

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/.

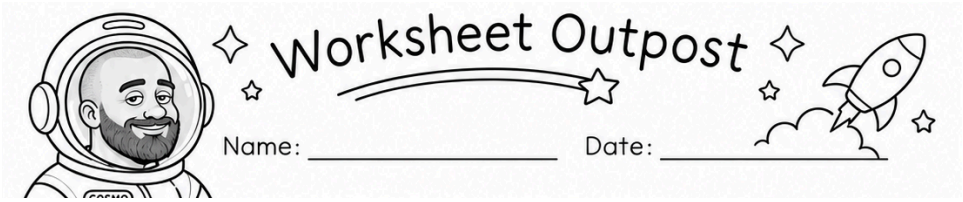
2. Blend /s/ and /un/.

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/.

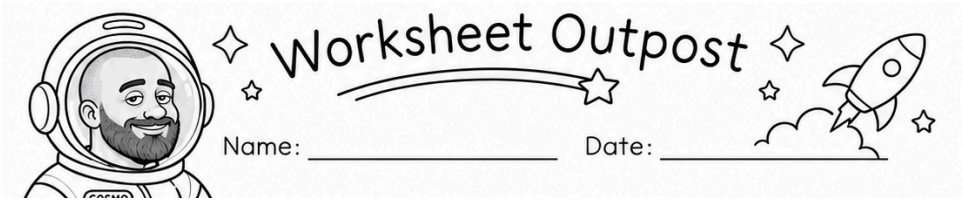
2. Blend /s/ and /un/.

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

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.

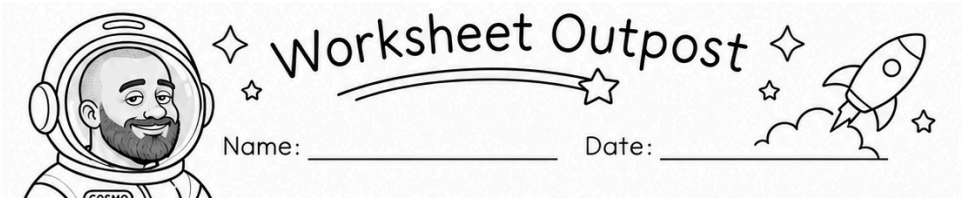
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

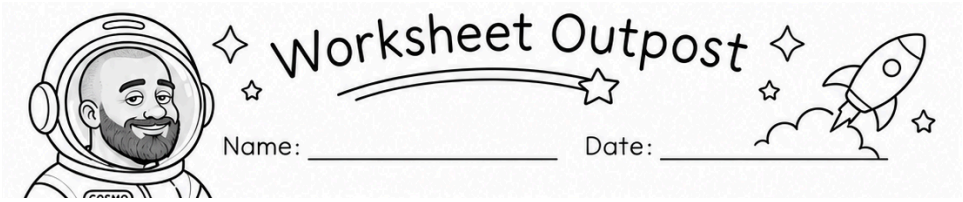
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

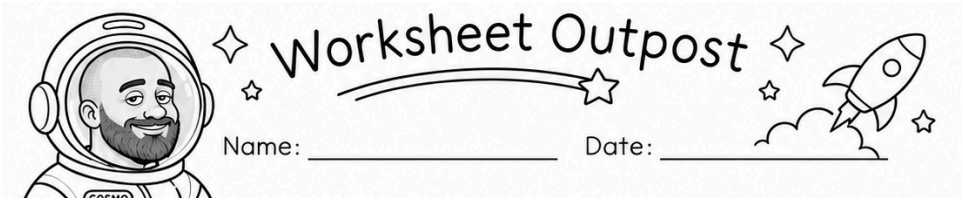
2. Say map. Tap each sound.

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.

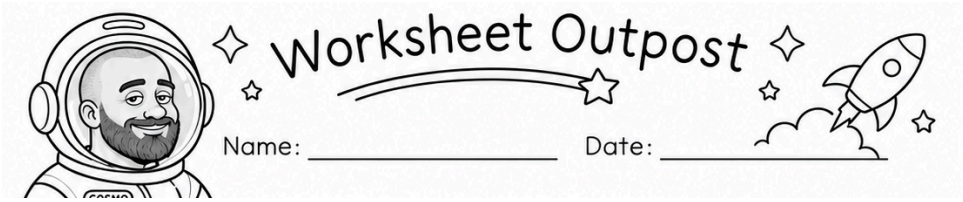
2. Say map. Tap each sound.

