

WORKSHEET OUTPOST | Grade 1 ELA

Rhyme

CORE-001 | Five questions

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

Name: _____ Date: _____

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

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

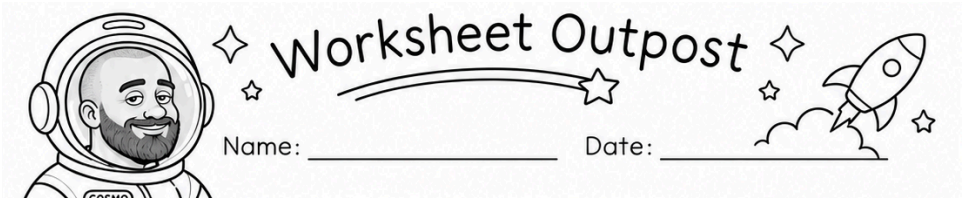
2. Say: sun, sock. Do they rhyme?

3. Say a word that rhymes with game.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Rhyme

CORE-002 | Five questions

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

Name: _____ Date: _____

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

1. Say a word that rhymes with game.

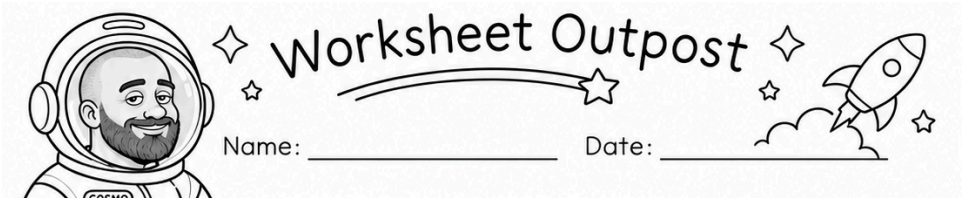
2. Say: sun, sock. Do they rhyme?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Blending Onset and Rime

CORE-003 | Five questions

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

Name: _____ Date: _____

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

1. Blend /m/ and /ap/.

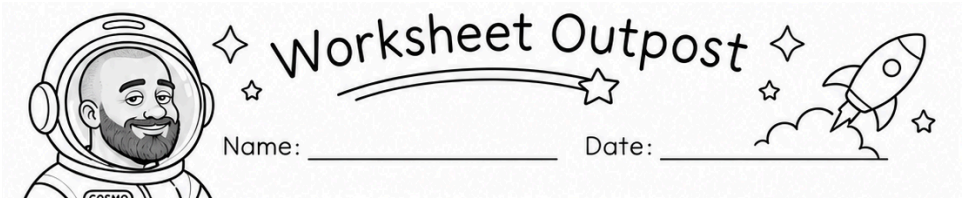
2. Blend /s/ and /un/.

3. Blend /f/ and /ish/.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Blending Onset and Rime

CORE-004 | Five questions

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

Name: _____ Date: _____

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

1. Blend /f/ and /ish/.

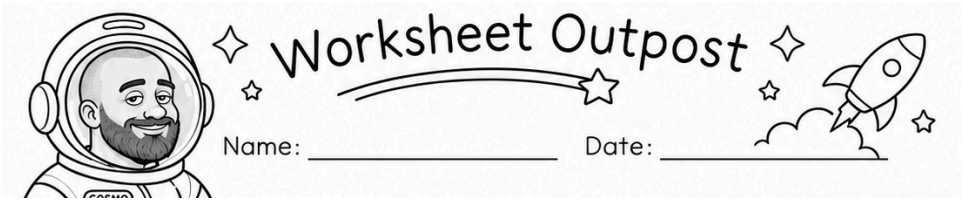
2. Blend /s/ and /un/.

3. Blend /m/ and /ap/.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Alliteration

CORE-005 | Five questions

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

Name: _____ Date: _____

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

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

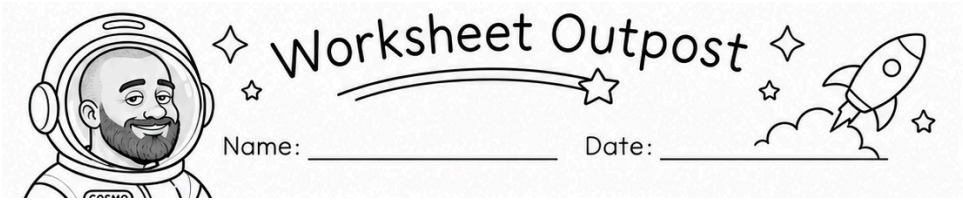
2. Which begins like moon: map or sun?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Alliteration

CORE-006 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

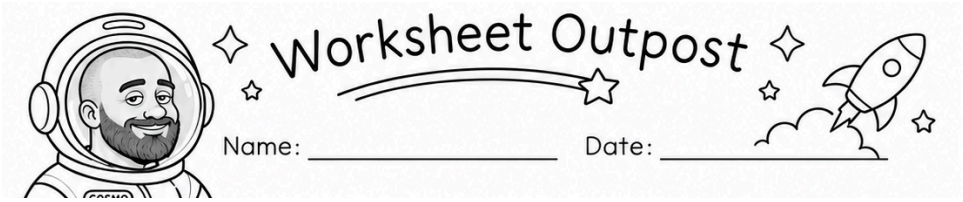
2. Which begins like moon: map or sun?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Blending Words

CORE-007 | Five questions

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

Name: _____ Date: _____

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

1. Join rain and coat.

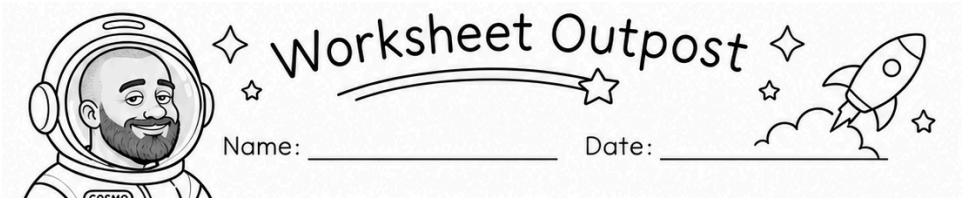
2. Join sun and set.

