

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.

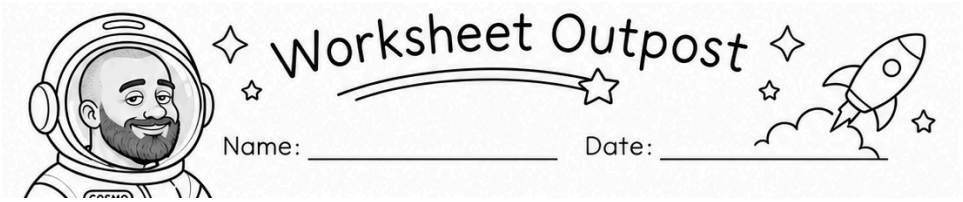
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

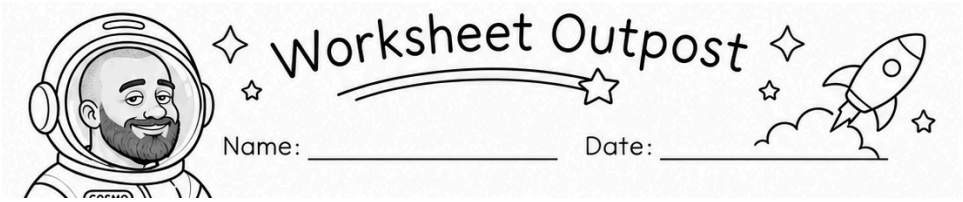
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

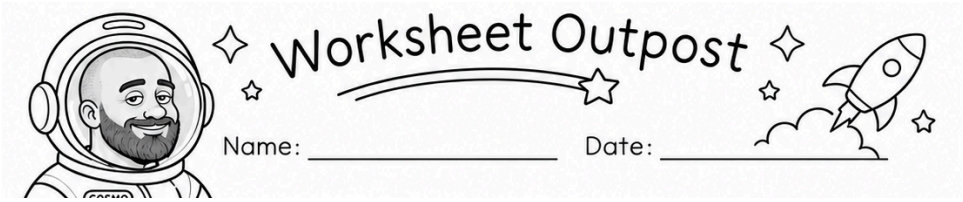
2. Say map. Tap each sound.

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.

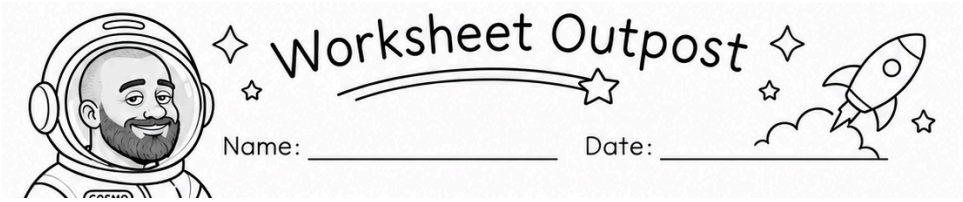
2. Say map. Tap each sound.

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

Substituting Phonemes

Success criteria
I can change one sound and say the new word.

CORE-023 | 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 map. Change /m/ to /t/.

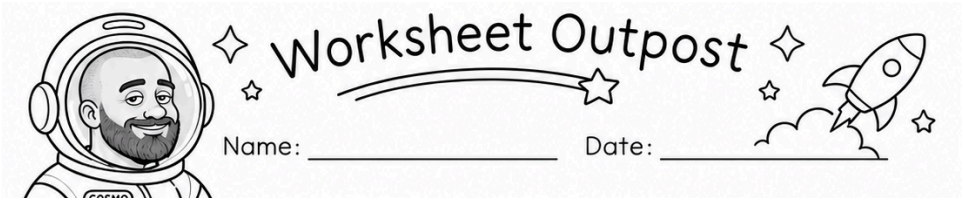
2. Say pin. Change short /i/ to short /a/.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Substituting Phonemes

CORE-024 | Five questions

Success criteria
I can change one sound and say the new word.

