a sentence.

Reference Sources

CORE-374 | Five questions

Success criteria
I can look up a word and choose the meaning that fits.

Name: _____ Date: _____

Mini glossary
fragile: easy to break
repair: fix something broken
sturdy: strong and not easily damaged

1. Which word describes a thin glass ornament?

2. Use sturdy in a sentence.

3. What would you do if a word were missing from this glossary?

4. Which word means fix?

5. Would a sturdy bag tear easily?

WORKSHEET OUTPOST | Grade 1 ELA

Multiple-Meaning Words

CORE-375 | Five questions

Success criteria

I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Explain bat in: A bat flew. I swung a bat.

2. Explain ring in: A ring is on my hand. I hear the bell ring.

3. Draw both meanings of one word.

4. Explain light in: The bag is light. Turn on the light.

5. Explain park as a place and an action.

You can point, speak, draw, or write. Adults can note any help they give.

Multiple-Meaning Words

CORE-376 | Five questions

Success criteria

I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Explain light in: The bag is light. Turn on the light.

2. Explain park as a place and an action.

3. Write two sentences with different meanings of a word.

4. Explain bat in: A bat flew. I swung a bat.

5. Explain ring in: A ring is on my hand. I hear the bell ring.

Shades of Meaning

CORE-377 | Five questions

Success criteria

I can compare two similar words and choose the one that best fits.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Order from least to most strong: boiling, warm, hot

2. Which is stronger: like or love?

3. Use the stronger word in a sentence.

4. Order by loudness: shout, whisper, speak

5. Which moves faster: stroll or sprint?

Shades of Meaning

CORE-378 | Five questions

Success criteria
I can compare two similar words and choose the one that best fits.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Order by loudness: shout, whisper, speak

2. Which moves faster: stroll or sprint?

3. Tell why the exact word matters.

4. Order from least to most strong: boiling, warm, hot

5. Which is stronger: like or love?

Oral Story

CORE-379 | Five questions

Success criteria

I can tell what happened in order and include an ending.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Plan and tell a story about finding a new use for a box.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Plan and tell a story about finding a new use for a box.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

Oral Story

CORE-380 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Write a fresh version: Plan and tell a story about finding a new use for a box.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Plan and tell a story about finding a new use for a box.

5. Plan: What is your main idea? Choose two or three details.

Descriptive Essay

CORE-381 | Five questions

Success criteria
I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Describe a useful object. Tell its size, shape, texture, and purpose.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Describe a useful object. Tell its size, shape, texture, and purpose.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

WORKSHEET OUTPOST | Grade 1 ELA

Descriptive Essay

CORE-382 | Five questions

Success criteria

I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Write a fresh version: Describe a useful object. Tell its size, shape, texture, and purpose.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Describe a useful object. Tell its size, shape, texture, and purpose.

5. Plan: What is your main idea? Choose two or three details.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Procedural Text

CORE-383 | Five questions

Success criteria

I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Explain how to make a simple paper bookmark.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Explain how to make a simple paper bookmark.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Procedural Text

CORE-384 | Five questions

Success criteria

I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Write a fresh version: Explain how to make a simple paper bookmark.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Explain how to make a simple paper bookmark.

5. Plan: What is your main idea? Choose two or three details.

You can point, speak, draw, or write. Adults can note any help they give.

Imaginative Story

CORE-385 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Invent a story about a lost bookmark.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Invent a story about a lost bookmark.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

Imaginative Story

CORE-386 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Write a fresh version: Invent a story about a lost bookmark.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Invent a story about a lost bookmark.

5. Plan: What is your main idea? Choose two or three details.

Opinion Essay

CORE-387 | Five questions

Success criteria
I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Should a classroom keep reusable scrap paper? State your opinion and two reasons.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Should a classroom keep reusable scrap paper? State your opinion and two reasons.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

Opinion Essay

CORE-388 | Five questions

Success criteria
I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Write a fresh version: Should a classroom keep reusable scrap paper? State your opinion and two reasons.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Should a classroom keep reusable scrap paper? State your opinion and two reasons.

5. Plan: What is your main idea? Choose two or three details.

Poem

CORE-389 | Five questions

Success criteria

I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

1. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write another version. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

Poem

CORE-390 | Five questions

Success criteria

I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

1. Write another version. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

5. Plan: What is your main idea? Choose two or three details.

WORKSHEET OUTPOST | Grade 1 ELA

Personal Narrative

CORE-391 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

1. Tell about a time you tried again or helped someone. Draw or write only what you remember.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Tell about a time you tried again or helped someone. Draw or write only what you remember.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Personal Narrative

CORE-392 | Five questions

Success criteria

I can tell what happened in order and include an ending.

Name: _____ Date: _____

1. Write a fresh version: Tell about a time you tried again or helped someone. Draw or write only what you remember.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Tell about a time you tried again or helped someone. Draw or write only what you remember.

5. Plan: What is your main idea? Choose two or three details.

You can point, speak, draw, or write. Adults can note any help they give.

Biographical Essay

CORE-393 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

1. Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

Biographical Essay

CORE-394 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

1. Write a fresh version: Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

5. Plan: What is your main idea? Choose two or three details.

Opinion Letter

CORE-395 | Five questions

Success criteria
I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Write a letter asking for a small class reading corner. Give a reason.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write another version. Write a letter asking for a small class reading corner. Give a reason.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

Opinion Letter

CORE-396 | Five questions

Success criteria
I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Write another version. Write a letter asking for a small class reading corner. Give a reason.