3. Join cup and cake.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Blending Words

CORE-008 | Five questions

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

Name: _____ Date: _____

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

1. Join cup and cake.

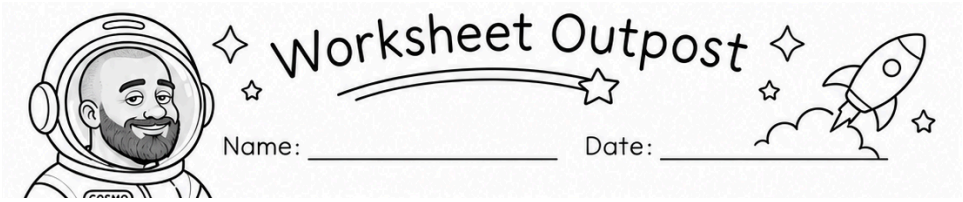
2. Join sun and set.

3. Join rain and coat.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Deleting Words

CORE-009 | Five questions

Success criteria

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

Name: _____ Date: _____

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

1. Say raincoat without rain.

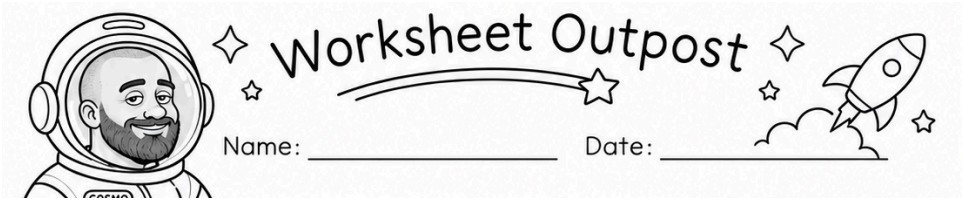
2. Say cupcake without cake.

3. Say sandbox without sand.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Deleting Words

CORE-010 | Five questions

Success criteria

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

Name: _____ Date: _____

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

1. Say sandbox without sand.

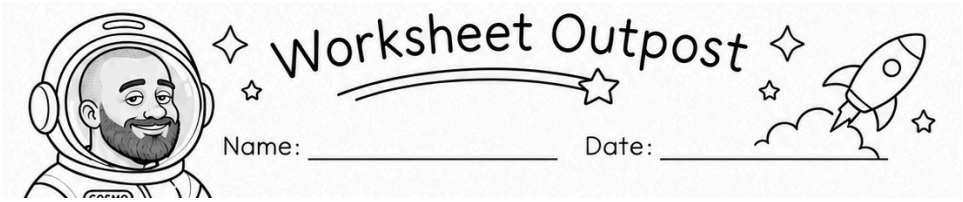
2. Say cupcake without cake.

3. Say raincoat without rain.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Blending Phonemes

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

CORE-011 | Five questions

Name: _____ Date: _____

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

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

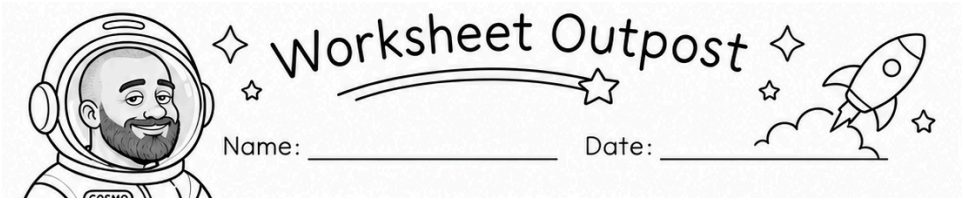
2. Blend /m/ /a/ /p/. Use the short a sound.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Blending Phonemes

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

CORE-012 | Five questions

Name: _____ Date: _____

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

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

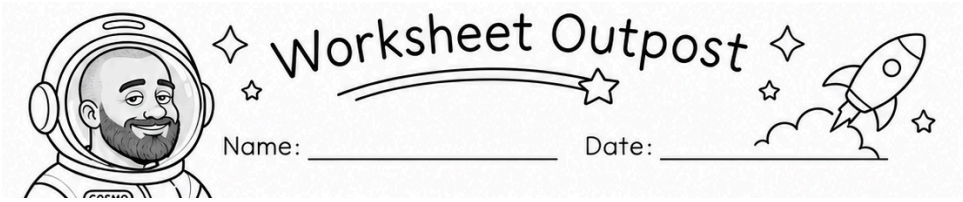
2. Blend /m/ /a/ /p/. Use the short a sound.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Segmenting Phonemes

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

CORE-013 | Five questions

Name: _____ Date: _____

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

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

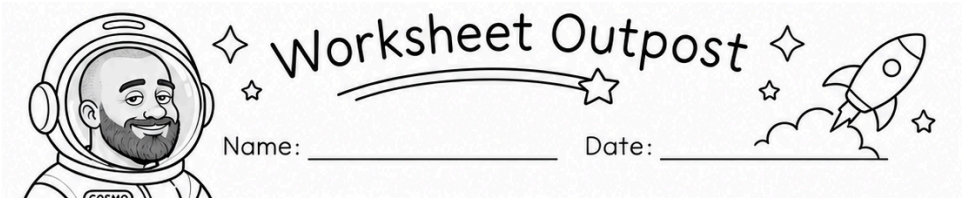
2. Say map. Tap each sound.

