WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-001 | Rhyme

1. Yes.
2. No.
3. Examples: name, same, tame.
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-002 | Rhyme

1. Examples: name, same, tame.
2. No.
3. Yes.
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-003 | Blending Onset and Rime

1. map
2. sun
3. fish
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-004 | Blending Onset and Rime

1. fish
2. sun
3. map
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-005 | Alliteration

1. /s/
2. map
3. Accept matching initial phonemes.
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-006 | Alliteration

1. Accept matching initial phonemes.
2. map
3. /s/
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-007 | Blending Words

1. raincoat
2. sunset
3. cupcake
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-008 | Blending Words

1. cupcake
2. sunset
3. raincoat
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-009 | Deleting Words

1. coat
2. cup
3. box
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-010 | Deleting Words

1. box
2. cup
3. coat
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-011 | Blending Phonemes

1. sun
2. map
3. ship
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-012 | Blending Phonemes

1. ship
2. map
3. sun
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-013 | Segmenting Phonemes

1. 3: /f/ /i/ /sh/
2. 3: /m/ /a/ /p/
3. 4: /s/ /t/ /o/ /p/
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-014 | Segmenting Phonemes

1. 4: /s/ /t/ /o/ /p/
2. 3: /m/ /a/ /p/
3. 3: /f/ /i/ /sh/
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-015 | Blending Syllables

1. picnic
2. robot
3. banana
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-016 | Blending Syllables

1. banana
2. robot
3. picnic
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-017 | Deleting Syllables

1. boy
2. rain
3. sun
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-018 | Deleting Syllables

1. sun
2. rain
3. boy
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-019 | Segmenting Syllables

1. 2
2. 3
3. 1
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-020 | Segmenting Syllables

1. 1
2. 3
3. 2
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-021 | Isolating Phonemes

1. short /u/
2. /t/
3. /l/
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-022 | Isolating Phonemes

1. /l/
2. /t/
3. short /u/
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-023 | Substituting Phonemes

1. tap
2. pan
3. cap
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-024 | Substituting Phonemes

1. cap
2. pan
3. tap
4. Choose a new word for the same activity and check the response.
5. Check that the example and answer match the skill on this page.

CORE-025 | Short a, i

1. map, fan, bag, cap, jam, pan
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-026 | Short a, i

1. pan, jam, cap, bag, fan, map
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-027 | Short o, u

1. log, pot, fox, mop, hop, nod
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-028 | Short o, u

1. nod, hop, mop, fox, pot, log
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-029 | Short e

1. net, hen, peg, red, bed, web
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-030 | Short e

1. web, bed, red, peg, hen, net
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-031 | Open and Closed Syllables

1. me, cat, go, bed, hi, sip
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-032 | Open and Closed Syllables

1. no, hop, we, sun, so, gum
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-033 | Closed Syllable Exceptions

1. find, kind, mind, old, cold, gold
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-034 | Closed Syllable Exceptions

1. gold, cold, old, mind, kind, find
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-035 | Floss Rule

1. bell, puff, miss, doll, hill, buzz
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-036 | Floss Rule

1. buzz, hill, doll, miss, puff, bell
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-037 | Digraph ck

1. back, neck, kick, rock, duck, sock
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-038 | Digraph ck

1. sock, duck, rock, kick, neck, back
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-039 | Words with –all, –oll, –ull

1. ball, wall, fall, roll, poll, pull
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-040 | Words with –all, –oll, –ull

1. pull, poll, roll, fall, wall, ball
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-041 | Digraphs sh, wh

1. ship, shop, shell, fish, dish, rush
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-042 | Digraphs sh, wh

1. rush, dish, fish, shell, shop, ship
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-043 | Digraphs ch, th /TH/, th /th/

1. this, that, them, then, than, these
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-044 | Digraphs ch, th /TH/, th /th/

1. these, than, then, them, that, this
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-045 | Digraph ng

1. ring, sing, song, long, wing, bang
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-046 | Digraph ng

1. bang, wing, long, song, sing, ring
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-047 | Initial Two-Consonant Blends

1. clap, frog, slip, drum, flag, crab
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-048 | Initial Two-Consonant Blends

1. crab, flag, drum, slip, frog, clap
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-049 | Contractions with am, is, has, and not

1. I'm, he's, she's, isn't, hasn't, aren't
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-050 | Contractions with am, is, has, and not

1. aren't, hasn't, isn't, she's, he's, I'm
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-051 | Final Blends

1. lamp, tent, hand, nest, soft, milk
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-052 | Final Blends

1. milk, soft, nest, hand, tent, lamp
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-053 | VCe Long a and i

1. cake, game, name, late, tape, gate
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-054 | VCe Long a and i

1. gate, tape, late, name, game, cake
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-055 | VCe Long o, u /ū/, and u /yū/

1. home, rope, note, bone, cone, hope
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-056 | VCe Long o, u /ū/, and u /yū/

1. hope, cone, bone, note, rope, home
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-057 | VCe Long e

1. these, theme, gene, scene, complete, concrete
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-058 | VCe Long e

1. concrete, complete, scene, gene, theme, these
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-059 | VCe Syllables

1. cake, bike, home, cube, these, note
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-060 | VCe Syllables

1. note, these, cube, home, bike, cake
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-061 | Soft c

1. cent, city, face, rice, nice, lace
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-062 | Soft c

1. lace, nice, rice, face, city, cent
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-063 | Soft g

1. gem, giant, gentle, cage, stage, age
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-064 | Soft g

1. age, stage, cage, gentle, giant, gem
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-065 | Trigraph tch

1. match, catch, patch, pitch, witch, hatch
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-066 | Trigraph tch

1. hatch, witch, pitch, patch, catch, match
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-067 | Trigraph dge

1. badge, edge, bridge, fudge, ridge, dodge
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-068 | Trigraph dge

1. dodge, ridge, fudge, bridge, edge, badge
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-069 | Inflectional Suffixes –s, –es

1. cats, dogs, cups, boxes, wishes, buses
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-070 | Inflectional Suffixes –s, –es

1. buses, wishes, boxes, cups, dogs, cats
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-071 | Inflection Suffix –ed

1. jumped, helped, planted, rested, filled, yelled
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-072 | Inflection Suffix –ed

1. yelled, filled, rested, planted, helped, jumped
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-073 | All Jobs of y

1. yes, gym, my, happy, try, yellow
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-074 | All Jobs of y

1. yellow, try, happy, my, gym, yes
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-075 | Vowel Teams ee, ea, /ē/

1. seed, feet, green, leaf, team, beach
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-076 | Vowel Teams ee, ea, /ē/

1. beach, team, leaf, green, feet, seed
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-077 | Vowel Teams ai, ay

1. rain, mail, train, day, play, stay
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-078 | Vowel Teams ai, ay

1. stay, play, day, train, mail, rain
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-079 | Vowel Teams oa, ow

1. boat, road, coat, snow, grow, slow
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-080 | Vowel Teams oa, ow

1. slow, grow, snow, coat, road, boat
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-081 | Vowel Teams ie, igh

1. pie, tie, lie, light, night, bright
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-082 | Vowel Teams ie, igh

1. bright, night, light, lie, tie, pie
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-083 | r-Controlled Vowel ar

1. car, farm, star, park, sharp, bark
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-084 | r-Controlled Vowel ar

1. bark, sharp, park, star, farm, car
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-085 | r-Controlled Vowel or

1. fork, corn, storm, short, porch, horn
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-086 | r-Controlled Vowel or

1. horn, porch, short, storm, corn, fork
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-087 | r-Controlled Vowels er, ir, and ur /er/

1. fern, herd, bird, shirt, turn, burn
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-088 | r-Controlled Vowels er, ir, and ur /er/

1. burn, turn, shirt, bird, herd, fern
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-089 | Vowel Team oo (as in book)

1. book, foot, look, good, wood, cook
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-090 | Vowel Team oo (as in book)

1. cook, wood, good, look, foot, book
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-091 | Vowel Team oo (long oo)

1. moon, food, boot, room, spoon, roof
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-092 | Vowel Team oo (long oo)

1. roof, spoon, room, boot, food, moon
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-093 | Vowel Teams ew, ui, ue /ū/

1. new, grew, flew, fruit, suit, blue
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-094 | Vowel Teams ew, ui, ue /ū/

1. blue, suit, fruit, flew, grew, new
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-095 | Vowel Teams au, aw

1. sauce, pause, haul, saw, claw, straw
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-096 | Vowel Teams au, aw

1. straw, claw, saw, haul, pause, sauce
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-097 | Vowel Team Diphthongs ou, ow /ow/

1. out, cloud, round, cow, brown, town
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-098 | Vowel Team Diphthongs ou, ow /ow/

1. town, brown, cow, round, cloud, out
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-099 | Vowel Team Diphthongs oi, oy

1. oil, coin, soil, toy, boy, joy
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-100 | Vowel Team Diphthongs oi, oy

1. joy, boy, toy, soil, coin, oil
2. Accept accurate observations about letters and sounds.
3. Accept a meaningful sentence using a listed word.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-101 | Words with Short a, i