Name: _____ Date: _____

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

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

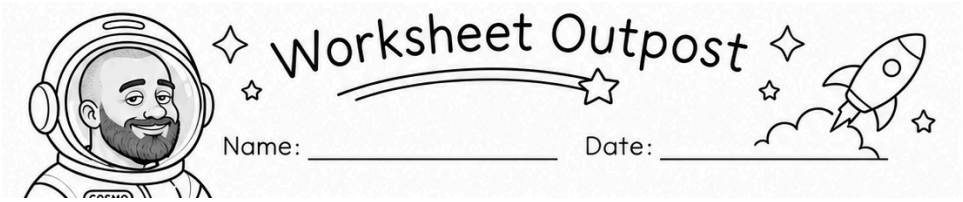
2. Say pin. Change short /i/ to short /a/.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Vowel Team oo (as in book)

CORE-089 | Five questions

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

Name: _____ Date: _____

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

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

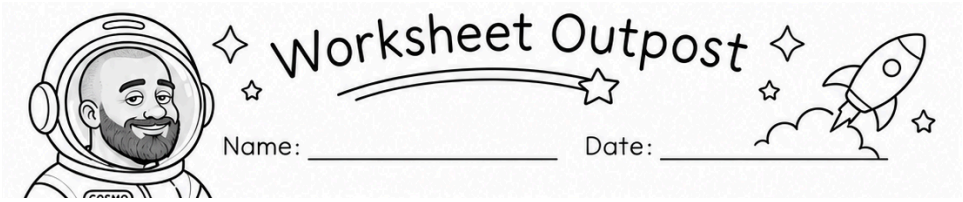
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Vowel Team oo (as in book)

CORE-090 | Five questions

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

Name: _____ Date: _____

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

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

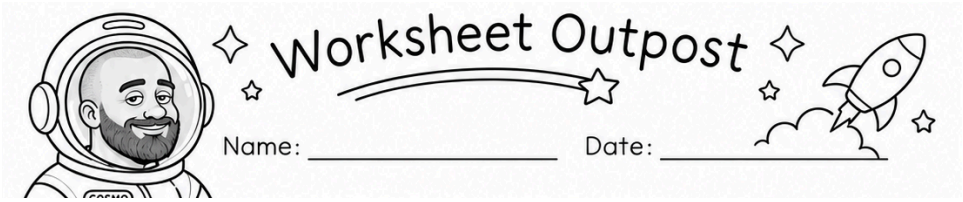
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Team oo (as in book)

CORE-165 | Five questions

Name: _____ Date: _____

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

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

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

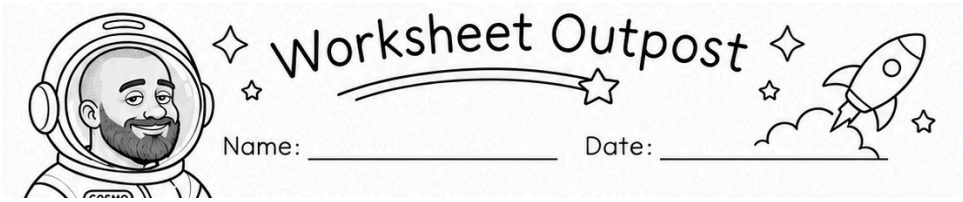
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Team oo (as in book)

CORE-166 | Five questions

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

Name: _____ Date: _____

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

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

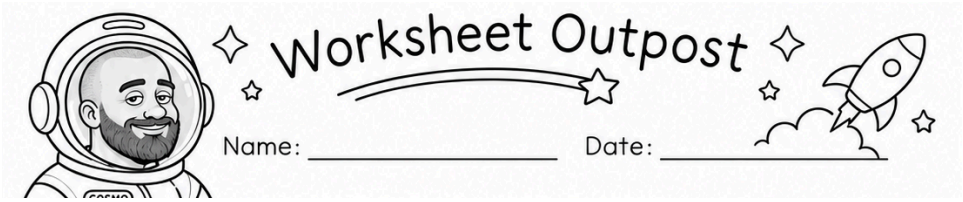
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

door, poor, floor

CORE-233 | Five questions

Success criteria

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

Name: _____ Date: _____

Words: door, poor, floor

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

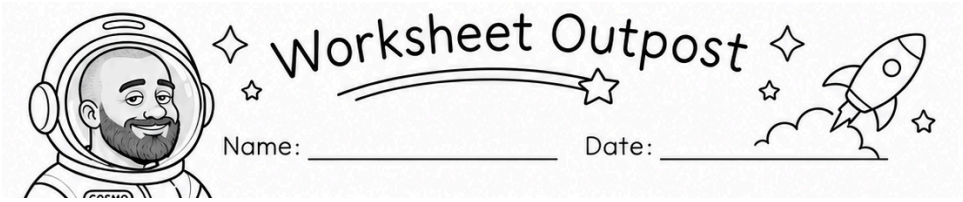
2. Choose two words. Use each word in a sentence aloud.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