3. Say stop. Count the sounds.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Segmenting Phonemes

CORE-014 | Five questions

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

Name: _____ Date: _____

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

1. Say stop. Count the sounds.

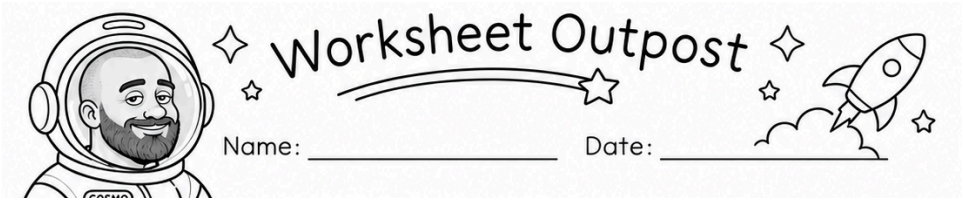
2. Say map. Tap each sound.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Short a, i

CORE-025 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

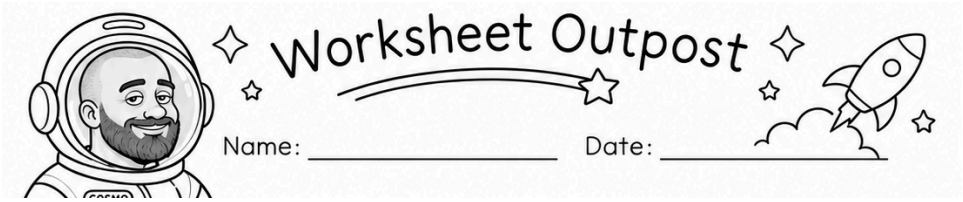
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Short a, i

CORE-026 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

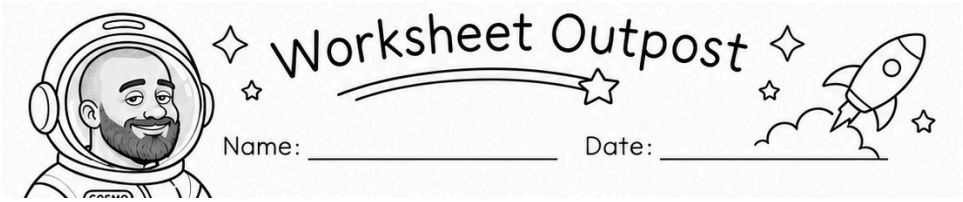
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Short o, u

CORE-027 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

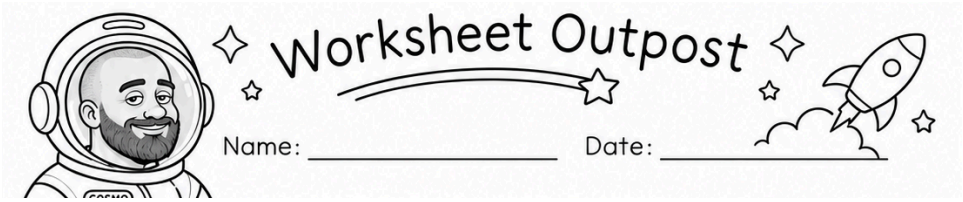
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Short o, u

CORE-028 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

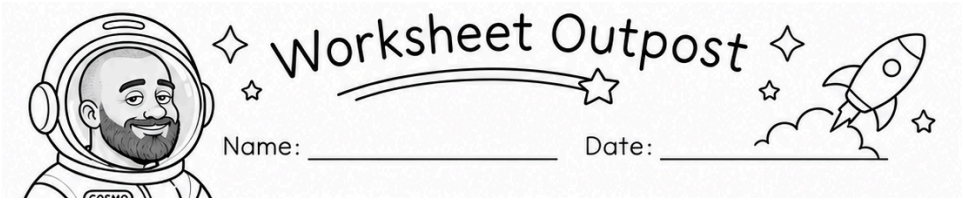
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Short e

CORE-029 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

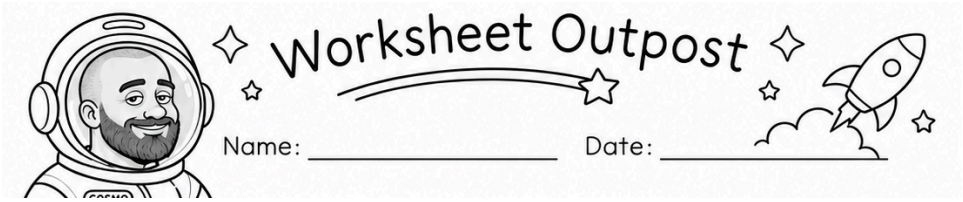
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Short e

CORE-030 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

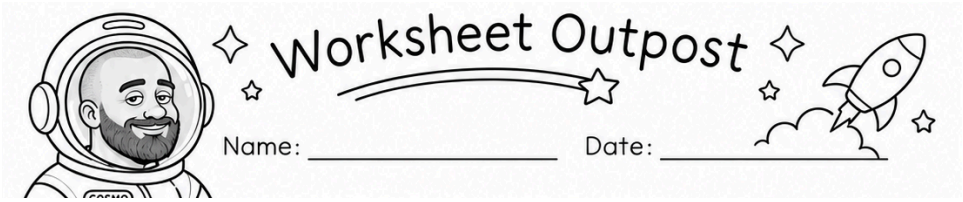
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Open and Closed Syllables

CORE-031 | Five questions

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

Name: _____ Date: _____

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

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

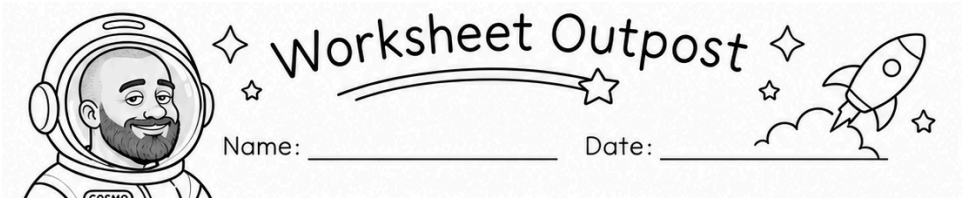
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Open and Closed Syllables