2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Write a letter asking for a small class reading corner. Give a reason.

5. Plan: What is your main idea? Choose two or three details.

Nouns for People and Animals

CORE-397 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

2. Circle the nouns: The dog carries a stick.

3. Name one person and one place.

4. Sort: turtle, artist, library, cup.

5. Circle the nouns: A child opens the gate.

Nouns for People and Animals

CORE-398 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: turtle, artist, library, cup.

2. Circle the nouns: A child opens the gate.

3. Write a sentence with two nouns.

4. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

5. Circle the nouns: The dog carries a stick.

Review Proper Nouns and Capitalization

CORE-399 | Five questions

Success criteria
I can find a name and start it with a capital letter.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: mei lives in reno.

2. Fix capitals: we meet on monday in may.

3. Circle a proper noun: teacher / Dr. Lee

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

WORKSHEET OUTPOST | Grade 1 ELA

Review Proper Nouns and Capitalization

CORE-400 | Five questions

Success criteria
I can find a name and start it with a capital letter.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: rafi visits texas.

2. Write a holiday name with capitals.

3. Give a common noun and a matching proper noun.

4. Fix capitals: mei lives in reno.

5. Fix capitals: we meet on monday in may.

You can point, speak, draw, or write. Adults can note any help they give.

Nouns for Places and Things

Success criteria
I can choose a naming word that fits the sentence.

CORE-401 | Five questions

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

2. Circle the nouns: The dog carries a stick.

3. Name one person and one place.

4. Sort: turtle, artist, library, cup.

5. Circle the nouns: A child opens the gate.

Nouns for Places and Things

Success criteria
I can choose a naming word that fits the sentence.

CORE-402 | Five questions

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: turtle, artist, library, cup.

2. Circle the nouns: A child opens the gate.

3. Write a sentence with two nouns.

4. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

5. Circle the nouns: The dog carries a stick.

Action Verbs

CORE-403 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle the action: Mei lifts the bag.

2. Name three things a cart can do.

3. Use jump in a sentence.

4. Circle the action: Nell folds the paper.

5. Act out stretch and whisper.

Action Verbs

CORE-404 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle the action: Nell folds the paper.

2. Act out stretch and whisper.

3. Replace went with a more exact action word.

4. Circle the action: Mei lifts the bag.

5. Name three things a cart can do.

WORKSHEET OUTPOST | Grade 1 ELA

Review Possessive Nouns

Success criteria
I can choose a naming word that fits the sentence.

CORE-405 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Show ownership: the bag of Mei

2. Show ownership: the carts of the boys

3. Choose: One cat has a dish. It is the (cat's / cats') dish.

4. Show ownership: the hat of Rafi

5. Show ownership: the room of the teachers

You can point, speak, draw, or write. Adults can note any help they give.

Review Possessive Nouns

Success criteria
I can choose a naming word that fits the sentence.

CORE-406 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Show ownership: the hat of Rafi

2. Show ownership: the room of the teachers

3. Write about something two dogs own.

4. Show ownership: the bag of Mei

5. Show ownership: the carts of the boys

You can point, speak, draw, or write. Adults can note any help they give.

Adjectives: Size and Shape and Articles

CORE-407 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Find size and shape words: a tiny round button

2. Find color and number words: three blue cups

3. Choose: (a / an) apple; (a / an) book

4. Add words for taste and smell: The soup is ___ and ___.

5. Add words for sound and texture: The bag is ___; the bell is ___.

Adjectives: Size and Shape and Articles

CORE-408 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Add words for taste and smell: The soup is ___ and ___.

2. Add words for sound and texture: The bag is ___; the bell is ___.

3. Make these more exact: a nice thing; went.

4. Find size and shape words: a tiny round button

5. Find color and number words: three blue cups

Review Action Verbs

Success criteria
I can choose a naming word that fits the sentence.

CORE-409 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle the action: Mei lifts the bag.

2. Name three things a cart can do.

3. Use jump in a sentence.

4. Circle the action: Nell folds the paper.

5. Act out stretch and whisper.

Review Action Verbs

Success criteria
I can choose a naming word that fits the sentence.

CORE-410 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle the action: Nell folds the paper.

2. Act out stretch and whisper.

3. Replace went with a more exact action word.

4. Circle the action: Mei lifts the bag.

5. Name three things a cart can do.

Adjectives: Color and Number

CORE-411 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Find size and shape words: a tiny round button

2. Find color and number words: three blue cups

3. Choose: (a / an) apple; (a / an) book

4. Add words for taste and smell: The soup is ___ and ___.

5. Add words for sound and texture: The bag is ___; the bell is ___.

Adjectives: Color and Number

CORE-412 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Add words for taste and smell: The soup is ___ and ___.

2. Add words for sound and texture: The bag is ___; the bell is ___.

3. Make these more exact: a nice thing; went.

4. Find size and shape words: a tiny round button

5. Find color and number words: three blue cups

Review Subject Pronouns

CORE-413 | Five questions

Success criteria
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Replace Nell with a pronoun: Nell folds paper.