1. map, fan, bag, cap, jam, pan
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-102 | Words with Short a, i

1. pan, jam, cap, bag, fan, map
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-103 | Words with Short o, u

1. log, pot, fox, mop, hop, nod
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-104 | Words with Short o, u

1. nod, hop, mop, fox, pot, log
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-105 | Words with Short e

1. net, hen, peg, red, bed, web
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-106 | Words with Short e

1. web, bed, red, peg, hen, net
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-107 | Words with Open and Closed Syllables

1. me, cat, go, bed, hi, sip
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-108 | Words with Open and Closed Syllables

1. no, hop, we, sun, so, gum
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-109 | Words with Closed Syllable Exceptions

1. find, kind, mind, old, cold, gold
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-110 | Words with Closed Syllable Exceptions

1. gold, cold, old, mind, kind, find
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-111 | Floss Rule

1. bell, puff, miss, doll, hill, buzz
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-112 | Floss Rule

1. buzz, hill, doll, miss, puff, bell
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-113 | Words with –all, –oll, –ull

1. ball, wall, fall, roll, poll, pull
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-114 | Words with –all, –oll, –ull

1. pull, poll, roll, fall, wall, ball
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-115 | Words with Digraph ck

1. back, neck, kick, rock, duck, sock
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-116 | Words with Digraph ck

1. sock, duck, rock, kick, neck, back
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-117 | Words with Digraphs sh, wh

1. ship, shop, shell, fish, dish, rush
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-118 | Words with Digraphs sh, wh

1. rush, dish, fish, shell, shop, ship
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-119 | Words with Digraphs ch, th /TH/, th /th/

1. this, that, them, then, than, these
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-120 | Words with Digraphs ch, th /TH/, th /th/

1. these, than, then, them, that, this
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-121 | Words with Digraph ng

1. ring, sing, song, long, wing, bang
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-122 | Words with Digraph ng

1. bang, wing, long, song, sing, ring
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-123 | Words with Initial Two-Consonant Blends

1. clap, frog, slip, drum, flag, crab
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-124 | Words with Initial Two-Consonant Blends

1. crab, flag, drum, slip, frog, clap
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-125 | Words with Final Blends

1. lamp, tent, hand, nest, soft, milk
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-126 | Words with Final Blends

1. milk, soft, nest, hand, tent, lamp
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-127 | Words with Contractions with am, is, has, and not

1. I'm, he's, she's, isn't, hasn't, aren't
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-128 | Words with Contractions with am, is, has, and not

1. aren't, hasn't, isn't, she's, he's, I'm
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-129 | Words with VCe Long a and i

1. cake, game, name, late, tape, gate
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-130 | Words with VCe Long a and i

1. gate, tape, late, name, game, cake
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-131 | Words with VCe Long e

1. these, theme, gene, scene, complete, concrete
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-132 | Words with VCe Long e

1. concrete, complete, scene, gene, theme, these
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-133 | Words with VCe Long o, u /ū/, and u /yū/

1. home, rope, note, bone, cone, hope
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-134 | Words with VCe Long o, u /ū/, and u /yū/

1. hope, cone, bone, note, rope, home
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-135 | Words with VCe Syllables

1. cake, bike, home, cube, these, note
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-136 | Words with VCe Syllables

1. note, these, cube, home, bike, cake
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-137 | Words with Soft c

1. cent, city, face, rice, nice, lace
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-138 | Words with Soft c

1. lace, nice, rice, face, city, cent
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-139 | Words with Soft g

1. gem, giant, gentle, cage, stage, age
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-140 | Words with Soft g

1. age, stage, cage, gentle, giant, gem
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-141 | Words with Trigraph tch

1. match, catch, patch, pitch, witch, hatch
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-142 | Words with Trigraph tch

1. hatch, witch, pitch, patch, catch, match
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-143 | Words with Trigraph dge

1. badge, edge, bridge, fudge, ridge, dodge
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-144 | Words with Trigraph dge

1. dodge, ridge, fudge, bridge, edge, badge
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-145 | Words with Inflectional Suffixes –s, –es

1. cats, dogs, cups, boxes, wishes, buses
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-146 | Words with Inflectional Suffixes –s, –es

1. buses, wishes, boxes, cups, dogs, cats
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-147 | Words with Inflection Suffix –ed

1. jumped, helped, planted, rested, filled, yelled
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-148 | Words with Inflection Suffix –ed

1. yelled, filled, rested, planted, helped, jumped
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-149 | Words with Jobs of y

1. yes, gym, my, happy, try, yellow
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-150 | Words with Jobs of y

1. yellow, try, happy, my, gym, yes
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-151 | Words with Vowel Teams ee, ea, /ē/

1. seed, feet, green, leaf, team, beach
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-152 | Words with Vowel Teams ee, ea, /ē/

1. beach, team, leaf, green, feet, seed
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-153 | Words with Vowel Teams ai, ay

1. rain, mail, train, day, play, stay
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-154 | Words with Vowel Teams ai, ay

1. stay, play, day, train, mail, rain
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-155 | Words with Vowel Teams oa, ow

1. boat, road, coat, snow, grow, slow
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-156 | Words with Vowel Teams oa, ow

1. slow, grow, snow, coat, road, boat
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-157 | Words with Vowel Teams ie, igh

1. pie, tie, lie, light, night, bright
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-158 | Words with Vowel Teams ie, igh

1. bright, night, light, lie, tie, pie
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-159 | Words with r-Controlled Vowel ar

1. car, farm, star, park, sharp, bark
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-160 | Words with r-Controlled Vowel ar

1. bark, sharp, park, star, farm, car
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-161 | Words with r-Controlled Vowel or

1. fork, corn, storm, short, porch, horn
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-162 | Words with r-Controlled Vowel or

1. horn, porch, short, storm, corn, fork
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-163 | Words with r-Controlled Vowels er, ir, and ur /er/

1. fern, herd, bird, shirt, turn, burn
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-164 | Words with r-Controlled Vowels er, ir, and ur /er/

1. burn, turn, shirt, bird, herd, fern
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-165 | Words with Vowel Team oo (as in book)

1. book, foot, look, good, wood, cook
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-166 | Words with Vowel Team oo (as in book)

1. cook, wood, good, look, foot, book
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-167 | Words with Vowel Team oo (long oo)

1. moon, food, boot, room, spoon, roof
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-168 | Words with Vowel Team oo (long oo)

1. roof, spoon, room, boot, food, moon
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-169 | Words with Vowel Teams ew, ui, ue /ū/

1. new, grew, flew, fruit, suit, blue
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-170 | Words with Vowel Teams ew, ui, ue /ū/

1. blue, suit, fruit, flew, grew, new
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-171 | Words with Vowel Teams au, aw

1. sauce, pause, haul, saw, claw, straw
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-172 | Words with Vowel Teams au, aw

1. straw, claw, saw, haul, pause, sauce
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-173 | Words with Vowel Team Diphthongs ou, ow /ow/

1. out, cloud, round, cow, brown, town
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-174 | Words with Vowel Team Diphthongs ou, ow /ow/

1. town, brown, cow, round, cloud, out
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-175 | Words with Vowel Team Diphthongs oi, oy

1. oil, coin, soil, toy, boy, joy
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-176 | Words with Vowel Team Diphthongs oi, oy

1. joy, boy, toy, soil, coin, oil
2. Accept meaningful sentences with the target words spelled correctly.
3. Check that the student marked the letters for the spelling pattern.
4. Listen as the child says each sound, then blends the word.
5. Spelling matches the selected word.

CORE-177 | was, of, you

1. Check the reading and the marked letters.
2. Check how the word is used.
3. was, of, you
4. was, of, you
5. Check spelling against the word bank.

CORE-178 | was, of, you

1. was, of, you
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-179 | or, for

1. Check the reading and the marked letters.
2. Check how the word is used.
3. or, for
4. or, for
5. Check spelling against the word bank.

CORE-180 | or, for

1. or, for
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-181 | put, push

1. Check the reading and the marked letters.
2. Check how the word is used.
3. put, push
4. put, push
5. Check spelling against the word bank.

CORE-182 | put, push

1. put, push
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-183 | my, by, why

1. Check the reading and the marked letters.
2. Check how the word is used.
3. my, by, why
4. my, by, why
5. Check spelling against the word bank.

CORE-184 | my, by, why

1. my, by, why
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-185 | walk, talk

1. Check the reading and the marked letters.
2. Check how the word is used.
3. walk, talk
4. walk, talk
5. Check spelling against the word bank.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-186 | walk, talk

1. walk, talk
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-187 | into

1. Check the reading and the marked letters.
2. Check how the word is used.
3. into
4. into
5. Check spelling against the word bank.

CORE-188 | into

1. into
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-189 | wash, want

1. Check the reading and the marked letters.
2. Check how the word is used.
3. wash, want
4. wash, want
5. Check spelling against the word bank.

CORE-190 | wash, want

1. wash, want
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-191 | what, who

1. Check the reading and the marked letters.
2. Check how the word is used.
3. what, who
4. what, who
5. Check spelling against the word bank.