CORE-032 | Five questions

Success criteria

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



Name: _____ Date: _____

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

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

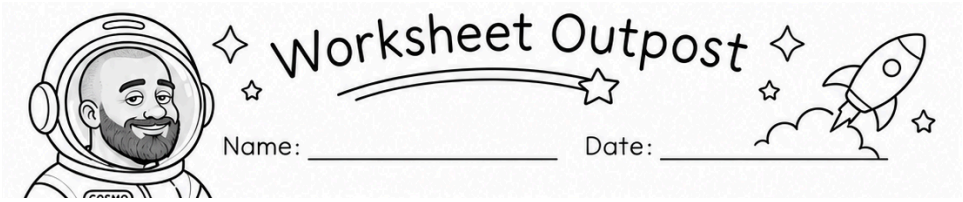
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Closed Syllable Exceptions

CORE-033 | Five questions

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

Name: _____ Date: _____

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

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

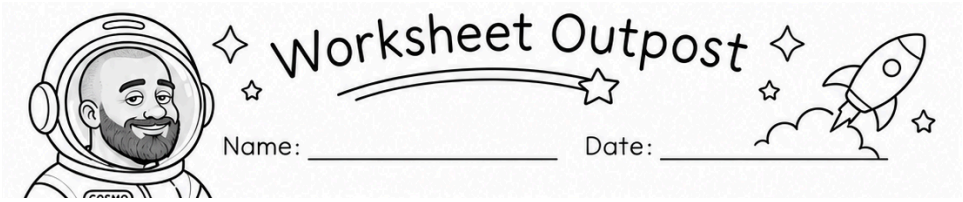
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Closed Syllable Exceptions

CORE-034 | Five questions

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

Name: _____ Date: _____

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

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

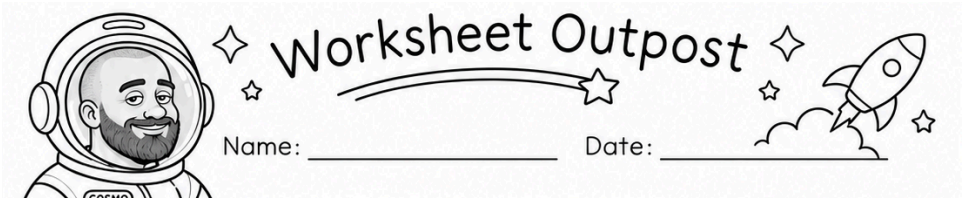
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Short e

CORE-105 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

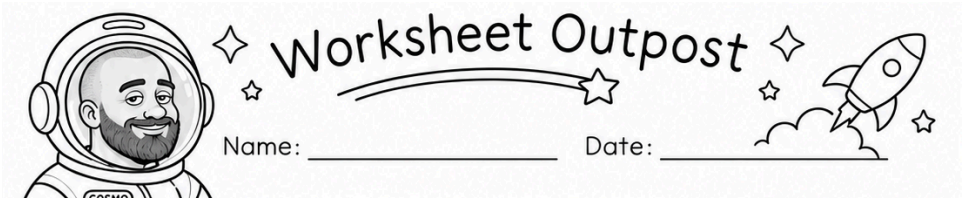
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Short e

CORE-106 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

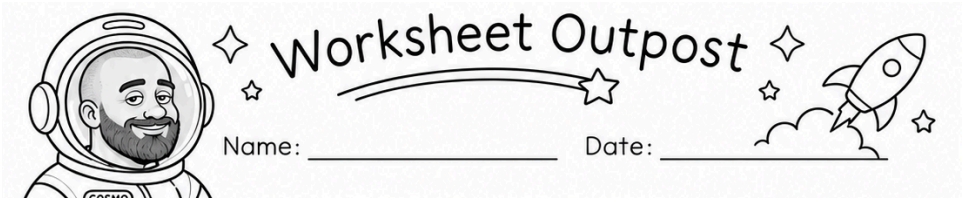
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Open and Closed Syllables

CORE-107 | Five questions

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

Name: _____ Date: _____

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

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

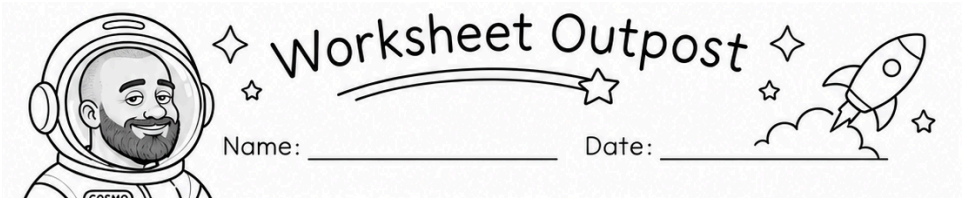
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Open and Closed Syllables

CORE-108 | Five questions

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

Name: _____ Date: _____

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

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

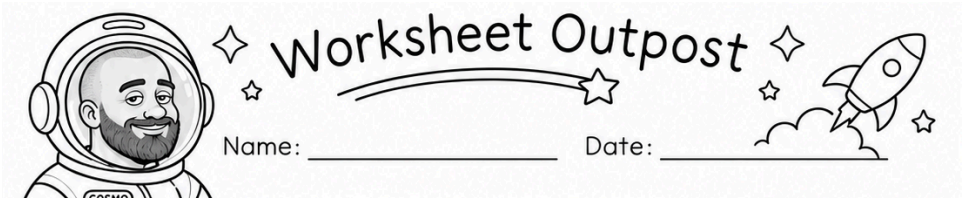
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Closed Syllable Exceptions

CORE-109 | Five questions

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

Name: _____ Date: _____

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

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

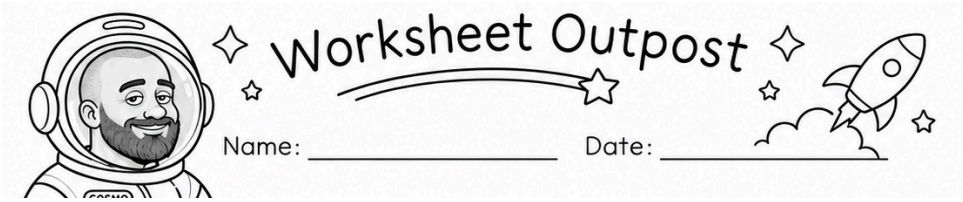
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Closed Syllable Exceptions