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

Deleting Syllables

CORE-017 | Five questions

Success criteria

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

Name: _____ Date: _____

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

1. Say cowboy without cow.

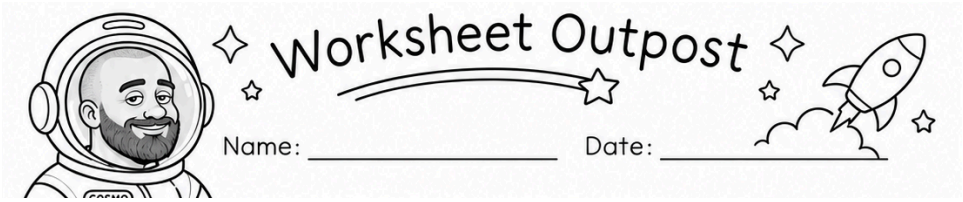
2. Say rainbow without bow.

3. Say sunshine without shine.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Deleting Syllables

CORE-018 | Five questions

Success criteria

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

Name: _____ Date: _____

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

1. Say sunshine without shine.

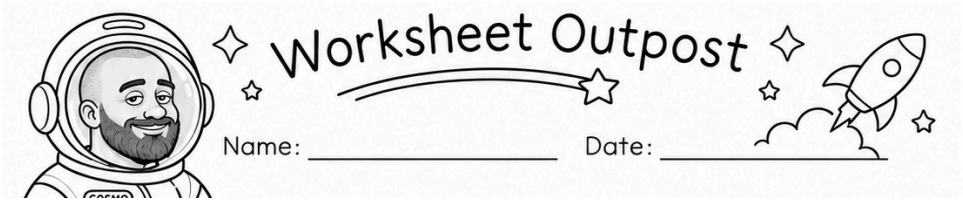
2. Say rainbow without bow.

3. Say cowboy without cow.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Initial Two-Consonant Blends

CORE-047 | Five questions

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

Name: _____ Date: _____

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

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

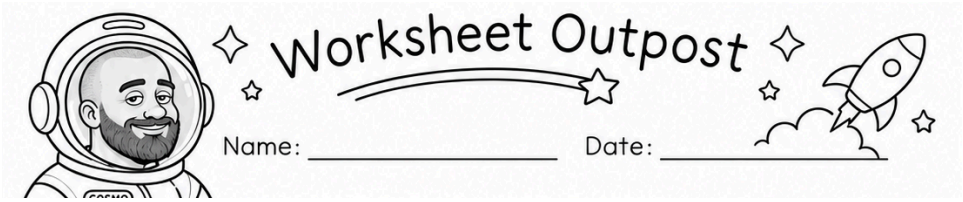
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Initial Two-Consonant Blends

CORE-048 | Five questions

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

Name: _____ Date: _____

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

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

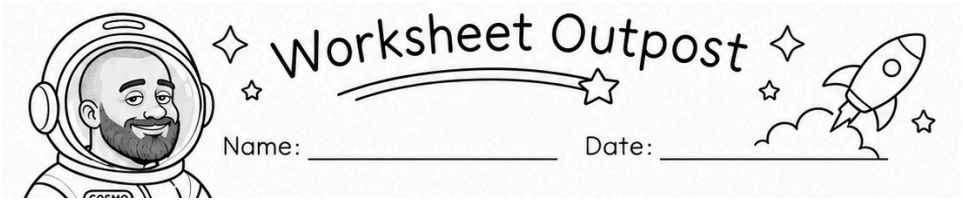
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Contractions with am, is, has, and not

CORE-049 | Five questions

Name: _____ Date: _____

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

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

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

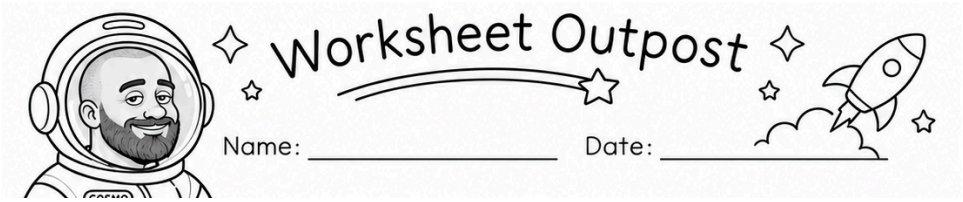
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Contractions with am, is, has, and not

CORE-050 | Five questions

Name: _____ Date: _____

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

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

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

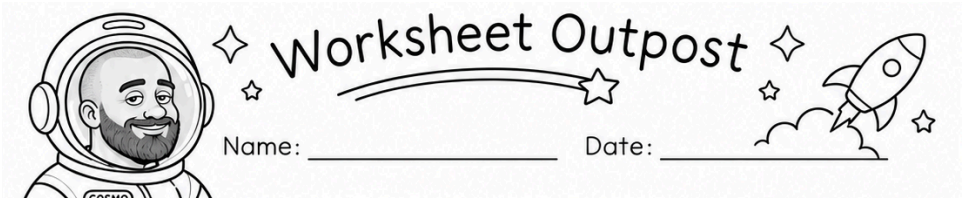
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Final Blends