2. Replace the carts: The carts roll.

3. Choose: Mei gave (he / him) a book.

4. Replace Omar and I: Omar and I play.

5. Choose: (She / Her) reads to us.

WORKSHEET OUTPOST | Grade 1 ELA

Review Subject Pronouns

CORE-414 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Replace Omar and I: Omar and I play.

2. Choose: (She / Her) reads to us.

3. Choose: Rafi helps (we / us).

4. Replace Nell with a pronoun: Nell folds paper.

5. Replace the carts: The carts roll.

You can point, speak, draw, or write. Adults can note any help they give.

Complete Sentences

CORE-415 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix the word order: rolls cart The

2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

Complete Sentences

CORE-416 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: The paper bridge ___.

2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

Sentence Parts

CORE-417 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Underline who: Nell folds the paper.

2. Underline what happens: The cart rolls down.

3. Add a naming part: ___ holds the bag.

4. Split into subject and predicate: The red cart stops.

5. Add an action part: Mei ___.

Sentence Parts

CORE-418 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Split into subject and predicate: The red cart stops.

2. Add an action part: Mei ___.

3. Write a sentence and mark both parts.

4. Underline who: Nell folds the paper.

5. Underline what happens: The cart rolls down.

Review Adjectives

CORE-419 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Find size and shape words: a tiny round button

2. Find color and number words: three blue cups

3. Choose: (a / an) apple; (a / an) book

4. Add words for taste and smell: The soup is ___ and ___.

5. Add words for sound and texture: The bag is ___; the bell is ___.

Review Adjectives

CORE-420 | Five questions

Success criteria

I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Add words for taste and smell: The soup is ___ and ___.

2. Add words for sound and texture: The bag is ___; the bell is ___.

3. Make these more exact: a nice thing; went.

4. Find size and shape words: a tiny round button

5. Find color and number words: three blue cups

Statements

CORE-421 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix the word order: rolls cart The

2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

Statements

CORE-422 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: The paper bridge ___.

2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

Review Nouns: Places and Things

CORE-423 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

2. Circle the nouns: The dog carries a stick.

3. Name one person and one place.

4. Sort: turtle, artist, library, cup.

5. Circle the nouns: A child opens the gate.

Review Nouns: Places and Things

CORE-424 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: turtle, artist, library, cup.

2. Circle the nouns: A child opens the gate.

3. Write a sentence with two nouns.

4. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

5. Circle the nouns: The dog carries a stick.

Singular and Plural Nouns

CORE-425 | Five questions

Success criteria

I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Write more than one: cup; box; wish

2. Choose: Three (dog / dogs) run.

3. Circle the singular noun: fox / foxes

4. Write more than one: bus; dish; lamp

5. Write a sentence about two cats.

Singular and Plural Nouns

CORE-426 | Five questions

Success criteria

I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Write more than one: bus; dish; lamp

2. Write a sentence about two cats.

3. Write one noun and its plural.

4. Write more than one: cup; box; wish

5. Choose: Three (dog / dogs) run.

Prepositions and Prepositional Phrases

CORE-427 | Five questions

Success criteria
I can choose a word that tells where or when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle where: The cart is under the book.

2. Circle when: We read after lunch.

3. Finish: The hat is ___ the box.

4. Circle where: Mei sits beside Rafi.

5. Circle when: We draw before dinner.

Prepositions and Prepositional Phrases

CORE-428 | Five questions

Success criteria
I can choose a word that tells where or when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle where: Mei sits beside Rafi.

2. Circle when: We draw before dinner.

3. Write one where phrase and one when phrase.

4. Circle where: The cart is under the book.

5. Circle when: We read after lunch.

Review Statements

CORE-429 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix the word order: rolls cart The

2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

Review Statements

CORE-430 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: The paper bridge ___.

2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

WORKSHEET OUTPOST | Grade 1 ELA

Proper Nouns and Capitalization

CORE-431 | Five questions

Success criteria
I can find a name and start it with a capital letter.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: mei lives in reno.

2. Fix capitals: we meet on monday in may.

3. Circle a proper noun: teacher / Dr. Lee

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Proper Nouns and Capitalization

CORE-432 | Five questions

Success criteria
I can find a name and start it with a capital letter.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: rafi visits texas.

2. Write a holiday name with capitals.

3. Give a common noun and a matching proper noun.

4. Fix capitals: mei lives in reno.

5. Fix capitals: we meet on monday in may.

You can point, speak, draw, or write. Adults can note any help they give.

Review Exclamations

CORE-433 | Five questions

Success criteria
I can choose the ending mark that matches my sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: what a tall tower

2. Choose an end mark: We won__

3. Write an excited sentence about a cart.

4. Fix: that was amazing

5. Read with feeling: Watch out!

Review Exclamations

CORE-434 | Five questions

Success criteria
I can choose the ending mark that matches my sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: that was amazing

2. Read with feeling: Watch out!

3. Write an exclamation about a surprise.

4. Fix: what a tall tower

5. Choose an end mark: We won__

Commands

CORE-435 | Five questions

Success criteria

I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Add commas: I packed paper tape and glue.

2. Add commas: Nell cuts folds and tests.

3. List three classroom tools in a sentence.

4. Add commas: Rafi brought socks books and a hat.

5. Add commas: Mei reads draws and sings.

Commands

CORE-436 | Five questions

Success criteria

I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Add commas: Rafi brought socks books and a hat.