CORE-192 | what, who

1. what, who
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-193 | some, come, none, done

1. Check the reading and the marked letters.
2. Check how the word is used.
3. some, come, none, done
4. some, come, none, done
5. Check spelling against the word bank.

CORE-194 | some, come, none, done

1. some, come, none, done
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-195 | our, out, about

1. Check the reading and the marked letters.
2. Check how the word is used.
3. our, out, about
4. our, out, about
5. Check spelling against the word bank.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-196 | our, out, about

1. our, out, about
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-197 | Cumulative Irregular Word Review

1. Check the reading and the marked letters.
2. Check how the word is used.
3. Cumulative Irregular Word Review
4. Cumulative Irregular Word Review
5. Check spelling against the word bank.

CORE-198 | Cumulative Irregular Word Review

1. Cumulative Irregular Word Review
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-199 | among, almost

1. Check the reading and the marked letters.
2. Check how the word is used.
3. among, almost
4. among, almost
5. Check spelling against the word bank.

CORE-200 | among, almost

1. among, almost
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-201 | have, give, live

1. Check the reading and the marked letters.
2. Check how the word is used.
3. have, give, live
4. have, give, live
5. Check spelling against the word bank.

CORE-202 | have, give, live

1. have, give, live
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-203 | could, would, should

1. Check the reading and the marked letters.
2. Check how the word is used.
3. could, would, should
4. could, would, should
5. Check spelling against the word bank.

CORE-204 | could, would, should

1. could, would, should
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-205 | there, where

1. Check the reading and the marked letters.
2. Check how the word is used.
3. there, where
4. there, where
5. Check spelling against the word bank.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-206 | there, where

1. there, where
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-207 | one, once

1. Check the reading and the marked letters.
2. Check how the word is used.
3. one, once
4. one, once
5. Check spelling against the word bank.

CORE-208 | one, once

1. one, once
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-209 | love, above

1. Check the reading and the marked letters.
2. Check how the word is used.
3. love, above
4. love, above
5. Check spelling against the word bank.

CORE-210 | love, above

1. love, above
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-211 | women, woman

1. Check the reading and the marked letters.
2. Check how the word is used.
3. women, woman
4. women, woman
5. Check spelling against the word bank.

CORE-212 | women, woman

1. women, woman
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-213 | they

1. Check the reading and the marked letters.
2. Check how the word is used.
3. they
4. they
5. Check spelling against the word bank.

CORE-214 | they

1. they
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-215 | does

1. Check the reading and the marked letters.
2. Check how the word is used.
3. does
4. does
5. Check spelling against the word bank.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-216 | does

1. does
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-217 | friend

1. Check the reading and the marked letters.
2. Check how the word is used.
3. friend
4. friend
5. Check spelling against the word bank.

CORE-218 | friend

1. friend
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-219 | been, great, break

1. Check the reading and the marked letters.
2. Check how the word is used.
3. been, great, break
4. been, great, break
5. Check spelling against the word bank.

CORE-220 | been, great, break

1. been, great, break
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-221 | again, against, today

1. Check the reading and the marked letters.
2. Check how the word is used.
3. again, against, today
4. again, against, today
5. Check spelling against the word bank.

CORE-222 | again, against, today

1. again, against, today
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-223 | away, always, also

1. Check the reading and the marked letters.
2. Check how the word is used.
3. away, always, also
4. away, always, also
5. Check spelling against the word bank.

CORE-224 | away, always, also

1. away, always, also
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-225 | know, knew

1. Check the reading and the marked letters.
2. Check how the word is used.
3. know, knew
4. know, knew
5. Check spelling against the word bank.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-226 | know, knew

1. know, knew
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-227 | work, word, world

1. Check the reading and the marked letters.
2. Check how the word is used.
3. work, word, world
4. work, word, world
5. Check spelling against the word bank.

CORE-228 | work, word, world

1. work, word, world
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-229 | your, four, fourth

1. Check the reading and the marked letters.
2. Check how the word is used.
3. your, four, fourth
4. your, four, fourth
5. Check spelling against the word bank.

CORE-230 | your, four, fourth

1. your, four, fourth
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-231 | pear, wear, tear, bear

1. Check the reading and the marked letters.
2. Check how the word is used.
3. pear, wear, tear, bear
4. pear, wear, tear, bear
5. Check spelling against the word bank.

CORE-232 | pear, wear, tear, bear

1. pear, wear, tear, bear
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-233 | door, poor, floor

1. Check the reading and the marked letters.
2. Check how the word is used.
3. door, poor, floor
4. door, poor, floor
5. Check spelling against the word bank.

CORE-234 | door, poor, floor

1. door, poor, floor
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-235 | buy, build

1. Check the reading and the marked letters.
2. Check how the word is used.
3. buy, build
4. buy, build
5. Check spelling against the word bank.

CORE-236 | buy, build

1. buy, build
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-237 | father, other, mother, brother

1. Check the reading and the marked letters.
2. Check how the word is used.
3. father, other, mother, brother
4. father, other, mother, brother
5. Check spelling against the word bank.

CORE-238 | father, other, mother, brother

1. father, other, mother, brother
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-239 | fought, bought, brought, thought

1. Check the reading and the marked letters.
2. Check how the word is used.
3. fought, bought, brought, thought
4. fought, bought, brought, thought
5. Check spelling against the word bank.

CORE-240 | fought, bought, brought, thought

1. fought, bought, brought, thought
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-241 | cousin, young, touch

1. Check the reading and the marked letters.
2. Check how the word is used.
3. cousin, young, touch
4. cousin, young, touch
5. Check spelling against the word bank.

CORE-242 | cousin, young, touch

1. cousin, young, touch
2. Check spelling against the word bank.
3. Check spelling and word use.
4. Check the reading and the marked letters.
5. Check how the word is used.

CORE-243 | Accuracy and Self-Correction

1. Observe accuracy.
2. Observe self-correction.
3. Observe phrasing, pace, and expression; do not reward speed alone.
4. Observe accurate, fluent reading.
5. Accurate summary.

CORE-244 | Accuracy and Self-Correction

1. Observe accurate, fluent reading.
2. Accurate summary.
3. Give feedback on the reading skill named on the page.
4. Observe accuracy.
5. Observe self-correction.

CORE-245 | Reading Rate and Automaticity

1. Observe accuracy.
2. Observe self-correction.
3. Observe phrasing, pace, and expression; do not reward speed alone.
4. Observe accurate, fluent reading.
5. Accurate summary.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-246 | Reading Rate and Automaticity

1. Observe accurate, fluent reading.
2. Accurate summary.
3. Give feedback on the reading skill named on the page.
4. Observe accuracy.
5. Observe self-correction.

CORE-247 | Phrasing and Intonation

1. Observe accuracy.
2. Observe self-correction.
3. Observe phrasing, pace, and expression; do not reward speed alone.
4. Observe accurate, fluent reading.
5. Accurate summary.

CORE-248 | Phrasing and Intonation

1. Observe accurate, fluent reading.
2. Accurate summary.
3. Give feedback on the reading skill named on the page.
4. Observe accuracy.
5. Observe self-correction.

CORE-249 | Expression

1. Observe accuracy.
2. Observe self-correction.
3. Observe phrasing, pace, and expression; do not reward speed alone.
4. Observe accurate, fluent reading.
5. Accurate summary.

CORE-250 | Expression

1. Observe accurate, fluent reading.
2. Accurate summary.
3. Give feedback on the reading skill named on the page.
4. Observe accuracy.
5. Observe self-correction.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-251 | Story Structure

1. Nell.
2. The paper bridge cannot hold the cart.
3. Nell folds the paper into a zigzag.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-252 | Story Structure

1. Mei.
2. The paper bag tears.
3. He makes a thank-you card.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-253 | Elements of Poetry

1. track/back
2. 4
3. click
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-254 | Elements of Poetry

1. tray/way or around/sound
2. Floats, bumps, and turns.
3. Observe rhythm and phrasing.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-255 | Ask and Answer Questions

1. Example: Who builds the bridge? Nell.
2. Because the cart falls through.
3. Accept a relevant unanswered question.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-256 | Ask and Answer Questions

1. Home.
2. Mei.
3. Relevant question.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-257 | Author’s Purpose

1. Teaching facts.
2. Folds open / moving fan pushes air.
3. To help explain how fan size affects moved air.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-258 | Author’s Purpose

1. For enjoyment or a lesson about helping.
2. Making a thank-you card.
3. It shows Rafi appreciates Mei.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-259 | Monitor and Clarify

1. Answers will vary.
2. Check meaning in context.
3. She folds it into a zigzag.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-260 | Monitor and Clarify

1. It tears.
2. Parts held to carry the bag.
3. Accept a specific clarification.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-261 | Make Inferences

1. Pleased / proud.
2. She smiles and invites Omar.
3. Persistence / willingness to improve.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-262 | Make Inferences

1. Grateful.
2. He makes a thank-you card.
3. Lends her bag.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-263 | Topic and Central Idea

1. How a paper fan works.
2. Its folds spread apart.
3. Parts bent back and forth in the paper.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-264 | Topic and Central Idea