CORE-051 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

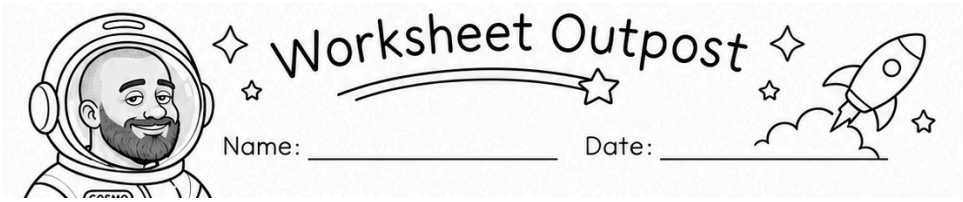
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Final Blends

CORE-052 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

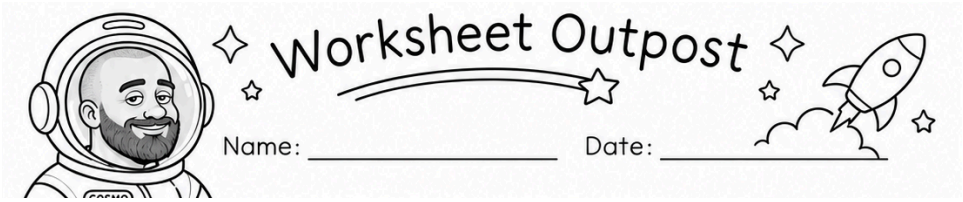
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Final Blends

CORE-125 | Five questions

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

Name: _____ Date: _____

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

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

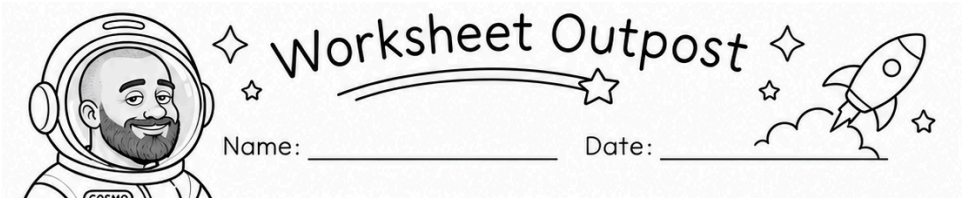
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Final Blends

CORE-126 | Five questions

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

Name: _____ Date: _____

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

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

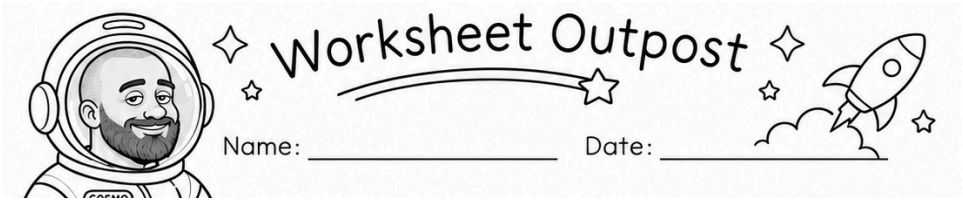
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Cumulative Irregular Word Review

CORE-197 | Five questions

Name: _____ Date: _____

Words: Cumulative Irregular Word Review

Success criteria

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

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

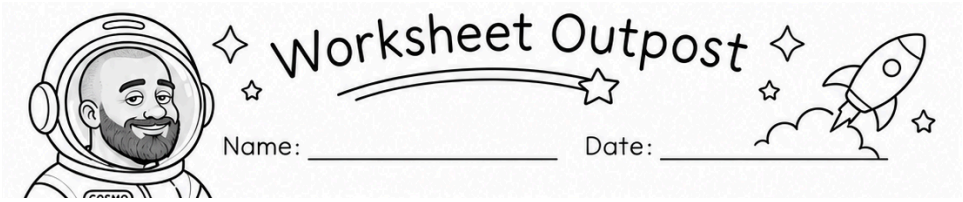
2. Choose two words. Use each word in a sentence aloud.