2. Add commas: Mei reads draws and sings.

3. Write three actions in one sentence.

4. Add commas: I packed paper tape and glue.

5. Add commas: Nell cuts folds and tests.

WORKSHEET OUTPOST | Grade 1 ELA

Review Kinds of Sentences

CORE-437 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix the word order: rolls cart The

2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

You can point, speak, draw, or write. Adults can note any help they give.

Review Kinds of Sentences

CORE-438 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: The paper bridge ___.

2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

Subjects and Verbs

CORE-439 | Five questions

Success criteria
I can find who or what the sentence is about and choose a verb that matches.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Nell (fold / folds) paper.

2. Choose: The carts (roll / rolls).

3. Choose: He (watch / watches) the ramp.

4. Choose: I (help / helps) Mei.

5. Choose: She (carry / carries) books.

Subjects and Verbs

CORE-440 | Five questions

Success criteria
I can find who or what the sentence is about and choose a verb that matches.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: I (help / helps) Mei.

2. Choose: She (carry / carries) books.

3. Fix: The dogs runs.

4. Choose: Nell (fold / folds) paper.

5. Choose: The carts (roll / rolls).

Present- and Past-Tense Verbs

CORE-441 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: I help Mei.

2. Change to tomorrow using will: We test the cart.

3. Label now, before, or later: I am drawing.

4. Change to yesterday: Nell jumps.

5. Change to tomorrow using going to: Rafi reads.

WORKSHEET OUTPOST | Grade 1 ELA

Present- and Past-Tense Verbs

CORE-442 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: Nell jumps.

2. Change to tomorrow using going to: Rafi reads.

3. Write one past and one future sentence.

4. Change to yesterday: I help Mei.

5. Change to tomorrow using will: We test the cart.

You can point, speak, draw, or write. Adults can note any help they give.

Review Sentence Parts

Success criteria
I can put words in order to make a complete sentence.

CORE-443 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Underline who: Nell folds the paper.

2. Underline what happens: The cart rolls down.

3. Add a naming part: ___ holds the bag.

4. Split into subject and predicate: The red cart stops.

5. Add an action part: Mei ___.

WORKSHEET OUTPOST | Grade 1 ELA

Review Sentence Parts

CORE-444 | Five questions

Success criteria
I can put words in order to make a complete sentence.



Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Split into subject and predicate: The red cart stops.

2. Add an action part: Mei ___.

3. Write a sentence and mark both parts.

4. Underline who: Nell folds the paper.

5. Underline what happens: The cart rolls down.

You can point, speak, draw, or write. Adults can note any help they give.

The Verb Be

CORE-445 | Five questions

Success criteria

I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: I (am / is) ready.

2. Choose: The cart (is / are) red.

3. Choose: The books (is / are) here.

4. Choose: Yesterday Nell (was / were) here.

5. Choose: Yesterday we (was / were) ready.

The Verb Be

CORE-446 | Five questions

Success criteria

I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Yesterday Nell (was / were) here.

2. Choose: Yesterday we (was / were) ready.

3. Write one sentence using are.

4. Choose: I (am / is) ready.

5. Choose: The cart (is / are) red.

Questions

CORE-447 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: where is the cart

2. Turn into a question: The bag is blue.

3. Write a why question.

4. Fix: can we try again

5. Ask a question beginning with who.

Questions

CORE-448 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: can we try again

2. Ask a question beginning with who.

3. Ask a question about the bridge.

4. Fix: where is the cart

5. Turn into a question: The bag is blue.

Review Commands

CORE-449 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Add commas: I packed paper tape and glue.

2. Add commas: Nell cuts folds and tests.

3. List three classroom tools in a sentence.

4. Add commas: Rafi brought socks books and a hat.

5. Add commas: Mei reads draws and sings.

Review Commands

CORE-450 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Add commas: Rafi brought socks books and a hat.

2. Add commas: Mei reads draws and sings.

3. Write three actions in one sentence.

4. Add commas: I packed paper tape and glue.

5. Add commas: Nell cuts folds and tests.

Compound Questions and Statements

CORE-451 | Five questions

Success criteria
I can join ideas with a connecting word that makes sense.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Join with and: Nell folds paper. Omar tests it.

2. Join with but: The bag is small. It holds three books.

3. Join two questions using or.

4. Join with so: The paper tore. We found a new sheet.

5. Choose and, but, or or: You may draw ___ read.

Compound Questions and Statements

CORE-452 | Five questions

Success criteria
I can join ideas with a connecting word that makes sense.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Join with so: The paper tore. We found a new sheet.

2. Choose and, but, or or: You may draw ___ read.

3. Write a compound statement and a compound question.

4. Join with and: Nell folds paper. Omar tests it.

5. Join with but: The bag is small. It holds three books.

Review Subjects and Verbs

CORE-453 | Five questions

Success criteria
I can find who or what the sentence is about and choose a verb that matches.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Nell (fold / folds) paper.

2. Choose: The carts (roll / rolls).

3. Choose: He (watch / watches) the ramp.

4. Choose: I (help / helps) Mei.

5. Choose: She (carry / carries) books.

Review Subjects and Verbs

CORE-454 | Five questions

Success criteria
I can find who or what the sentence is about and choose a verb that matches.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: I (help / helps) Mei.