1. A sloping surface.
2. One end is higher than the other.
3. Books.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-265 | Characters

1. Nell.
2. The paper bridge cannot hold the cart.
3. Nell folds the paper into a zigzag.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-266 | Characters

1. Mei.
2. The paper bag tears.
3. He makes a thank-you card.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-267 | Ideas and Support

1. How a paper fan works.
2. Its folds spread apart.
3. Parts bent back and forth in the paper.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-268 | Ideas and Support

1. A sloping surface.
2. One end is higher than the other.
3. Books.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-269 | Text Organization

1. Place two books apart.
2. Fold the paper.
3. First, next, then, last.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-270 | Text Organization

1. Add water.
2. So it is shaped and ready to float.
3. Tray, water, fold, float.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-271 | Retell

1. Nell builds a paper bridge.
2. It fails; she folds and retests it.
3. Accept main problem and solution without irrelevant details.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-272 | Retell

1. The bag tears.
2. Mei lends a cloth bag.
3. Rafi makes a thank-you card.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-273 | Setting

1. Books, paper, toy cart.
2. No.
3. Table/classroom/home; inference, not stated fact.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-274 | Setting

1. Home.
2. At home.
3. Accept a home setting.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-275 | Summarize

1. Nell builds a paper bridge.
2. It fails; she folds and retests it.
3. Accept main problem and solution without irrelevant details.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-276 | Summarize

1. The bag tears.
2. Mei lends a cloth bag.
3. Rafi makes a thank-you card.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-277 | Text Features

1. Jo Lane.
2. The picture of the bridge resting on books.
3. The glossary.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-278 | Text Features

1. Jo Lane.
2. A toy ramp.
3. The sloping surface.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-279 | Make Connections

1. Personal response.
2. Give a relevant similarity.
3. Cite a relevant detail.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-280 | Make Connections

1. Personal response.
2. Relevant connection.
3. Accept a thoughtful explanation.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-281 | Content-Area Words

1. How a paper fan works.
2. Its folds spread apart.
3. Parts bent back and forth in the paper.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-282 | Content-Area Words

1. A sloping surface.
2. One end is higher than the other.
3. Books.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-283 | Response to Text

1. Nell.
2. The paper bridge cannot hold the cart.
3. Nell folds the paper into a zigzag.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-284 | Response to Text

1. Mei.
2. The paper bag tears.
3. He makes a thank-you card.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-285 | Text Organization: Description

1. Place two books apart.
2. Fold the paper.
3. First, next, then, last.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-286 | Text Organization: Description

1. Add water.
2. So it is shaped and ready to float.
3. Tray, water, fold, float.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-287 | Create Mental Images

1. Accept cart, track, wheels, or ramp.
2. Any relevant phrase.
3. Clicking wheels.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-288 | Create Mental Images

1. Boat floating in a tray.
2. floats, bumps, turns
3. Quiet water or blowing; text says no sail sound.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-289 | Point of View

1. No; an outside narrator.
2. Nell / her / she.
3. I built a small paper bridge between two books.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-290 | Point of View

1. An outside narrator.
2. I wanted to carry three library books home.
3. Accept a first-person version from Mei.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-291 | Chronological Order

1. Place two books apart.
2. Fold the paper.
3. First, next, then, last.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-292 | Chronological Order

1. Add water.
2. So it is shaped and ready to float.
3. Tray, water, fold, float.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-293 | Evaluate

1. Try another approach when the first fails.
2. She folds and retests.
3. Not necessarily; test different weights.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-294 | Evaluate

1. Help others / show thanks.
2. Mei lends a bag / Rafi makes a card.
3. Accept a thoughtful response.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-295 | Synthesize

1. Flat paper bends under the cart.
2. Folding can help it hold weight.
3. Shape affects how much the paper can hold.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-296 | Synthesize

1. A bag for three books.
2. He could use the cloth bag.
3. The strong bag could hold the books.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-297 | Theme

1. Try another approach when the first fails.
2. She folds and retests.
3. Not necessarily; test different weights.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-298 | Theme

1. Help others / show thanks.
2. Mei lends a bag / Rafi makes a card.
3. Accept a thoughtful response.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-299 | Make and Confirm Predictions

1. Accept a plausible prediction based on the failed bridge.
2. Compare prediction with folding and retesting.
3. Accept plausible outcome and bridge-testing clue.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-300 | Make and Confirm Predictions

1. Accept a plausible way to carry books.
2. Mei offers a cloth bag.
3. Accept an accurate comparison.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-301 | Elements of Drama

1. Nell and Omar.
2. She holds the paper / She smiles.
3. Observe turn taking and expression.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-302 | Elements of Drama

1. Rafi.
2. Accept dialogue outside parentheses.
3. Hands over the bag.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-303 | Genre Characteristics: Narrative Nonfiction

1. An early powered flight in 1903.
2. The airplane rose and flew.
3. In event order.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-304 | Genre Characteristics: Narrative Nonfiction

1. Apollo 11.
2. They landed, walked, and collected samples.
3. It describes a real historical event.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-305 | Genre Characteristics: Informational Text

1. How a paper fan works.
2. Its folds spread apart.
3. Parts bent back and forth in the paper.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-306 | Genre Characteristics: Informational Text

1. A sloping surface.
2. One end is higher than the other.
3. Books.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-307 | Genre Characteristics: Biography

1. Orville Wright.
2. He piloted an airplane in 1903.
3. It tells about a real person and an event in his life.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-308 | Genre Characteristics: Biography

1. Mae Jemison.
2. Doctor.
3. 1992.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-309 | Synthesize Genre Knowledge

1. Flat paper bends under the cart.
2. Folding can help it hold weight.
3. Shape affects how much the paper can hold.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-310 | Synthesize Genre Knowledge

1. A bag for three books.
2. He could use the cloth bag.
3. The strong bag could hold the books.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-311 | Genre Characteristics: Realistic Fiction

1. Nell.
2. The paper bridge cannot hold the cart.
3. Nell folds the paper into a zigzag.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-312 | Genre Characteristics: Realistic Fiction

1. Mei.
2. The paper bag tears.
3. He makes a thank-you card.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-313 | Genre Characteristics: Folktales

1. A mouse asks a hill to move; animals talk.
2. Try another plan / accept help.
3. Include request, climb, and lesson.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-314 | Genre Characteristics: Folktales

1. The cloud.
2. Its scent.
3. Small gifts or acts of kindness matter.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-315 | Genre Characteristics: Fantasy

1. A staircase unfolds from an envelope to the moon / a star hands over a button.
2. Tess.
3. Accept an imaginative detail consistent with the story.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-316 | Genre Characteristics: Fantasy

1. A mitten.
2. The bird carries him.
3. A mitten cannot really transform into a bird.
4. Look for the main idea and a detail that supports it.
5. The question and answer fit the text.

CORE-317 | Response to Text

1. Topic-related sentence.
2. Relevant question; listens to answer.
3. Stays on topic, appropriate volume, respectful turn taking.
4. Listen for the speaking or listening skill on this page.
5. Check that the response reflects the partner's idea.

CORE-318 | Response to Text

1. Listen for the speaking or listening skill on this page.
2. Check that the response reflects the partner's idea.
3. Compare your observations with the child's.
4. Topic-related sentence.
5. Relevant question; listens to answer.

CORE-319 | Collaborative Conversations

1. Topic-related sentence.
2. Relevant question; listens to answer.
3. Stays on topic, appropriate volume, respectful turn taking.
4. Listen for the speaking or listening skill on this page.
5. Check that the response reflects the partner's idea.

CORE-320 | Collaborative Conversations

1. Listen for the speaking or listening skill on this page.
2. Check that the response reflects the partner's idea.
3. Compare your observations with the child's.
4. Topic-related sentence.
5. Relevant question; listens to answer.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-321 | Social Communication

1. Greeting and preferred name.
2. Relevant polite question.
3. Appropriate closing.
4. Listen for the speaking or listening skill on this page.
5. Check that the response reflects the partner's idea.

CORE-322 | Social Communication

1. Listen for the speaking or listening skill on this page.
2. Check that the response reflects the partner's idea.
3. Compare your observations with the child's.
4. Greeting and preferred name.
5. Relevant polite question.

CORE-323 | Ask and Answer Questions

1. Topic-related sentence.
2. Relevant question; listens to answer.
3. Stays on topic, appropriate volume, respectful turn taking.
4. Listen for the speaking or listening skill on this page.
5. Check that the response reflects the partner's idea.

CORE-324 | Ask and Answer Questions

1. Listen for the speaking or listening skill on this page.
2. Check that the response reflects the partner's idea.
3. Compare your observations with the child's.
4. Topic-related sentence.
5. Relevant question; listens to answer.

CORE-325 | Give and Follow Instructions

1. Clear ordered steps.
2. Correct sequence.
3. Observe accurate actions and turn taking.
4. Listen for the speaking or listening skill on this page.
5. Check that the response reflects the partner's idea.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-326 | Give and Follow Instructions

1. Listen for the speaking or listening skill on this page.
2. Check that the response reflects the partner's idea.
3. Compare your observations with the child's.
4. Clear ordered steps.
5. Correct sequence.