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

Cumulative Irregular Word Review

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

CORE-198 | Five questions

Name: _____ Date: _____

Words: Cumulative Irregular Word Review

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

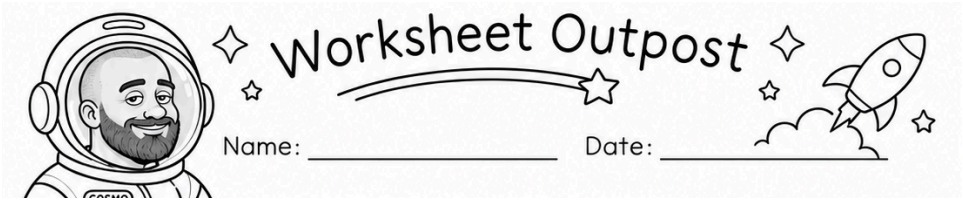
2. Check your spelling. Fix any words you missed.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Accuracy and Self-Correction

CORE-243 | Five questions

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



Name: _____ Date: _____

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

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

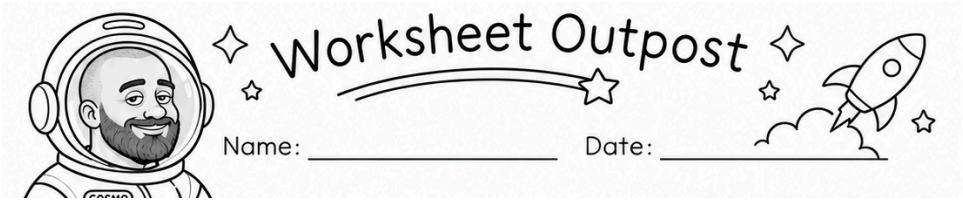
2. Check the letters, practice the word, and reread the sentence.

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

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

5. Tell what happens without looking.

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



WORKSHEET OUTPOST | Grade 1 ELA

Accuracy and Self-Correction

CORE-244 | Five questions

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

Name: _____ Date: _____

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

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

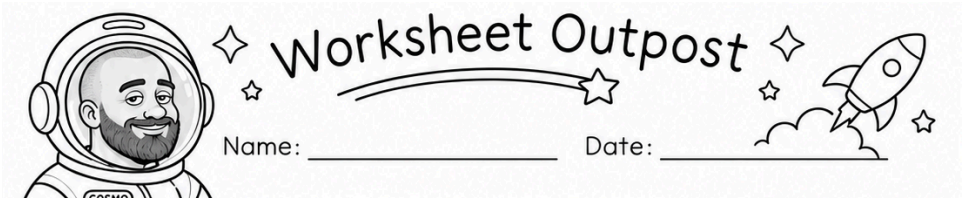
2. Tell what happens without looking.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Topic and Central Idea

CORE-263 | Five questions

Success criteria

I can tell what the text is mostly about and point to a detail that shows it.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. What is the passage mostly about?

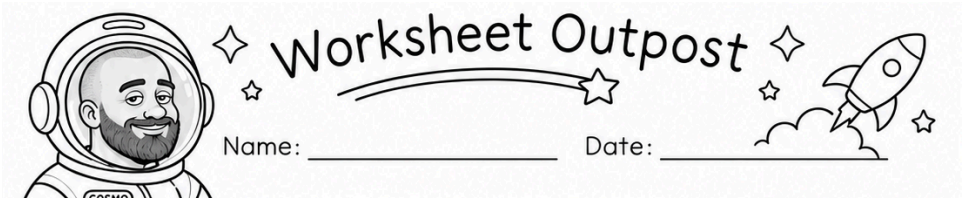
2. What happens when the fan opens?

3. Use the text to explain the word folds.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Topic and Central Idea

CORE-264 | Five questions

Success criteria
I can tell what the text is mostly about and point to a detail that shows it.

Name: _____ Date: _____

A ramp is a sloping surface. It has a high end and a low end. A toy car can roll down a ramp. Books can hold one end up. Try one book, then two books, to compare what happens.

1. What is a ramp?

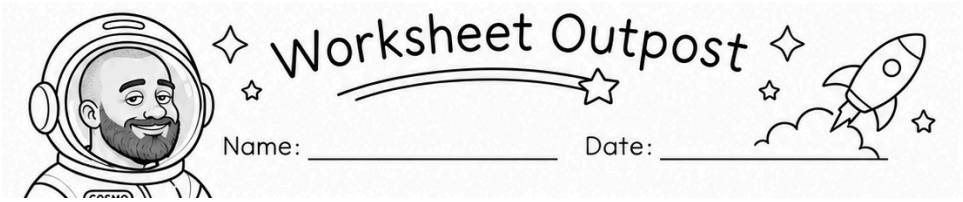
2. Name a detail about its ends.

3. What can hold a ramp up?

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

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

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?

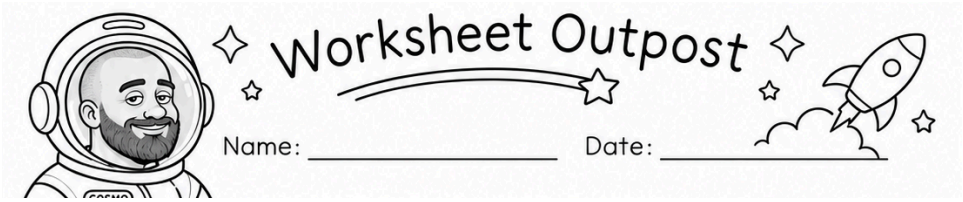
2. What problem happens?