CORE-110 | Five questions

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

Name: _____ Date: _____

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

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

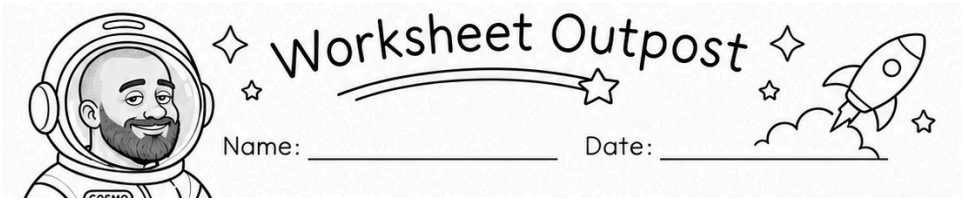
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

put, push

CORE-181 | Five questions

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

Name: _____ Date: _____

Words: put, push

1. Read each word. Circle the part you need to remember.

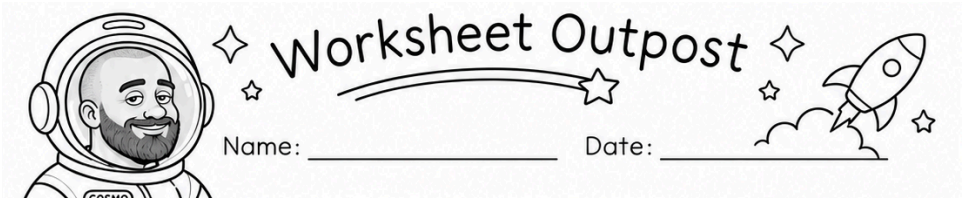
2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

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



WORKSHEET OUTPOST | Grade 1 ELA

put, push

CORE-182 | Five questions

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

Name: _____ Date: _____

Words: put, push

1. Ask an adult to read the words in a different order. Write each word you hear.

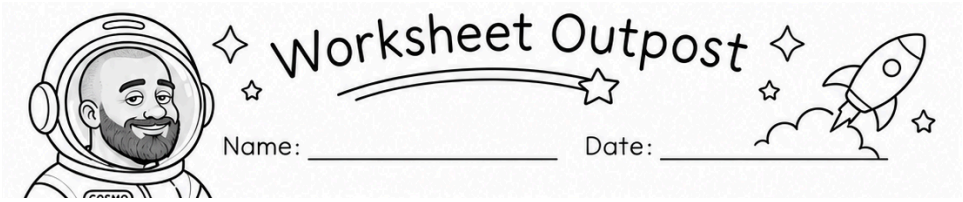
2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

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



WORKSHEET OUTPOST | Grade 1 ELA

Phrasing and Intonation

CORE-247 | Five questions

Success criteria

I can read the passage aloud and reread a tricky part so it makes sense.



Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read aloud. Mark a word you need to check.

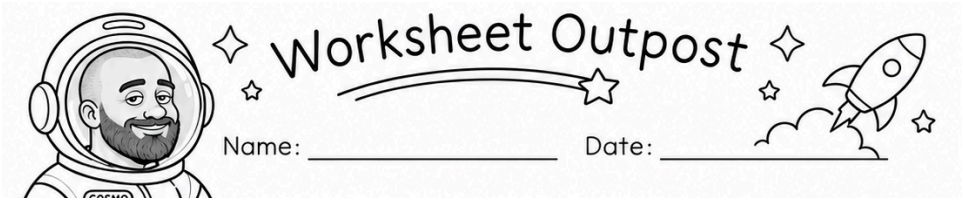
2. Check the letters, practice the word, and reread the sentence.

3. Read again in phrases. Let punctuation guide your voice.

4. Read the text to a partner at a comfortable pace.

5. Tell what happens without looking.

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



WORKSHEET OUTPOST | Grade 1 ELA

Phrasing and Intonation

CORE-248 | Five questions

Success criteria

I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read the text to a partner at a comfortable pace.

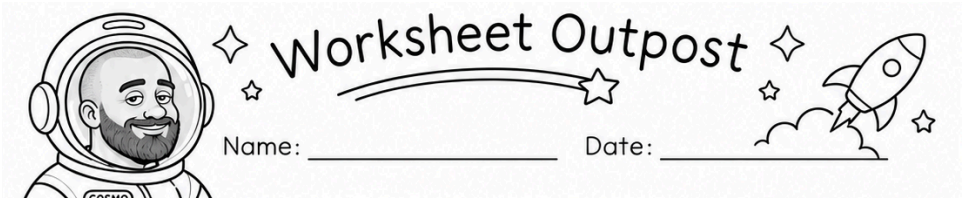
2. Tell what happens without looking.

3. Reread. Ask your partner what became clearer or smoother.

4. Read aloud. Mark a word you need to check.

5. Check the letters, practice the word, and reread the sentence.

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



WORKSHEET OUTPOST | Grade 1 ELA

Ask and Answer Questions

CORE-255 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Ask a who question and answer it.

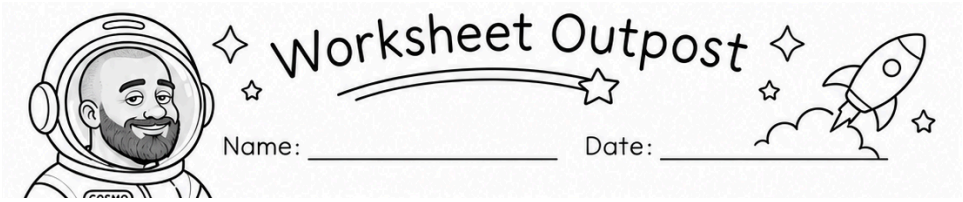
2. Ask why Nell changes the paper.