CORE-327 | Vocabulary in Conversation

1. look closely
2. fix something broken
3. keep steady
4. keep steady
5. fix something broken

CORE-328 | Vocabulary in Conversation

1. keep steady
2. fix something broken
3. look closely
4. look closely
5. fix something broken

CORE-329 | Vocabulary in Context

1. Very big.
2. so big that two children could sit inside
3. Very small.
4. Check meaning.
5. Example: broke when it fell.

CORE-330 | Vocabulary in Context

1. Check meaning.
2. Example: broke when it fell.
3. Connect clue to easily broken.
4. Very big.
5. so big that two children could sit inside

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-331 | Words About Feelings

1. proud / pleased / happy
2. frustrated / worried, etc.
3. Accept a belief with explanation.
4. grateful / relieved
5. Check meaning.

CORE-332 | Words About Feelings

1. grateful / relieved
2. Check meaning.
3. Emotion versus something a person thinks is true.
4. proud / pleased / happy
5. frustrated / worried, etc.

CORE-333 | Inflection –ed

1. jumped
2. jump in the past; check sentence.
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-334 | Inflection –ed

1. jump in the past; check sentence.
2. jumped
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-335 | Words About Places and Things

1. a person who helps with library materials
2. a place where things are made or repaired
3. something that holds things
4. something that holds things
5. a place where things are made or repaired

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-336 | Words About Places and Things

1. something that holds things
2. a place where things are made or repaired
3. a person who helps with library materials
4. a person who helps with library materials
5. a place where things are made or repaired

CORE-337 | Words About Actions and Directions

1. Put on socks before shoes.
2. The book is between the cups.
3. Observe directions.
4. Accept a sensible order.
5. Star higher than line.

CORE-338 | Words About Actions and Directions

1. Accept a sensible order.
2. Star higher than line.
3. Check meanings.
4. Put on socks before shoes.
5. The book is between the cups.

CORE-339 | Words About Time and Position

1. Put on socks before shoes.
2. The book is between the cups.
3. Observe directions.
4. Accept a sensible order.
5. Star higher than line.

CORE-340 | Words About Time and Position

1. Accept a sensible order.
2. Star higher than line.
3. Check meanings.
4. Put on socks before shoes.
5. The book is between the cups.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-341 | Inflection –ing

1. jumping
2. jump happening; check sentence.
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-342 | Inflection –ing

1. jump happening; check sentence.
2. jumping
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-343 | Compound Words

1. raincoat; sunset; cupcake
2. back + pack
3. A pack carried on the back.
4. bookshelf; snowman; bathtub
5. play + ground

CORE-344 | Compound Words

1. bookshelf; snowman; bathtub
2. play + ground
3. Check meaning.
4. raincoat; sunset; cupcake
5. back + pack

CORE-345 | Suffixes –er, –est

1. tallest
2. taller
3. most tall; check sentence.
4. more tall; check sentence.
5. Meaning fits the word and its context.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-346 | Suffixes –er, –est

1. most tall; check sentence.
2. more tall; check sentence.
3. tallest
4. taller
5. Meaning fits the word and its context.

CORE-347 | Inflection

1. cats
2. more than one cat; check sentence.
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-348 | Inflection

1. more than one cat; check sentence.
2. cats
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-349 | Suffixes –y, –ful

1. careful
2. rainy
3. full of care; check sentence.
4. having rain; check sentence.
5. Meaning fits the word and its context.

CORE-350 | Suffixes –y, –ful

1. full of care; check sentence.
2. having rain; check sentence.
3. careful
4. rainy
5. Meaning fits the word and its context.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-351 | Suffixes –less, –ful

1. hopeless
2. careful
3. without hope; check sentence.
4. full of care; check sentence.
5. Meaning fits the word and its context.

CORE-352 | Suffixes –less, –ful

1. without hope; check sentence.
2. full of care; check sentence.
3. hopeless
4. careful
5. Meaning fits the word and its context.

CORE-353 | Words About Actions

1. look closely
2. fix something broken
3. keep steady
4. keep steady
5. fix something broken

CORE-354 | Words About Actions

1. keep steady
2. fix something broken
3. look closely
4. look closely
5. fix something broken

CORE-355 | Words about Feelings and Beliefs

1. proud / pleased / happy
2. frustrated / worried, etc.
3. Accept a belief with explanation.
4. grateful / relieved
5. Check meaning.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-356 | Words about Feelings and Beliefs

1. grateful / relieved
2. Check meaning.
3. Emotion versus something a person thinks is true.
4. proud / pleased / happy
5. frustrated / worried, etc.

CORE-357 | Suffix –less

1. hopeless
2. without hope; check sentence.
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-358 | Suffix –less

1. without hope; check sentence.
2. hopeless
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-359 | Suffix –ly

1. slowly
2. in a slow way; check sentence.
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-360 | Suffix –ly

1. in a slow way; check sentence.
2. slowly
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-361 | Prefix un–

1. unfair
2. not fair; check sentence.
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-362 | Prefix un–

1. not fair; check sentence.
2. unfair
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-363 | Prefix re–

1. reread
2. read again; check sentence.
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-364 | Prefix re–

1. read again; check sentence.
2. reread
3. Meaning fits the word and its context.
4. Sentence or picture demonstrates the chosen meaning.
5. Example and explanation correctly demonstrate the target skill.

CORE-365 | Classify and Categorize

1. Fruits: apple, pear. Tools: hammer, saw.
2. Accept correct category members.
3. What the items are or do.
4. Actions: run, jump. Colors: red, blue.
5. Check category.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-366 | Classify and Categorize

1. Actions: run, jump. Colors: red, blue.
2. Check category.
3. Yes; accept a valid example.
4. Fruits: apple, pear. Tools: hammer, saw.
5. Accept correct category members.

CORE-367 | Antonyms

1. cold; closed; late
2. empty
3. Check meanings.
4. short; soft; dry
5. after

CORE-368 | Antonyms

1. short; soft; dry
2. after
3. Check opposite meanings.
4. cold; closed; late
5. empty

CORE-369 | Synonyms

1. small/little
2. happy
3. big
4. silent; quick; start
5. large

CORE-370 | Synonyms

1. silent; quick; start
2. large
3. Accept a sensible degree or context difference.
4. small/little
5. happy

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-371 | Context Clues

1. Very big.
2. so big that two children could sit inside
3. Very small.
4. Check meaning.
5. Example: broke when it fell.

CORE-372 | Context Clues

1. Check meaning.
2. Example: broke when it fell.
3. Connect clue to easily broken.
4. Very big.
5. so big that two children could sit inside

CORE-373 | Reference Sources

1. repair
2. No.
3. fragile, repair, sturdy
4. fragile
5. Check meaning.

CORE-374 | Reference Sources

1. fragile
2. Check meaning.
3. Use an appropriate dictionary or ask an adult for help.
4. repair
5. No.

CORE-375 | Multiple-Meaning Words

1. Animal; sports tool.
2. Jewelry; sound/action.
3. Check two distinct meanings.
4. Not heavy; lamp/illumination.
5. Recreation area; stop a vehicle in a space.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-376 | Multiple-Meaning Words

1. Not heavy; lamp/illumination.
2. Recreation area; stop a vehicle in a space.
3. Check two appropriate meanings.
4. Animal; sports tool.
5. Jewelry; sound/action.

CORE-377 | Shades of Meaning

1. warm, hot, boiling
2. love
3. Check meaning.
4. whisper, speak, shout
5. sprint

CORE-378 | Shades of Meaning

1. whisper, speak, shout
2. sprint
3. Words convey different degrees or actions.
4. warm, hot, boiling
5. love

CORE-379 | Oral Story

1. Character, setting, beginning, middle, ending.
2. Character, setting, beginning, middle, ending.
3. Check that the draft follows the plan. Note any help given.
4. Character, setting, beginning, middle, ending.
5. Look for a meaningful revision.

CORE-380 | Oral Story

1. Character, setting, beginning, middle, ending.
2. Look for a meaningful revision.
3. Character, setting, beginning, middle, ending.
4. Character, setting, beginning, middle, ending.
5. Character, setting, beginning, middle, ending.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-381 | Descriptive Essay

1. Includes concrete descriptive details.
2. Includes concrete descriptive details.
3. Check that the draft follows the plan. Note any help given.
4. Includes concrete descriptive details.
5. Look for a meaningful revision.

CORE-382 | Descriptive Essay

1. Includes concrete descriptive details.
2. Look for a meaningful revision.
3. Includes concrete descriptive details.
4. Includes concrete descriptive details.
5. Includes concrete descriptive details.

CORE-383 | Procedural Text

1. Materials, ordered steps, and closing check.
2. Materials, ordered steps, and closing check.
3. Check that the draft follows the plan. Note any help given.
4. Materials, ordered steps, and closing check.
5. Look for a meaningful revision.