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?

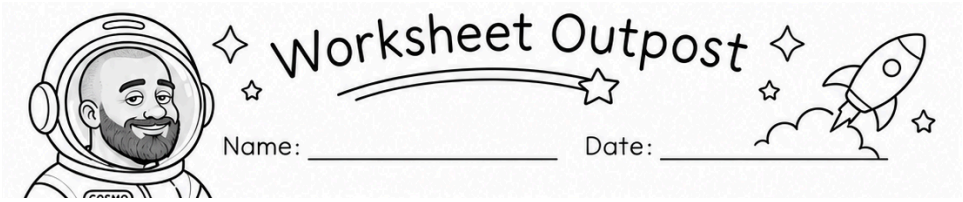
2. What goes wrong?

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

Retell

CORE-271 | Five questions

Success criteria
I can retell the beginning, middle, and end of the story in order.

Name: _____ Date: _____

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

1. Tell the beginning.

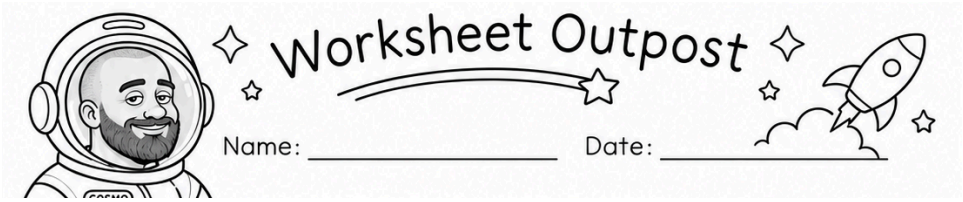
2. Tell the problem and solution.

3. Give a one-sentence summary.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Retell

CORE-272 | Five questions

Success criteria
I can retell the beginning, middle, and end of the story in order.

Name: _____ Date: _____

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

1. Tell the problem first.

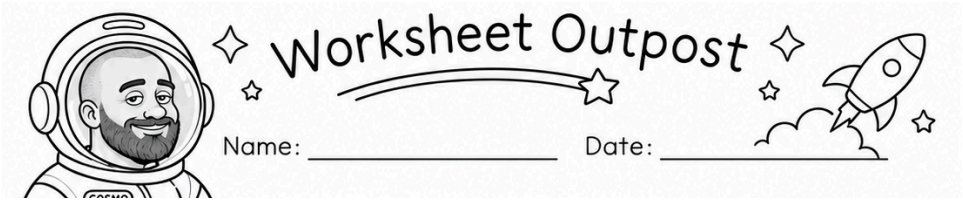
2. Tell how it is solved.

3. Retell the ending.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

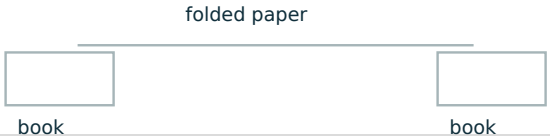
Text Features

Success criteria
I can use a text feature to find information.

CORE-277 | Five questions

Name: _____ Date: _____

THE PAPER BRIDGE
Words by Jo Lane | Picture by Ari Vale (fictional creators)
Caption: A folded paper bridge rests on two books.
Glossary: fold - a bend made in paper.



1. Who wrote the words?

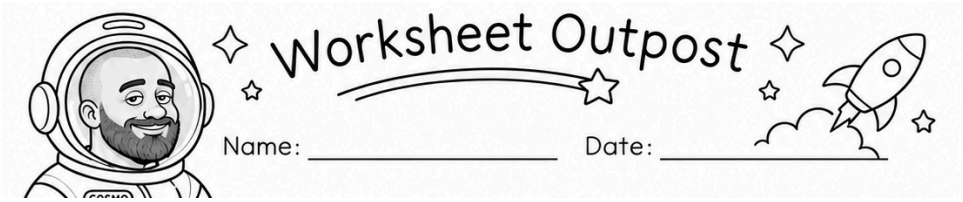
2. What does the caption explain?

3. Where is the meaning of fold?

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Text Features

Success criteria
I can use a text feature to find information.

CORE-278 | Five questions

Name: _____ Date: _____

THE TOY RAMP
Words by Ari Vale | Picture by Jo Lane (fictional creators)
Caption: A toy cart rolls down a ramp.
Glossary: ramp - a sloping surface.