2. Choose: She (carry / carries) books.

3. Fix: The dogs runs.

4. Choose: Nell (fold / folds) paper.

5. Choose: The carts (roll / rolls).

WORKSHEET OUTPOST | Grade 1 ELA

Names of Months, Days, and Holidays

CORE-455 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: mei lives in reno.

2. Fix capitals: we meet on monday in may.

3. Circle a proper noun: teacher / Dr. Lee

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Names of Months, Days, and Holidays

CORE-456 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: rafi visits texas.

2. Write a holiday name with capitals.

3. Give a common noun and a matching proper noun.

4. Fix capitals: mei lives in reno.

5. Fix capitals: we meet on monday in may.

You can point, speak, draw, or write. Adults can note any help they give.

Review Verbs and Time

CORE-457 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: I help Mei.

2. Change to tomorrow using will: We test the cart.

3. Label now, before, or later: I am drawing.

4. Change to yesterday: Nell jumps.

5. Change to tomorrow using going to: Rafi reads.

WORKSHEET OUTPOST | Grade 1 ELA

Review Verbs and Time

CORE-458 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: Nell jumps.

2. Change to tomorrow using going to: Rafi reads.

3. Write one past and one future sentence.

4. Change to yesterday: I help Mei.

5. Change to tomorrow using will: We test the cart.

You can point, speak, draw, or write. Adults can note any help they give.

Future Tense

CORE-459 | Five questions

Success criteria

I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: I help Mei.

2. Change to tomorrow using will: We test the cart.

3. Label now, before, or later: I am drawing.

4. Change to yesterday: Nell jumps.

5. Change to tomorrow using going to: Rafi reads.

Future Tense

CORE-460 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: Nell jumps.

2. Change to tomorrow using going to: Rafi reads.

3. Write one past and one future sentence.

4. Change to yesterday: I help Mei.

5. Change to tomorrow using will: We test the cart.

WORKSHEET OUTPOST | Grade 1 ELA

Review Spelling

CORE-461 | Five questions

Success criteria

I can use a spelling pattern to write a word and check it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: cap / cape. Which has the long a sound?

2. Add -ed: jump; help

3. Fix: I sed I wud help.

4. Choose: kit / kite. Which has the long i sound?

5. Add -ing: hop; make

You can point, speak, draw, or write. Adults can note any help they give.

Review Spelling

CORE-462 | Five questions

Success criteria
I can use a spelling pattern to write a word and check it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: kit / kite. Which has the long i sound?

2. Add -ing: hop; make

3. Fix: Ther are too books.

4. Choose: cap / cape. Which has the long a sound?

5. Add -ed: jump; help

Subject Pronouns

CORE-463 | Five questions

Success criteria
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Replace Nell with a pronoun: Nell folds paper.

2. Replace the carts: The carts roll.

3. Choose: Mei gave (he / him) a book.

4. Replace Omar and I: Omar and I play.

5. Choose: (She / Her) reads to us.

Subject Pronouns

CORE-464 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Replace Omar and I: Omar and I play.

2. Choose: (She / Her) reads to us.

3. Choose: Rafi helps (we / us).

4. Replace Nell with a pronoun: Nell folds paper.

5. Replace the carts: The carts roll.

Review Questions

CORE-465 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: where is the cart

2. Turn into a question: The bag is blue.

3. Write a why question.

4. Fix: can we try again

5. Ask a question beginning with who.

Review Questions

CORE-466 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: can we try again

2. Ask a question beginning with who.

3. Ask a question about the bridge.

4. Fix: where is the cart

5. Turn into a question: The bag is blue.

Pronouns I and Me

CORE-467 | Five questions

Success criteria
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Mei and (I / me) read.

2. Choose: Give the book to Mei and (I / me).

3. Rewrite politely: I and Omar draw.

4. Choose: (They / Them) help us.

5. Choose: I help (they / them).

Pronouns I and Me

CORE-468 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: (They / Them) help us.

2. Choose: I help (they / them).

3. Write a sentence using I as the subject.

4. Choose: Mei and (I / me) read.

5. Choose: Give the book to Mei and (I / me).

Review Compound Questions and Statements

CORE-469 | Five questions

Success criteria
I can join ideas with a connecting word that makes sense.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Join with and: Nell folds paper. Omar tests it.

2. Join with but: The bag is small. It holds three books.

3. Join two questions using or.

4. Join with so: The paper tore. We found a new sheet.

5. Choose and, but, or or: You may draw ___ read.

Review Compound Questions and Statements

CORE-470 | Five questions

Success criteria
I can join ideas with a connecting word that makes sense.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Join with so: The paper tore. We found a new sheet.

2. Choose and, but, or or: You may draw ___ read.

3. Write a compound statement and a compound question.

4. Join with and: Nell folds paper. Omar tests it.

5. Join with but: The bag is small. It holds three books.

WORKSHEET OUTPOST | Grade 1 ELA

Possessive Pronouns

CORE-471 | Five questions

Success criteria

I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: This bag belongs to me. It is (my / mine) bag.

2. Choose: The cart belongs to him. It is (his / he).

3. Replace the repeated name: Mei holds Mei's book.

4. Choose: The hats belong to them. They are (their / theirs).

5. Finish: The hat belongs to you. It is ___.

You can point, speak, draw, or write. Adults can note any help they give.