CORE-384 | Procedural Text

1. Materials, ordered steps, and closing check.
2. Look for a meaningful revision.
3. Materials, ordered steps, and closing check.
4. Materials, ordered steps, and closing check.
5. Materials, ordered steps, and closing check.

CORE-385 | Imaginative Story

1. Character, setting, problem, events, and ending.
2. Character, setting, problem, events, and ending.
3. Check that the draft follows the plan. Note any help given.
4. Character, setting, problem, events, and ending.
5. Look for a meaningful revision.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-386 | Imaginative Story

1. Character, setting, problem, events, and ending.
2. Look for a meaningful revision.
3. Character, setting, problem, events, and ending.
4. Character, setting, problem, events, and ending.
5. Character, setting, problem, events, and ending.

CORE-387 | Opinion Essay

1. Opinion, relevant reasons, and closing.
2. Opinion, relevant reasons, and closing.
3. Check that the draft follows the plan. Note any help given.
4. Opinion, relevant reasons, and closing.
5. Look for a meaningful revision.

CORE-388 | Opinion Essay

1. Opinion, relevant reasons, and closing.
2. Look for a meaningful revision.
3. Opinion, relevant reasons, and closing.
4. Opinion, relevant reasons, and closing.
5. Opinion, relevant reasons, and closing.

CORE-389 | Poem

1. Four lines with concrete imagery; rhyme optional unless requested.
2. Four lines with concrete imagery; rhyme optional unless requested.
3. Check that the draft follows the plan. Note any help given.
4. Four lines with concrete imagery; rhyme optional unless requested.
5. Look for a meaningful revision.

CORE-390 | Poem

1. Four lines with concrete imagery; rhyme optional unless requested.
2. Look for a meaningful revision.
3. Four lines with concrete imagery; rhyme optional unless requested.
4. Four lines with concrete imagery; rhyme optional unless requested.
5. Four lines with concrete imagery; rhyme optional unless requested.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-391 | Personal Narrative

1. Real experience, event order, feelings, ending.
2. Real experience, event order, feelings, ending.
3. Check that the draft follows the plan. Note any help given.
4. Real experience, event order, feelings, ending.
5. Look for a meaningful revision.

CORE-392 | Personal Narrative

1. Real experience, event order, feelings, ending.
2. Look for a meaningful revision.
3. Real experience, event order, feelings, ending.
4. Real experience, event order, feelings, ending.
5. Real experience, event order, feelings, ending.

CORE-393 | Biographical Essay

1. Real person, sourced facts, chronological order.
2. Real person, sourced facts, chronological order.
3. Check that the draft follows the plan. Note any help given.
4. Real person, sourced facts, chronological order.
5. Look for a meaningful revision.

CORE-394 | Biographical Essay

1. Real person, sourced facts, chronological order.
2. Look for a meaningful revision.
3. Real person, sourced facts, chronological order.
4. Real person, sourced facts, chronological order.
5. Real person, sourced facts, chronological order.

CORE-395 | Opinion Letter

1. Greeting, request/opinion with reason, and closing.
2. Greeting, request/opinion with reason, and closing.
3. Check that the draft follows the plan. Note any help given.
4. Greeting, request/opinion with reason, and closing.
5. Look for a meaningful revision.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-396 | Opinion Letter

1. Greeting, request/opinion with reason, and closing.
2. Look for a meaningful revision.
3. Greeting, request/opinion with reason, and closing.
4. Greeting, request/opinion with reason, and closing.
5. Greeting, request/opinion with reason, and closing.

CORE-397 | Nouns for People and Animals

1. baker-person; rabbit-animal; park-place; pencil-thing
2. dog, stick
3. Accept correct nouns.
4. turtle-animal; artist-person; library-place; cup-thing
5. child, gate

CORE-398 | Nouns for People and Animals

1. turtle-animal; artist-person; library-place; cup-thing
2. child, gate
3. Check two nouns used correctly.
4. baker-person; rabbit-animal; park-place; pencil-thing
5. dog, stick

CORE-399 | Review Proper Nouns and Capitalization

1. Mei lives in Reno.
2. We meet on Monday in May.
3. Dr. Lee
4. Rafi visits Texas.
5. Accept correctly capitalized holiday.

CORE-400 | Review Proper Nouns and Capitalization

1. Rafi visits Texas.
2. Accept correctly capitalized holiday.
3. Example: city / Reno.
4. Mei lives in Reno.
5. We meet on Monday in May.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-401 | Nouns for Places and Things

1. baker-person; rabbit-animal; park-place; pencil-thing
2. dog, stick
3. Accept correct nouns.
4. turtle-animal; artist-person; library-place; cup-thing
5. child, gate

CORE-402 | Nouns for Places and Things

1. turtle-animal; artist-person; library-place; cup-thing
2. child, gate
3. Check two nouns used correctly.
4. baker-person; rabbit-animal; park-place; pencil-thing
5. dog, stick

CORE-403 | Action Verbs

1. lifts
2. roll, stop, turn; other valid verbs
3. Check action word.
4. folds
5. Observe matching actions.

CORE-404 | Action Verbs

1. folds
2. Observe matching actions.
3. walked, ran, skipped; depends on sentence.
4. lifts
5. roll, stop, turn; other valid verbs

CORE-405 | Review Possessive Nouns

1. Mei's bag
2. the boys' carts
3. cat's
4. Rafi's hat
5. the teachers' room

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-406 | Review Possessive Nouns

1. Rafi's hat
2. the teachers' room
3. Example: The dogs' toys are in a box.
4. Mei's bag
5. the boys' carts

CORE-407 | Adjectives: Size and Shape and Articles

1. tiny, round
2. three, blue
3. an apple; a book
4. Accept fitting sensory adjectives.
5. rough/smooth; loud/quiet, etc.

CORE-408 | Adjectives: Size and Shape and Articles

1. Accept fitting sensory adjectives.
2. rough/smooth; loud/quiet, etc.
3. Accept a specific noun/adjective and a stronger verb, such as a smooth stone; marched.
4. tiny, round
5. three, blue

CORE-409 | Review Action Verbs

1. lifts
2. roll, stop, turn; other valid verbs
3. Check action word.
4. folds
5. Observe matching actions.

CORE-410 | Review Action Verbs

1. folds
2. Observe matching actions.
3. walked, ran, skipped; depends on sentence.
4. lifts
5. roll, stop, turn; other valid verbs

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-411 | Adjectives: Color and Number

1. tiny, round
2. three, blue
3. an apple; a book
4. Accept fitting sensory adjectives.
5. rough/smooth; loud/quiet, etc.

CORE-412 | Adjectives: Color and Number

1. Accept fitting sensory adjectives.
2. rough/smooth; loud/quiet, etc.
3. Accept a specific noun/adjective and a stronger verb, such as a smooth stone; marched.
4. tiny, round
5. three, blue

CORE-413 | Review Subject Pronouns

1. She folds paper.
2. They roll.
3. him
4. We play.
5. She

CORE-414 | Review Subject Pronouns

1. We play.
2. She
3. us
4. She folds paper.
5. They roll.

CORE-415 | Complete Sentences

1. The cart rolls.
2. No; it lacks a predicate.
3. ?
4. Accept a predicate and punctuation.
5. command

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-416 | Complete Sentences

1. Accept a predicate and punctuation.
2. command
3. Check subject, predicate, capital, and end mark.
4. The cart rolls.
5. No; it lacks a predicate.

CORE-417 | Sentence Parts

1. Nell
2. rolls down
3. Accept a subject that agrees with holds.
4. The red cart / stops
5. Accept a predicate.

CORE-418 | Sentence Parts

1. The red cart / stops
2. Accept a predicate.
3. Check subject and predicate.
4. Nell
5. rolls down

CORE-419 | Review Adjectives

1. tiny, round
2. three, blue
3. an apple; a book
4. Accept fitting sensory adjectives.
5. rough/smooth; loud/quiet, etc.

CORE-420 | Review Adjectives

1. Accept fitting sensory adjectives.
2. rough/smooth; loud/quiet, etc.
3. Accept a specific noun/adjective and a stronger verb, such as a smooth stone; marched.
4. tiny, round
5. three, blue

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-421 | Statements

1. The cart rolls.
2. No; it lacks a predicate.
3. ?
4. Accept a predicate and punctuation.
5. command

CORE-422 | Statements

1. Accept a predicate and punctuation.
2. command
3. Check subject, predicate, capital, and end mark.
4. The cart rolls.
5. No; it lacks a predicate.