Ramp model

1. Who made the picture?

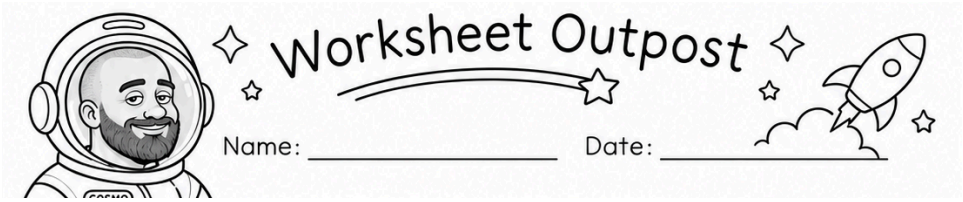
2. Read the heading. What will you learn about?

3. Point to the ramp in the drawing.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Response to Text

CORE-283 | Five questions

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

Name: _____ Date: _____

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

1. Who is the main character?

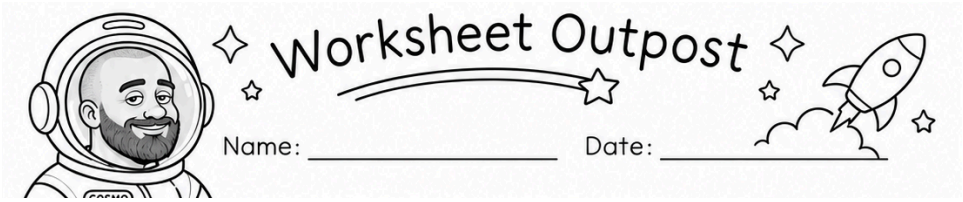
2. What problem happens?

3. How is it solved?

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Response to Text

CORE-284 | Five questions

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

Name: _____ Date: _____

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

1. Who helps Rafi?

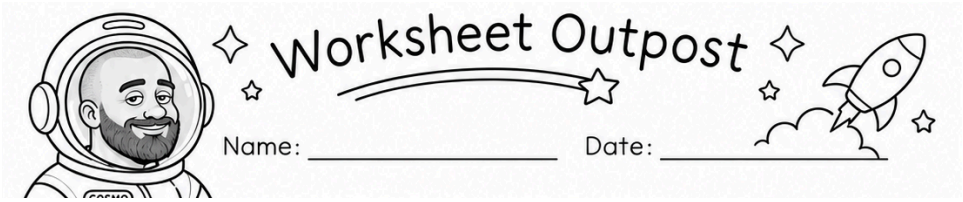
2. What goes wrong?

3. How does Rafi show thanks?

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Synthesize

CORE-295 | Five questions

Success criteria

I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: A flat strip of paper bends under a cart.
Text 2: Folding the same paper into a zigzag can help it hold the cart.

1. What does Text 1 tell you?

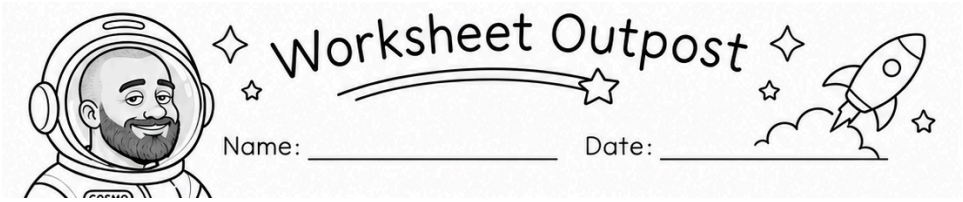
2. What new information does Text 2 add?

3. Combine the ideas into one explanation.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Synthesize

CORE-296 | Five questions

Success criteria

I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: Rafi needs a bag that will hold three books.
Text 2: Mei has a cloth bag with strong handles.

1. What does Rafi need?

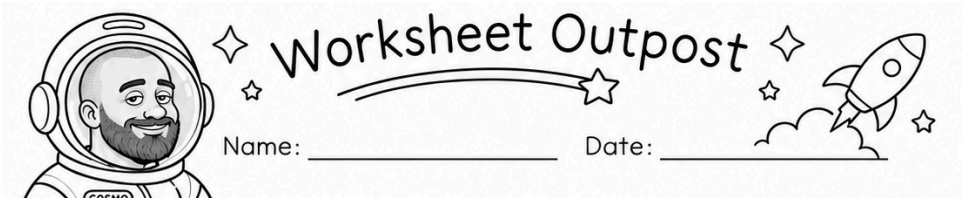
2. How could Text 2 help solve the problem?

3. Explain using both texts.

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

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

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



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.

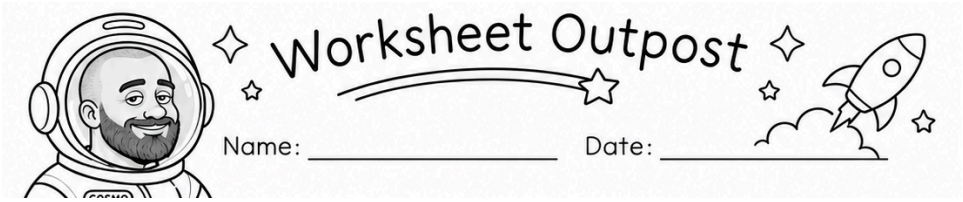
2. Use repair in a sentence or act it out.