Possessive Pronouns

CORE-472 | Five questions

Success criteria
I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: The hats belong to them. They are (their / theirs).

2. Finish: The hat belongs to you. It is ___.

3. Write a sentence using our or ours.

4. Choose: This bag belongs to me. It is (my / mine) bag.

5. Choose: The cart belongs to him. It is (his / he).

WORKSHEET OUTPOST | Grade 1 ELA

Indefinite Pronouns

CORE-473 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: (Someone / She) left a bag. Use a pronoun that does not name a particular person.

2. Circle the indefinite pronoun: Everybody may join.

3. Write a sentence with anything.

4. Circle: Nobody saw the cart.

5. Finish with an indefinite pronoun: ___ is at the door.

You can point, speak, draw, or write. Adults can note any help they give.

Indefinite Pronouns

CORE-474 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle: Nobody saw the cart.

2. Finish with an indefinite pronoun: ___ is at the door.

3. Use everyone in a sentence.

4. Choose: (Someone / She) left a bag. Use a pronoun that does not name a particular person.

5. Circle the indefinite pronoun: Everybody may join.

Review Future Tense

CORE-475 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: I help Mei.

2. Change to tomorrow using will: We test the cart.

3. Label now, before, or later: I am drawing.

4. Change to yesterday: Nell jumps.

5. Change to tomorrow using going to: Rafi reads.

Review Future Tense

CORE-476 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Change to yesterday: Nell jumps.

2. Change to tomorrow using going to: Rafi reads.

3. Write one past and one future sentence.

4. Change to yesterday: I help Mei.

5. Change to tomorrow using will: We test the cart.

Contractions

CORE-477 | Five questions

Success criteria

I can join two words and use an apostrophe for the missing letters.

Name: _____ Date: _____

A contraction joins words. An apostrophe marks letters left out.

1. Join: do not; is not; I am

2. Write two words for she's.

3. Use can't in a sentence.

4. Join: we are; they will; I have

5. Write two words for wouldn't.

Contractions

CORE-478 | Five questions

Success criteria

I can join two words and use an apostrophe for the missing letters.

Name: _____ Date: _____

A contraction joins words. An apostrophe marks letters left out.

1. Join: we are; they will; I have

2. Write two words for wouldn't.

3. Use you're in a sentence.

4. Join: do not; is not; I am

5. Write two words for she's.

WORKSHEET OUTPOST | Grade 1 ELA

Review Names of Months, Days, and Holidays

CORE-479 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: mei lives in reno.

2. Fix capitals: we meet on monday in may.

3. Circle a proper noun: teacher / Dr. Lee

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Names of Months, Days, and Holidays

CORE-480 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix capitals: rafi visits texas.

2. Write a holiday name with capitals.

3. Give a common noun and a matching proper noun.

4. Fix capitals: mei lives in reno.

5. Fix capitals: we meet on monday in may.

You can point, speak, draw, or write. Adults can note any help they give.

Review Prepositions and Prepositional Phrases

CORE-481 | Five questions

Success criteria
I can choose a word that tells where or when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle where: The cart is under the book.

2. Circle when: We read after lunch.

3. Finish: The hat is ___ the box.

4. Circle where: Mei sits beside Rafi.

5. Circle when: We draw before dinner.

Review Prepositions and Prepositional Phrases

CORE-482 | Five questions

Success criteria
I can choose a word that tells where or when something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle where: Mei sits beside Rafi.

2. Circle when: We draw before dinner.

3. Write one where phrase and one when phrase.

4. Circle where: The cart is under the book.

5. Circle when: We read after lunch.

Exclamations

CORE-483 | Five questions

Success criteria

I can choose the ending mark that matches my sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: what a tall tower

2. Choose an end mark: We won__

3. Write an excited sentence about a cart.

4. Fix: that was amazing

5. Read with feeling: Watch out!

Exclamations

CORE-484 | Five questions

Success criteria

I can choose the ending mark that matches my sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix: that was amazing

2. Read with feeling: Watch out!

3. Write an exclamation about a surprise.

4. Fix: what a tall tower

5. Choose an end mark: We won__

WORKSHEET OUTPOST | Grade 1 ELA

Review Adjectives that Compare

CORE-485 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: big, bigger, ___.

2. Compare two: This ramp is ___ (long) than that ramp.

3. Compare three: This is the ___ (small) cart.

4. Finish: tall, ___, tallest.

5. Choose: Of two bags, this is (stronger / strongest).

You can point, speak, draw, or write. Adults can note any help they give.

Review Adjectives that Compare

CORE-486 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: tall, ___, tallest.

2. Choose: Of two bags, this is (stronger / strongest).

3. Write a sentence comparing two objects.

4. Finish: big, bigger, ___.

5. Compare two: This ramp is ___ (long) than that ramp.

Different Kinds of Sentences

CORE-487 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix the word order: rolls cart The

2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

Different Kinds of Sentences

CORE-488 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: The paper bridge ___.

2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

Review the Pronouns I and Me

CORE-489 | Five questions

Success criteria
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Mei and (I / me) read.

2. Choose: Give the book to Mei and (I / me).

3. Rewrite politely: I and Omar draw.

4. Choose: (They / Them) help us.

5. Choose: I help (they / them).

Review the Pronouns I and Me

CORE-490 | Five questions

Success criteria
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: (They / Them) help us.