3. Write a question the story does not answer.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 1 ELA

Ask and Answer Questions

CORE-256 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Ask where Rafi goes. Answer it.

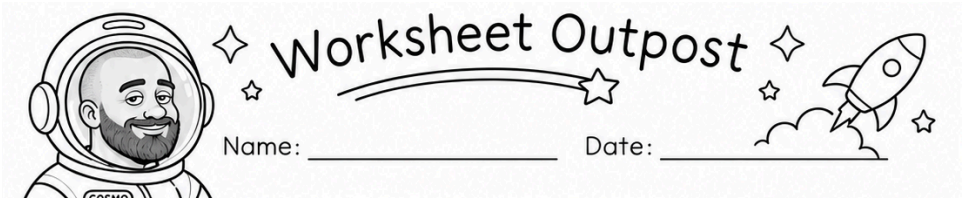
2. Ask who helps him. Answer it.

3. Ask a question you would like to ask Mei.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 1 ELA

Characters

CORE-265 | Five questions

Success criteria
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Who is the main character?

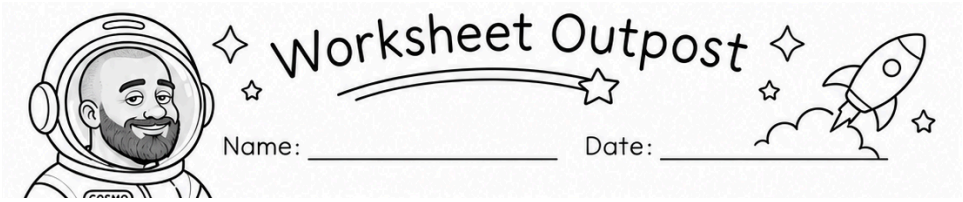
2. What problem happens?

3. How is it solved?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 1 ELA

Characters

CORE-266 | Five questions

Success criteria
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Who helps Rafi?

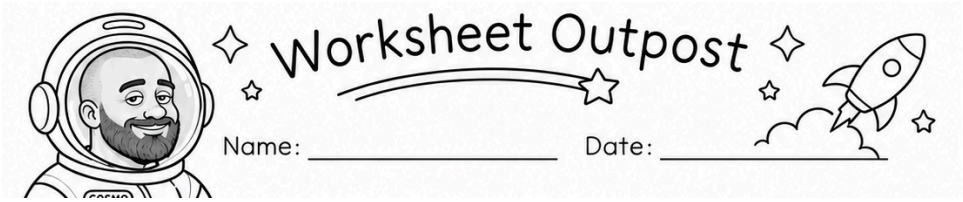
2. What goes wrong?

3. How does Rafi show thanks?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 1 ELA

Response to Text

CORE-317 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Share an idea in a complete sentence.

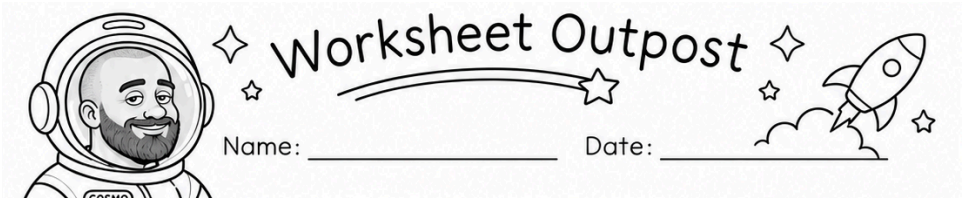
2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

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



WORKSHEET OUTPOST | Grade 1 ELA

Response to Text

CORE-318 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

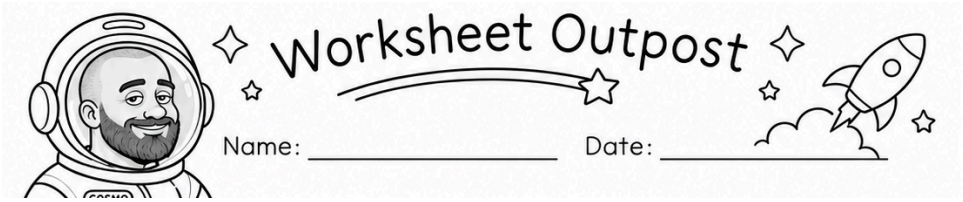
2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Share an idea in a complete sentence.

5. Ask a question about your partner's idea.

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



WORKSHEET OUTPOST | Grade 1 ELA

Vocabulary in Conversation

CORE-327 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Use inspect in a sentence or act it out.

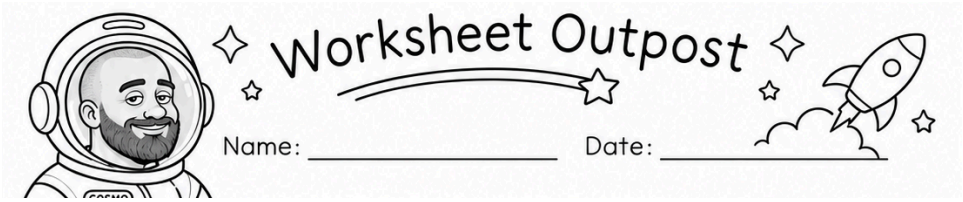
2. Use repair in a sentence or act it out.

3. Use balance in a sentence or act it out.

4. Draw or describe someone balancing something.

5. Draw or describe someone fixing something.

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



WORKSHEET OUTPOST | Grade 1 ELA

Vocabulary in Conversation

Success criteria
I can explain what a word means and use it in a sentence.

CORE-328 | Five questions

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Draw or describe someone balancing something.