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.

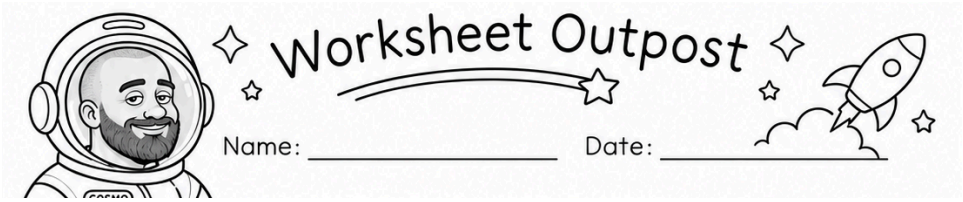
2. Draw or describe someone fixing something.

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

Compound Words

CORE-343 | Five questions

Success criteria
I can use two smaller words to explain a compound word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Join: rain + coat; sun + set; cup + cake

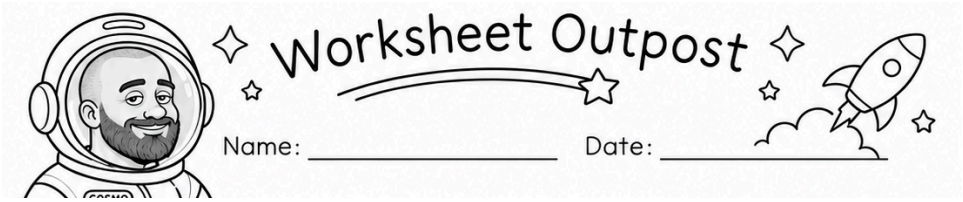
2. Split backpack into two words.

3. Explain how the parts help with meaning.

4. Join: book + shelf; snow + man; bath + tub

5. Split playground.

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



WORKSHEET OUTPOST | Grade 1 ELA

Compound Words

CORE-344 | Five questions

Success criteria
I can use two smaller words to explain a compound word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Join: book + shelf; snow + man; bath + tub

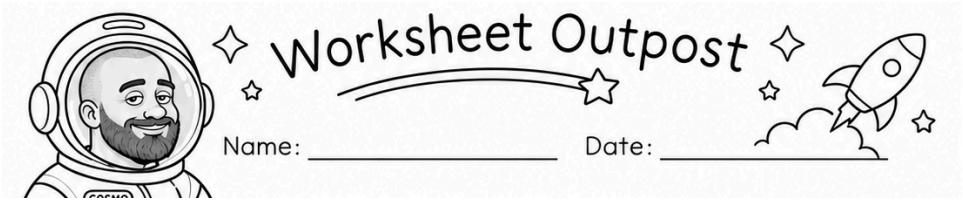
2. Split playground.

3. Use one compound word in a sentence.

4. Join: rain + coat; sun + set; cup + cake

5. Split backpack into two words.

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



WORKSHEET OUTPOST | Grade 1 ELA

Procedural Text

CORE-383 | Five questions

Success criteria
I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Explain how to make a simple paper bookmark.

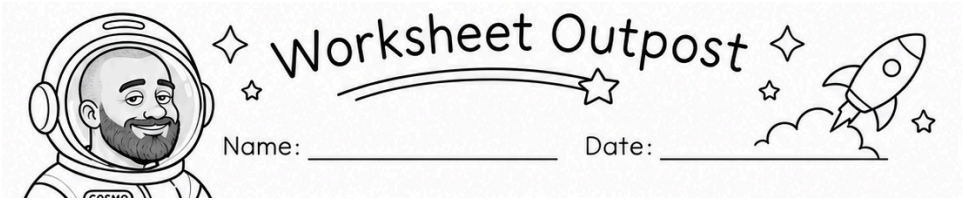
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Explain how to make a simple paper bookmark.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Procedural Text

CORE-384 | Five questions

Success criteria
I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Write a fresh version: Explain how to make a simple paper bookmark.

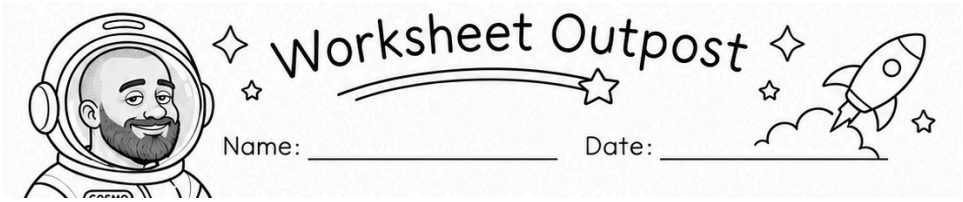
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Explain how to make a simple paper bookmark.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Proper Nouns and Capitalization

CORE-431 | Five questions

Success criteria
I can find a name and start it with a capital letter.