CORE-423 | Review Nouns: Places and Things

1. baker-person; rabbit-animal; park-place; pencil-thing
2. dog, stick
3. Accept correct nouns.
4. turtle-animal; artist-person; library-place; cup-thing
5. child, gate

CORE-424 | Review Nouns: Places and Things

1. turtle-animal; artist-person; library-place; cup-thing
2. child, gate
3. Check two nouns used correctly.
4. baker-person; rabbit-animal; park-place; pencil-thing
5. dog, stick

CORE-425 | Singular and Plural Nouns

1. cups; boxes; wishes
2. dogs
3. fox
4. buses; dishes; lamps
5. Check cats and a plural verb.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-426 | Singular and Plural Nouns

1. buses; dishes; lamps
2. Check cats and a plural verb.
3. Check correct ending.
4. cups; boxes; wishes
5. dogs

CORE-427 | Prepositions and Prepositional Phrases

1. under the book
2. after lunch
3. in / on / beside / under, etc.
4. beside Rafi
5. before dinner

CORE-428 | Prepositions and Prepositional Phrases

1. beside Rafi
2. before dinner
3. Check appropriate prepositional phrases.
4. under the book
5. after lunch

CORE-429 | Review Statements

1. The cart rolls.
2. No; it lacks a predicate.
3. ?
4. Accept a predicate and punctuation.
5. command

CORE-430 | Review Statements

1. Accept a predicate and punctuation.
2. command
3. Check subject, predicate, capital, and end mark.
4. The cart rolls.
5. No; it lacks a predicate.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-431 | Proper Nouns and Capitalization

1. Mei lives in Reno.
2. We meet on Monday in May.
3. Dr. Lee
4. Rafi visits Texas.
5. Accept correctly capitalized holiday.

CORE-432 | Proper Nouns and Capitalization

1. Rafi visits Texas.
2. Accept correctly capitalized holiday.
3. Example: city / Reno.
4. Mei lives in Reno.
5. We meet on Monday in May.

CORE-433 | Review Exclamations

1. What a tall tower!
2. !
3. Check capital and exclamation mark.
4. That was amazing!
5. Observe expression.

CORE-434 | Review Exclamations

1. That was amazing!
2. Observe expression.
3. Check meaning and punctuation.
4. What a tall tower!
5. !

CORE-435 | Commands

1. I packed paper, tape, and glue.
2. Nell cuts, folds, and tests.
3. Use commas between list items; serial comma optional.
4. Rafi brought socks, books, and a hat.
5. Mei reads, draws, and sings.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-436 | Commands

1. Rafi brought socks, books, and a hat.
2. Mei reads, draws, and sings.
3. Use a correctly punctuated series.
4. I packed paper, tape, and glue.
5. Nell cuts, folds, and tests.

CORE-437 | Review Kinds of Sentences

1. The cart rolls.
2. No; it lacks a predicate.
3. ?
4. Accept a predicate and punctuation.
5. command

CORE-438 | Review Kinds of Sentences

1. Accept a predicate and punctuation.
2. command
3. Check subject, predicate, capital, and end mark.
4. The cart rolls.
5. No; it lacks a predicate.

CORE-439 | Subjects and Verbs

1. folds
2. roll
3. watches
4. help
5. carries

CORE-440 | Subjects and Verbs

1. help
2. carries
3. The dogs run.
4. folds
5. roll

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-441 | Present- and Past-Tense Verbs

1. I helped Mei.
2. We will test the cart.
3. now
4. Nell jumped.
5. Rafi is going to read.

CORE-442 | Present- and Past-Tense Verbs

1. Nell jumped.
2. Rafi is going to read.
3. Check tense and time agreement.
4. I helped Mei.
5. We will test the cart.

CORE-443 | Review Sentence Parts

1. Nell
2. rolls down
3. Accept a subject that agrees with holds.
4. The red cart / stops
5. Accept a predicate.

CORE-444 | Review Sentence Parts

1. The red cart / stops
2. Accept a predicate.
3. Check subject and predicate.
4. Nell
5. rolls down

CORE-445 | The Verb Be

1. am
2. is
3. are
4. was
5. were

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-446 | The Verb Be

1. was
2. were
3. Check plural subject / you.
4. am
5. is

CORE-447 | Questions

1. Where is the cart?
2. Is the bag blue?
3. Check capital and question mark.
4. Can we try again?
5. Accept a complete question.

CORE-448 | Questions

1. Can we try again?
2. Accept a complete question.
3. Accept relevant question.
4. Where is the cart?
5. Is the bag blue?

CORE-449 | Review Commands

1. I packed paper, tape, and glue.
2. Nell cuts, folds, and tests.
3. Use commas between list items; serial comma optional.
4. Rafi brought socks, books, and a hat.
5. Mei reads, draws, and sings.

CORE-450 | Review Commands

1. Rafi brought socks, books, and a hat.
2. Mei reads, draws, and sings.
3. Use a correctly punctuated series.
4. I packed paper, tape, and glue.
5. Nell cuts, folds, and tests.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-451 | Compound Questions and Statements

1. Nell folds paper, and Omar tests it.
2. The bag is small, but it holds three books.
3. Example: Do you want to read, or do you want to draw?
4. The paper tore, so we found a new sheet.
5. or

CORE-452 | Compound Questions and Statements

1. The paper tore, so we found a new sheet.
2. or
3. Check two clauses and appropriate punctuation.
4. Nell folds paper, and Omar tests it.
5. The bag is small, but it holds three books.

CORE-453 | Review Subjects and Verbs

1. folds
2. roll
3. watches
4. help
5. carries

CORE-454 | Review Subjects and Verbs

1. help
2. carries
3. The dogs run.
4. folds
5. roll

CORE-455 | Names of Months, Days, and Holidays

1. Mei lives in Reno.
2. We meet on Monday in May.
3. Dr. Lee
4. Rafi visits Texas.
5. Accept correctly capitalized holiday.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-456 | Names of Months, Days, and Holidays

1. Rafi visits Texas.
2. Accept correctly capitalized holiday.
3. Example: city / Reno.
4. Mei lives in Reno.
5. We meet on Monday in May.

CORE-457 | Review Verbs and Time

1. I helped Mei.
2. We will test the cart.
3. now
4. Nell jumped.
5. Rafi is going to read.

CORE-458 | Review Verbs and Time

1. Nell jumped.
2. Rafi is going to read.
3. Check tense and time agreement.
4. I helped Mei.
5. We will test the cart.

CORE-459 | Future Tense

1. I helped Mei.
2. We will test the cart.
3. now
4. Nell jumped.
5. Rafi is going to read.

CORE-460 | Future Tense

1. Nell jumped.
2. Rafi is going to read.
3. Check tense and time agreement.
4. I helped Mei.
5. We will test the cart.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-461 | Review Spelling

1. cape
2. jumped; helped
3. I said I would help.
4. kite
5. hopping; making

CORE-462 | Review Spelling

1. kite
2. hopping; making
3. There are two books.
4. cape
5. jumped; helped

CORE-463 | Subject Pronouns

1. She folds paper.
2. They roll.
3. him
4. We play.
5. She

CORE-464 | Subject Pronouns

1. We play.
2. She
3. us
4. She folds paper.
5. They roll.

CORE-465 | Review Questions

1. Where is the cart?
2. Is the bag blue?
3. Check capital and question mark.
4. Can we try again?
5. Accept a complete question.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-466 | Review Questions

1. Can we try again?
2. Accept a complete question.
3. Accept relevant question.
4. Where is the cart?
5. Is the bag blue?

CORE-467 | Pronouns I and Me

1. I
2. me
3. Omar and I draw.
4. They
5. them

CORE-468 | Pronouns I and Me

1. They
2. them
3. Check subject use.
4. I
5. me

CORE-469 | Review Compound Questions and Statements

1. Nell folds paper, and Omar tests it.
2. The bag is small, but it holds three books.
3. Example: Do you want to read, or do you want to draw?
4. The paper tore, so we found a new sheet.
5. or

CORE-470 | Review Compound Questions and Statements

1. The paper tore, so we found a new sheet.
2. or
3. Check two clauses and appropriate punctuation.
4. Nell folds paper, and Omar tests it.
5. The bag is small, but it holds three books.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-471 | Possessive Pronouns

1. my
2. his
3. Mei holds her book.
4. theirs
5. yours

CORE-472 | Possessive Pronouns

1. theirs
2. yours
3. Check appropriate possessive pronoun.
4. my
5. his

CORE-473 | Indefinite Pronouns

1. Someone
2. Everybody
3. Check use of indefinite pronoun.
4. Nobody
5. Someone / somebody

CORE-474 | Indefinite Pronouns

1. Nobody
2. Someone / somebody
3. Check meaningful sentence.
4. Someone
5. Everybody

CORE-475 | Review Future Tense

1. I helped Mei.
2. We will test the cart.
3. now
4. Nell jumped.
5. Rafi is going to read.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-476 | Review Future Tense

1. Nell jumped.
2. Rafi is going to read.
3. Check tense and time agreement.
4. I helped Mei.
5. We will test the cart.

CORE-477 | Contractions

1. don't; isn't; I'm
2. she is or she has, depending on context
3. Check meaning cannot.
4. we're; they'll; I've
5. would not

CORE-478 | Contractions

1. we're; they'll; I've
2. would not
3. Check meaning you are.
4. don't; isn't; I'm
5. she is or she has, depending on context

CORE-479 | Review Names of Months, Days, and Holidays

1. Mei lives in Reno.
2. We meet on Monday in May.
3. Dr. Lee
4. Rafi visits Texas.
5. Accept correctly capitalized holiday.