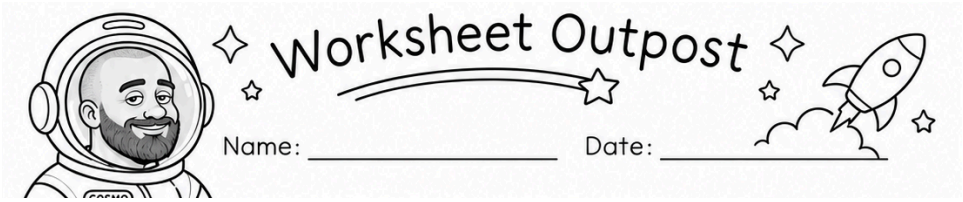
2. Draw or describe someone fixing something.

3. Draw or describe someone looking closely at something.

4. Use inspect in a sentence or act it out.

5. Use repair in a sentence or act it out.

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



WORKSHEET OUTPOST | Grade 1 ELA

Inflection –ed

CORE-333 | Five questions

Success criteria
I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to jump using -ed (or ed-). Change the base spelling if needed.

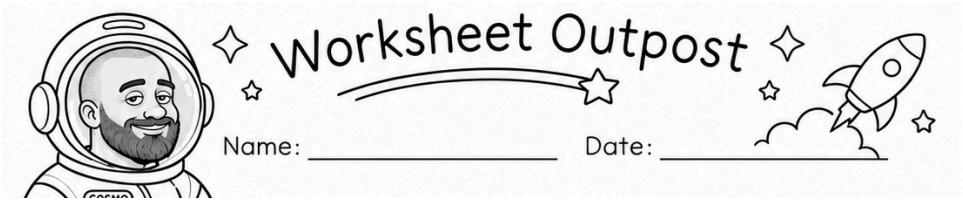
2. What does jumped mean? Use it in a sentence.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

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



WORKSHEET OUTPOST | Grade 1 ELA

Inflection –ed

CORE-334 | Five questions

Success criteria
I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does jumped mean? Use it in a sentence.

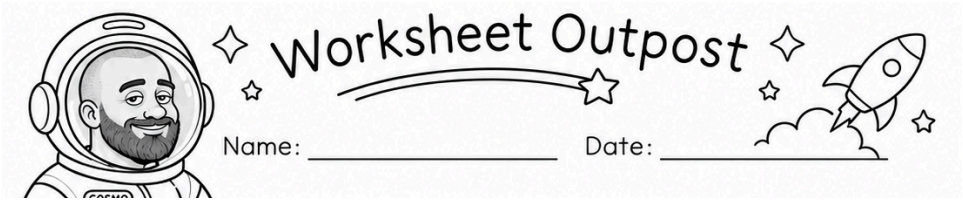
2. Build a word related to jump using -ed (or ed-). Change the base spelling if needed.

3. Choose a word from this page. Explain what it means in your own words.

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

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



WORKSHEET OUTPOST | Grade 1 ELA

Oral Story

CORE-379 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Plan and tell a story about finding a new use for a box.

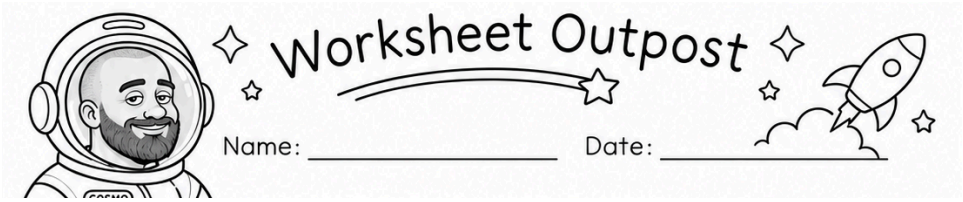
2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Plan and tell a story about finding a new use for a box.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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



WORKSHEET OUTPOST | Grade 1 ELA

Oral Story

CORE-380 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Write a fresh version: Plan and tell a story about finding a new use for a box.

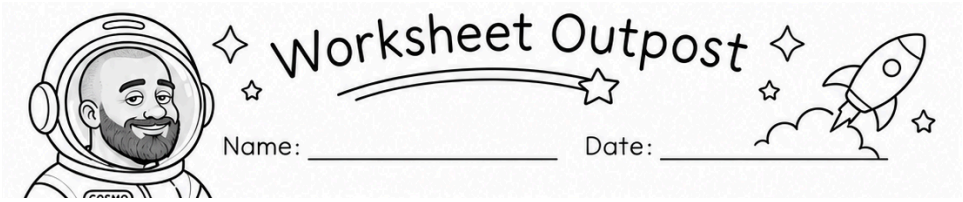
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Plan and tell a story about finding a new use for a box.

5. Plan: What is your main idea? Choose two or three details.

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



WORKSHEET OUTPOST | Grade 1 ELA

Action Verbs

CORE-403 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle the action: Mei lifts the bag.

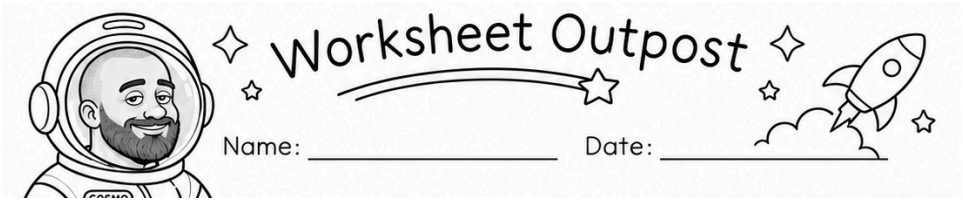
2. Name three things a cart can do.

3. Use jump in a sentence.

4. Circle the action: Nell folds the paper.

5. Act out stretch and whisper.

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



WORKSHEET OUTPOST | Grade 1 ELA

Action Verbs

CORE-404 | Five questions

Success criteria
I can choose a naming word that fits the sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Circle the action: Nell folds the paper.