2. Choose: I help (they / them).

3. Write a sentence using I as the subject.

4. Choose: Mei and (I / me) read.

5. Choose: Give the book to Mei and (I / me).

Adjectives for the Senses

CORE-491 | Five questions

Success criteria

I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Find size and shape words: a tiny round button

2. Find color and number words: three blue cups

3. Choose: (a / an) apple; (a / an) book

4. Add words for taste and smell: The soup is ___ and ___.

5. Add words for sound and texture: The bag is ___; the bell is ___.

Adjectives for the Senses

CORE-492 | Five questions

Success criteria

I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Add words for taste and smell: The soup is ___ and ___.

2. Add words for sound and texture: The bag is ___; the bell is ___.

3. Make these more exact: a nice thing; went.

4. Find size and shape words: a tiny round button

5. Find color and number words: three blue cups

Review the Verb Be

CORE-493 | Five questions

Success criteria

I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: I (am / is) ready.

2. Choose: The cart (is / are) red.

3. Choose: The books (is / are) here.

4. Choose: Yesterday Nell (was / were) here.

5. Choose: Yesterday we (was / were) ready.

Review the Verb Be

CORE-494 | Five questions

Success criteria

I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Yesterday Nell (was / were) here.

2. Choose: Yesterday we (was / were) ready.

3. Write one sentence using are.

4. Choose: I (am / is) ready.

5. Choose: The cart (is / are) red.

Adverbs

CORE-495 | Five questions

Success criteria

I can choose a word that describes how, when, or where something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Find how: The cart rolls slowly.

2. Find when: We will test it tomorrow.

3. Find where: Mei waits outside.

4. Choose: Nell folds (careful / carefully).

5. Add an adverb: Rafi speaks ___.

WORKSHEET OUTPOST | Grade 1 ELA

Adverbs

CORE-496 | Five questions

Success criteria

I can choose a word that describes how, when, or where something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Nell folds (careful / carefully).

2. Add an adverb: Rafi speaks ___.

3. Write a sentence with an adverb for when.

4. Find how: The cart rolls slowly.

5. Find when: We will test it tomorrow.

WORKSHEET OUTPOST | Grade 1 ELA

Review Indefinite Pronouns

CORE-497 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: (Someone / She) left a bag. Use a pronoun that does not name a particular person.

2. Circle the indefinite pronoun: Everybody may join.

3. Write a sentence with anything.

4. Circle: Nobody saw the cart.

5. Finish with an indefinite pronoun: ___ is at the door.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Indefinite Pronouns

CORE-498 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle: Nobody saw the cart.

2. Finish with an indefinite pronoun: ___ is at the door.

3. Use everyone in a sentence.

4. Choose: (Someone / She) left a bag. Use a pronoun that does not name a particular person.

5. Circle the indefinite pronoun: Everybody may join.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Adjectives that Compare

CORE-499 | Five questions

Success criteria

I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: big, bigger, ___.

2. Compare two: This ramp is ___ (long) than that ramp.

3. Compare three: This is the ___ (small) cart.

4. Finish: tall, ___, tallest.

5. Choose: Of two bags, this is (stronger / strongest).

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Adjectives that Compare

CORE-500 | Five questions

Success criteria

I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: tall, ___, tallest.

2. Choose: Of two bags, this is (stronger / strongest).

3. Write a sentence comparing two objects.

4. Finish: big, bigger, ___.

5. Compare two: This ramp is ___ (long) than that ramp.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Contractions

CORE-501 | Five questions

Success criteria

I can join two words and use an apostrophe for the missing letters.

Name: _____ Date: _____

A contraction joins words. An apostrophe marks letters left out.

1. Join: do not; is not; I am

2. Write two words for she's.

3. Use can't in a sentence.

4. Join: we are; they will; I have

5. Write two words for wouldn't.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Contractions

CORE-502 | Five questions

Success criteria

I can join two words and use an apostrophe for the missing letters.

Name: _____ Date: _____

A contraction joins words. An apostrophe marks letters left out.

1. Join: we are; they will; I have

2. Write two words for wouldn't.

3. Use you're in a sentence.

4. Join: do not; is not; I am

5. Write two words for she's.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Using Correct Spelling

CORE-503 | Five questions

Success criteria
I can use a spelling pattern to write a word and check it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: cap / cape. Which has the long a sound?

2. Add -ed: jump; help

3. Fix: I sed I wud help.

4. Choose: kit / kite. Which has the long i sound?

5. Add -ing: hop; make

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Using Correct Spelling

CORE-504 | Five questions

Success criteria
I can use a spelling pattern to write a word and check it.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: kit / kite. Which has the long i sound?

2. Add -ing: hop; make

3. Fix: Ther are too books.

4. Choose: cap / cape. Which has the long a sound?

5. Add -ed: jump; help

You can point, speak, draw, or write. Adults can note any help they give.

Review Nouns

CORE-505 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

2. Circle the nouns: The dog carries a stick.

3. Name one person and one place.

4. Sort: turtle, artist, library, cup.

5. Circle the nouns: A child opens the gate.

Review Nouns

CORE-506 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: turtle, artist, library, cup.