CORE-480 | Review Names of Months, Days, and Holidays

1. Rafi visits Texas.
2. Accept correctly capitalized holiday.
3. Example: city / Reno.
4. Mei lives in Reno.
5. We meet on Monday in May.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-481 | Review Prepositions and Prepositional Phrases

1. under the book
2. after lunch
3. in / on / beside / under, etc.
4. beside Rafi
5. before dinner

CORE-482 | Review Prepositions and Prepositional Phrases

1. beside Rafi
2. before dinner
3. Check appropriate prepositional phrases.
4. under the book
5. after lunch

CORE-483 | Exclamations

1. What a tall tower!
2. !
3. Check capital and exclamation mark.
4. That was amazing!
5. Observe expression.

CORE-484 | Exclamations

1. That was amazing!
2. Observe expression.
3. Check meaning and punctuation.
4. What a tall tower!
5. !

CORE-485 | Review Adjectives that Compare

1. biggest
2. longer
3. smallest
4. taller
5. stronger

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-486 | Review Adjectives that Compare

1. taller
2. stronger
3. Check comparative form.
4. biggest
5. longer

CORE-487 | Different Kinds of Sentences

1. The cart rolls.
2. No; it lacks a predicate.
3. ?
4. Accept a predicate and punctuation.
5. command

CORE-488 | Different Kinds of Sentences

1. Accept a predicate and punctuation.
2. command
3. Check subject, predicate, capital, and end mark.
4. The cart rolls.
5. No; it lacks a predicate.

CORE-489 | Review the Pronouns I and Me

1. I
2. me
3. Omar and I draw.
4. They
5. them

CORE-490 | Review the Pronouns I and Me

1. They
2. them
3. Check subject use.
4. I
5. me

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-491 | Adjectives for the Senses

1. tiny, round
2. three, blue
3. an apple; a book
4. Accept fitting sensory adjectives.
5. rough/smooth; loud/quiet, etc.

CORE-492 | Adjectives for the Senses

1. Accept fitting sensory adjectives.
2. rough/smooth; loud/quiet, etc.
3. Accept a specific noun/adjective and a stronger verb, such as a smooth stone; marched.
4. tiny, round
5. three, blue

CORE-493 | Review the Verb Be

1. am
2. is
3. are
4. was
5. were

CORE-494 | Review the Verb Be

1. was
2. were
3. Check plural subject / you.
4. am
5. is

CORE-495 | Adverbs

1. slowly
2. tomorrow
3. outside
4. carefully
5. quietly / clearly / politely

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-496 | Adverbs

1. carefully
2. quietly / clearly / politely
3. Check time adverb.
4. slowly
5. tomorrow

CORE-497 | Review Indefinite Pronouns

1. Someone
2. Everybody
3. Check use of indefinite pronoun.
4. Nobody
5. Someone / somebody

CORE-498 | Review Indefinite Pronouns

1. Nobody
2. Someone / somebody
3. Check meaningful sentence.
4. Someone
5. Everybody

CORE-499 | Adjectives that Compare

1. biggest
2. longer
3. smallest
4. taller
5. stronger

CORE-500 | Adjectives that Compare

1. taller
2. stronger
3. Check comparative form.
4. biggest
5. longer

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-501 | Review Contractions

1. don't; isn't; I'm
2. she is or she has, depending on context
3. Check meaning cannot.
4. we're; they'll; I've
5. would not

CORE-502 | Review Contractions

1. we're; they'll; I've
2. would not
3. Check meaning you are.
4. don't; isn't; I'm
5. she is or she has, depending on context

CORE-503 | Using Correct Spelling

1. cape
2. jumped; helped
3. I said I would help.
4. kite
5. hopping; making

CORE-504 | Using Correct Spelling

1. kite
2. hopping; making
3. There are two books.
4. cape
5. jumped; helped

CORE-505 | Review Nouns

1. baker-person; rabbit-animal; park-place; pencil-thing
2. dog, stick
3. Accept correct nouns.
4. turtle-animal; artist-person; library-place; cup-thing
5. child, gate

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-506 | Review Nouns

1. turtle-animal; artist-person; library-place; cup-thing
2. child, gate
3. Check two nouns used correctly.
4. baker-person; rabbit-animal; park-place; pencil-thing
5. dog, stick

CORE-507 | Review Possessive Pronouns

1. my
2. his
3. Mei holds her book.
4. theirs
5. yours

CORE-508 | Review Possessive Pronouns

1. theirs
2. yours
3. Check appropriate possessive pronoun.
4. my
5. his

CORE-509 | Review Adjectives and Articles

1. tiny, round
2. three, blue
3. an apple; a book
4. Accept fitting sensory adjectives.
5. rough/smooth; loud/quiet, etc.

CORE-510 | Review Adjectives and Articles

1. Accept fitting sensory adjectives.
2. rough/smooth; loud/quiet, etc.
3. Accept a specific noun/adjective and a stronger verb, such as a smooth stone; marched.
4. tiny, round
5. three, blue

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-511 | Review Complete Sentences

1. The cart rolls.
2. No; it lacks a predicate.
3. ?
4. Accept a predicate and punctuation.
5. command

CORE-512 | Review Complete Sentences

1. Accept a predicate and punctuation.
2. command
3. Check subject, predicate, capital, and end mark.
4. The cart rolls.
5. No; it lacks a predicate.

CORE-513 | Review Singular and Plural Nouns

1. cups; boxes; wishes
2. dogs
3. fox
4. buses; dishes; lamps
5. Check cats and a plural verb.

CORE-514 | Review Singular and Plural Nouns

1. buses; dishes; lamps
2. Check cats and a plural verb.
3. Check correct ending.
4. cups; boxes; wishes
5. dogs

CORE-515 | Review Adverbs

1. slowly
2. tomorrow
3. outside
4. carefully
5. quietly / clearly / politely

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-516 | Review Adverbs

1. carefully
2. quietly / clearly / politely
3. Check time adverb.
4. slowly
5. tomorrow

CORE-517 | Research Essay

1. Example: How can I compare ramp heights fairly?
2. A: ramp slopes; B: same cart/surface.
3. B; it says what to keep the same.
4. A ramp slopes.
5. Supported answer.

CORE-518 | Research Essay

1. A ramp slopes.
2. Supported answer.
3. Name Source A / Source B.
4. Example: How can I compare ramp heights fairly?
5. A: ramp slopes; B: same cart/surface.

CORE-519 | Digital Tools

1. Example: How can I compare ramp heights fairly?
2. A: ramp slopes; B: same cart/surface.
3. B; it says what to keep the same.
4. SEARCH or GLOSSARY, depending on need.
5. AUDIO

CORE-520 | Digital Tools

1. SEARCH or GLOSSARY, depending on need.
2. AUDIO
3. Check logical research process and source use.
4. Example: How can I compare ramp heights fairly?
5. A: ramp slopes; B: same cart/surface.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-521 | Reference Sources

1. Example: How can I compare ramp heights fairly?
2. A: ramp slopes; B: same cart/surface.
3. B; it says what to keep the same.
4. A ramp slopes.
5. Supported answer.

CORE-522 | Reference Sources

1. A ramp slopes.
2. Supported answer.
3. Name Source A / Source B.
4. Example: How can I compare ramp heights fairly?
5. A: ramp slopes; B: same cart/surface.

CORE-523 | Digital Texts and Features

1. Example: How can I compare ramp heights fairly?
2. A: ramp slopes; B: same cart/surface.
3. B; it says what to keep the same.
4. SEARCH or GLOSSARY, depending on need.
5. AUDIO

CORE-524 | Digital Texts and Features

1. SEARCH or GLOSSARY, depending on need.
2. AUDIO
3. Check logical research process and source use.
4. Example: How can I compare ramp heights fairly?
5. A: ramp slopes; B: same cart/surface.

CORE-525 | Nonfiction Forms

1. Example: How can I compare ramp heights fairly?
2. A: ramp slopes; B: same cart/surface.
3. B; it says what to keep the same.
4. A ramp slopes.
5. Supported answer.

WORKSHEET OUTPOST | FIVE-QUESTION ANSWER NOTES

CORE-526 | Nonfiction Forms

1. A ramp slopes.
2. Supported answer.
3. Name Source A / Source B.
4. Example: How can I compare ramp heights fairly?
5. A: ramp slopes; B: same cart/surface.

CORE-527 | Gather Information

1. Example: How can I compare ramp heights fairly?
2. A: ramp slopes; B: same cart/surface.
3. B; it says what to keep the same.
4. A ramp slopes.
5. Supported answer.

CORE-528 | Gather Information

1. A ramp slopes.
2. Supported answer.
3. Name Source A / Source B.
4. Example: How can I compare ramp heights fairly?
5. A: ramp slopes; B: same cart/surface.

CORE-529 | Present Information

1. Example: How can I compare ramp heights fairly?
2. A: ramp slopes; B: same cart/surface.
3. B; it says what to keep the same.
4. A ramp slopes.
5. Supported answer.

CORE-530 | Present Information

1. A ramp slopes.
2. Supported answer.
3. Name Source A / Source B.
4. Example: How can I compare ramp heights fairly?
5. A: ramp slopes; B: same cart/surface.