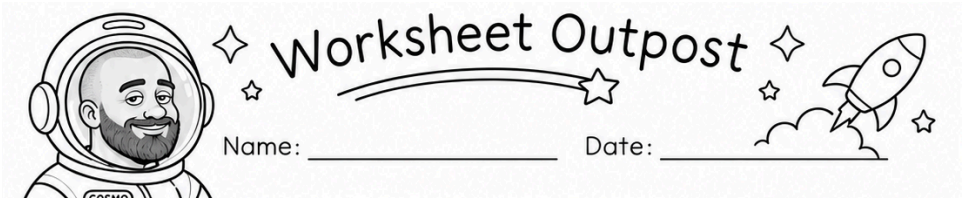
2. Act out stretch and whisper.

3. Replace went with a more exact action word.

4. Circle the action: Mei lifts the bag.

5. Name three things a cart can do.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Possessive Nouns

Success criteria
I can choose a naming word that fits the sentence.

CORE-405 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Show ownership: the bag of Mei

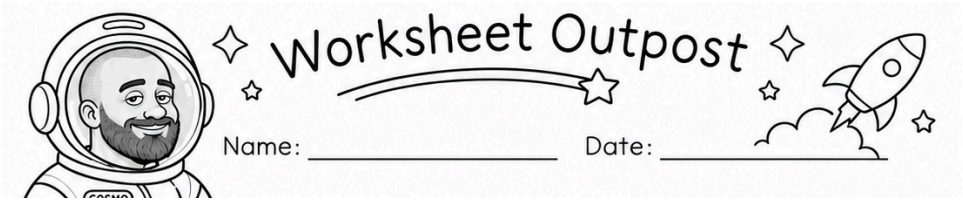
2. Show ownership: the carts of the boys

3. Choose: One cat has a dish. It is the (cat's / cats') dish.

4. Show ownership: the hat of Rafi

5. Show ownership: the room of the teachers

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Possessive Nouns

Success criteria
I can choose a naming word that fits the sentence.

CORE-406 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Show ownership: the hat of Rafi

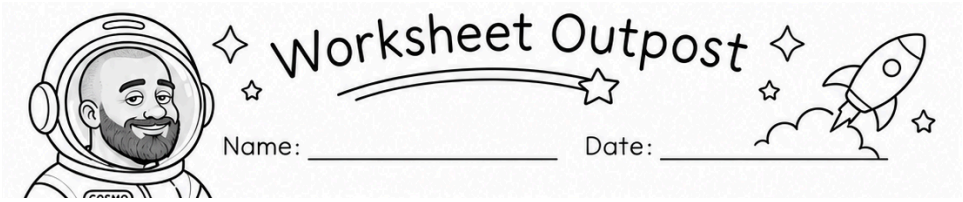
2. Show ownership: the room of the teachers

3. Write about something two dogs own.

4. Show ownership: the bag of Mei

5. Show ownership: the carts of the boys

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



WORKSHEET OUTPOST | Grade 1 Reading

The Red Hen

w03a | Five questions

Success criteria
I can read the story and use a detail to answer a question about it.

Name: _____ Date: _____

A red hen is in a pen. The pen is wet. The hen can get on a log. The log has a net on it. The hen can sit on the net. The hen can nap.

1. Why does the hen get on the log?

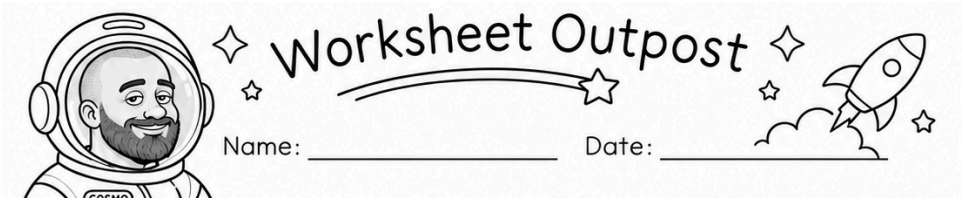
2. What is on the log?

3. Retell the story in order. Tell what happens first and last.

4. Choose one story word. Read it and explain or draw its meaning.

5. Ask a question about the story. Answer it with a detail from the text.

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



WORKSHEET OUTPOST | Grade 1 Reading

We Go

w03b | Five questions

Success criteria
I can read the story and use a detail to answer a question about it.

Name: _____ Date: _____

We go to a hut. Ben can go. He can go in. I go in. Ben can sit on a mat. I sit on a mat. It is hot in the hut. We go to a log. Ben can sit. I can sit.

1. Where do Ben and the narrator go first?

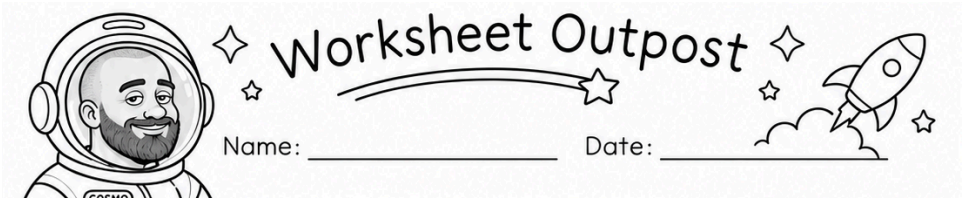
2. Why do they leave the hut?

3. Retell the story in order. Tell what happens first and last.

4. Choose one story word. Read it and explain or draw its meaning.

5. Ask a question about the story. Answer it with a detail from the text.

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



WORKSHEET OUTPOST | Grade 1 Reading

The Gold Pin

w03c | Five questions

Success criteria
I can read the story and use a detail to answer a question about it.

Name: _____ Date: _____

I can find gold! Gold is in an old tin. I tip the tin. A gold pin is in it. The pin is for Nan. Nan can put it on. Nan is kind. Nan has the gold pin.

1. Where is the gold pin?

2. Who gets the pin?

3. Retell the story in order. Tell what happens first and last.

4. Choose one story word. Read it and explain or draw its meaning.

5. Ask a question about the story. Answer it with a detail from the text.

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