2. Circle the nouns: A child opens the gate.

3. Write a sentence with two nouns.

4. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

5. Circle the nouns: The dog carries a stick.

WORKSHEET OUTPOST | Grade 1 ELA

Review Possessive Pronouns

CORE-507 | Five questions

Success criteria
I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: This bag belongs to me. It is (my / mine) bag.

2. Choose: The cart belongs to him. It is (his / he).

3. Replace the repeated name: Mei holds Mei's book.

4. Choose: The hats belong to them. They are (their / theirs).

5. Finish: The hat belongs to you. It is ___.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Possessive Pronouns

CORE-508 | Five questions

Success criteria

I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: The hats belong to them. They are (their / theirs).

2. Finish: The hat belongs to you. It is ___.

3. Write a sentence using our or ours.

4. Choose: This bag belongs to me. It is (my / mine) bag.

5. Choose: The cart belongs to him. It is (his / he).

Review Adjectives and Articles

CORE-509 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Find size and shape words: a tiny round button

2. Find color and number words: three blue cups

3. Choose: (a / an) apple; (a / an) book

4. Add words for taste and smell: The soup is ___ and ___.

5. Add words for sound and texture: The bag is ___; the bell is ___.

Review Adjectives and Articles

CORE-510 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Add words for taste and smell: The soup is ___ and ___.

2. Add words for sound and texture: The bag is ___; the bell is ___.

3. Make these more exact: a nice thing; went.

4. Find size and shape words: a tiny round button

5. Find color and number words: three blue cups

WORKSHEET OUTPOST | Grade 1 ELA

Review Complete Sentences

CORE-511 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix the word order: rolls cart The

2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Complete Sentences

CORE-512 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: The paper bridge ___.

2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Singular and Plural Nouns

CORE-513 | Five questions

Success criteria
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Write more than one: cup; box; wish

2. Choose: Three (dog / dogs) run.

3. Circle the singular noun: fox / foxes

4. Write more than one: bus; dish; lamp

5. Write a sentence about two cats.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Singular and Plural Nouns

CORE-514 | Five questions

Success criteria
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Write more than one: bus; dish; lamp

2. Write a sentence about two cats.

3. Write one noun and its plural.

4. Write more than one: cup; box; wish

5. Choose: Three (dog / dogs) run.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Adverbs

CORE-515 | Five questions

Success criteria

I can choose a word that describes how, when, or where something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Find how: The cart rolls slowly.

2. Find when: We will test it tomorrow.

3. Find where: Mei waits outside.

4. Choose: Nell folds (careful / carefully).

5. Add an adverb: Rafi speaks ___.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Review Adverbs

CORE-516 | Five questions

Success criteria

I can choose a word that describes how, when, or where something happens.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Choose: Nell folds (careful / carefully).

2. Add an adverb: Rafi speaks ___.

3. Write a sentence with an adverb for when.

4. Find how: The cart rolls slowly.

5. Find when: We will test it tomorrow.

Research Essay

CORE-517 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.



Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

5. Write a short answer to your research question using source details.

You can point, speak, draw, or write. Adults can note any help they give.

Research Essay

CORE-518 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

2. Write a short answer to your research question using source details.

3. Tell where your information came from.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

Digital Tools

CORE-519 | Five questions

Success criteria
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Which screen control helps find a word?

5. Which control lets you hear the text?

Digital Tools

CORE-520 | Five questions

Success criteria
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Which screen control helps find a word?

2. Which control lets you hear the text?

3. Plan: name your question, choose a source, take notes, then share your answer.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

Reference Sources

Success criteria
I can look up a word and choose the meaning that fits.

CORE-521 | Five questions

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

5. Write a short answer to your research question using source details.

Reference Sources

Success criteria
I can look up a word and choose the meaning that fits.

CORE-522 | Five questions

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

2. Write a short answer to your research question using source details.

3. Tell where your information came from.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

WORKSHEET OUTPOST | Grade 1 ELA

Digital Texts and Features

CORE-523 | Five questions

Success criteria
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Which screen control helps find a word?

5. Which control lets you hear the text?

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Digital Texts and Features

CORE-524 | Five questions

Success criteria
I can find a fact in a source and tell how it answers my question.



Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Which screen control helps find a word?

2. Which control lets you hear the text?

3. Plan: name your question, choose a source, take notes, then share your answer.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

You can point, speak, draw, or write. Adults can note any help they give.

Nonfiction Forms

CORE-525 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

5. Write a short answer to your research question using source details.

You can point, speak, draw, or write. Adults can note any help they give.

Nonfiction Forms

CORE-526 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

2. Write a short answer to your research question using source details.

3. Tell where your information came from.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

WORKSHEET OUTPOST | Grade 1 ELA

Gather Information

CORE-527 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

5. Write a short answer to your research question using source details.

You can point, speak, draw, or write. Adults can note any help they give.

WORKSHEET OUTPOST | Grade 1 ELA

Gather Information

CORE-528 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

2. Write a short answer to your research question using source details.

3. Tell where your information came from.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

You can point, speak, draw, or write. Adults can note any help they give.

Present Information

CORE-529 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.



Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

5. Write a short answer to your research question using source details.

WORKSHEET OUTPOST | Grade 1 ELA

Present Information

CORE-530 | Five questions

Success criteria
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

2. Write a short answer to your research question using source details.

3. Tell where your information came from.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

You can point, speak, draw, or write. Adults can note any help they give.