Name: _____ Date: _____

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

1. Fix capitals: mei lives in reno.

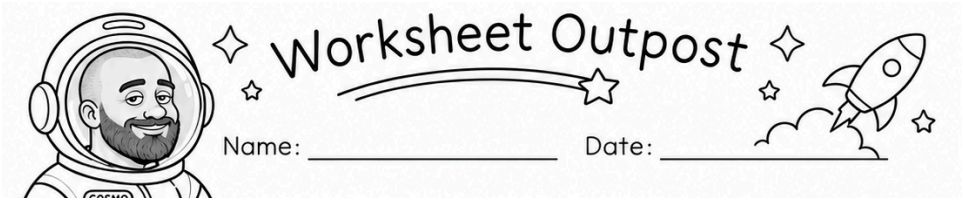
2. Fix capitals: we meet on monday in may.

3. Circle a proper noun: teacher / Dr. Lee

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

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



WORKSHEET OUTPOST | Grade 1 ELA

Proper Nouns and Capitalization

CORE-432 | Five questions

Success criteria
I can find a name and start it with a capital letter.

Name: _____ Date: _____

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

1. Fix capitals: rafi visits texas.

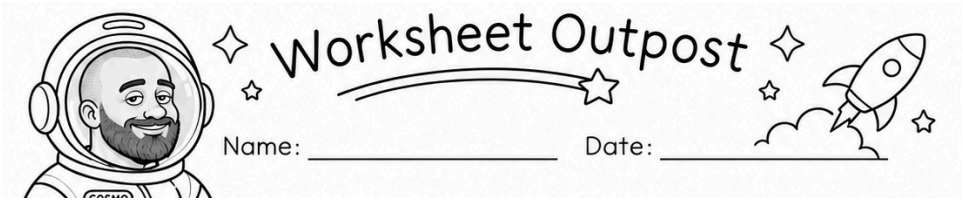
2. Write a holiday name with capitals.

3. Give a common noun and a matching proper noun.

4. Fix capitals: mei lives in reno.

5. Fix capitals: we meet on monday in may.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Exclamations

CORE-433 | Five questions

Success criteria
I can choose the ending mark that matches my sentence.

Name: _____ Date: _____

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

1. Fix: what a tall tower

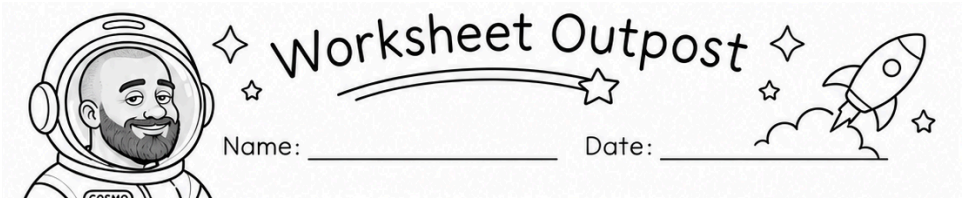
2. Choose an end mark: We won__

3. Write an excited sentence about a cart.

4. Fix: that was amazing

5. Read with feeling: Watch out!

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Exclamations

CORE-434 | Five questions

Success criteria
I can choose the ending mark that matches my sentence.

Name: _____ Date: _____

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

1. Fix: that was amazing

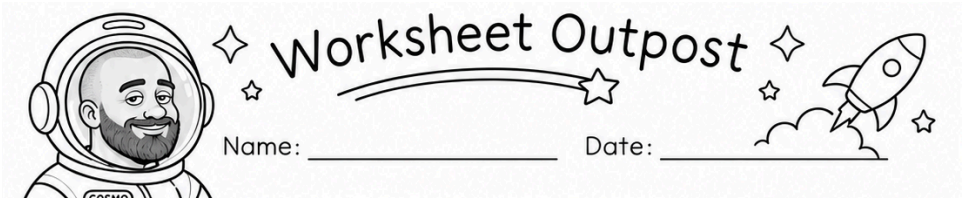
2. Read with feeling: Watch out!

3. Write an exclamation about a surprise.

4. Fix: what a tall tower

5. Choose an end mark: We won__

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



WORKSHEET OUTPOST | Grade 1 Reading

The Lost Lamp

w11a | Five questions

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

Name: _____ Date: _____

Kent left a lamp on a desk. The lamp is small. Kent checks the desk, but the lamp is gone. His pal has it in a bag. “I held it for you,” said his pal. Kent can put it back on the desk. He can set his hand next to it. Kent is glad to get it back.

1. Who has the lamp?

2. Where does Kent put the lamp?

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.