door, poor, floor

CORE-234 | Five questions

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

Name: _____ Date: _____

Words: door, poor, floor

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

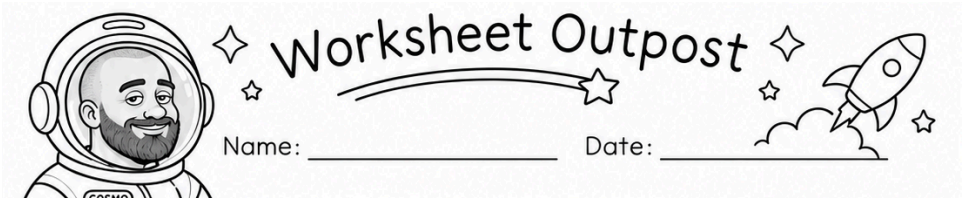
2. Check your spelling. Fix any words you missed.

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

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

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

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.

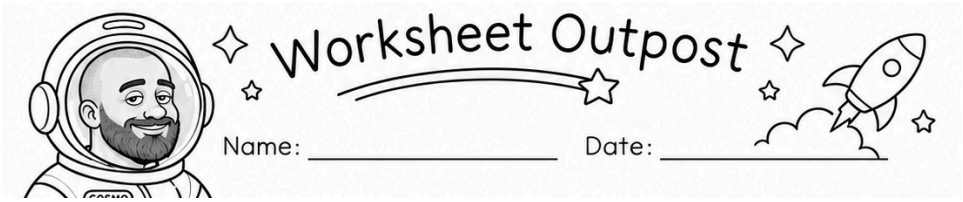
2. Check the letters, practice the word, and reread the sentence.

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.

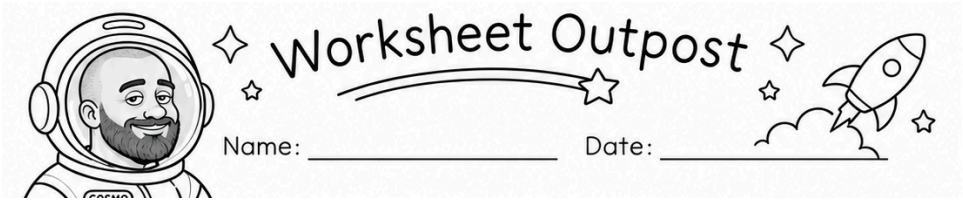
2. Tell what happens without looking.

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

Author’s Purpose

CORE-257 | Five questions

Success criteria

I can tell why the author wrote the text and point to a clue.

Name: _____ Date: _____

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

1. Is this mainly teaching facts or telling an imaginary story?

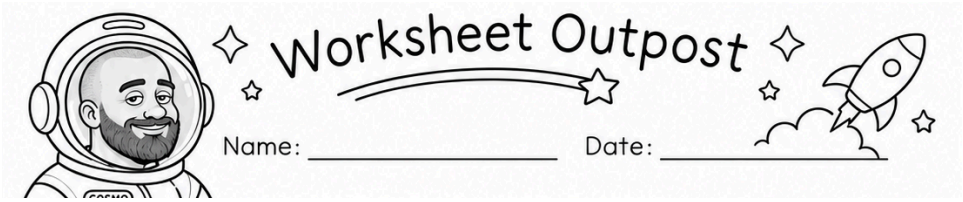
2. Name a detail that helps explain the fan.

3. Why does the writer compare wide and narrow fans?

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Author’s Purpose

CORE-258 | Five questions

Success criteria

I can tell why the author wrote the text and point to a clue.

Name: _____ Date: _____

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

1. Why might someone read this story?

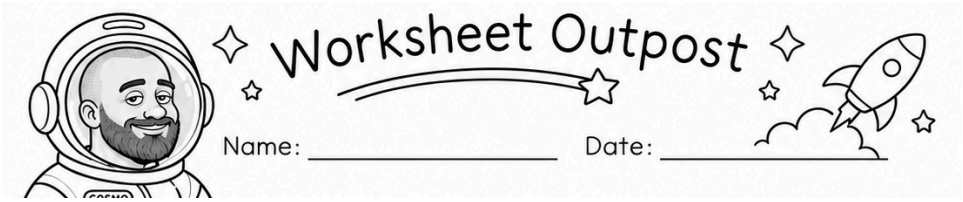
2. Which action shows gratitude without naming it?

3. How does that detail help the ending?

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Text Organization

CORE-269 | Five questions

Success criteria
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, place two books a hand-width apart. Next, fold a strip of paper into a zigzag. Then lay it across the gap. Last, roll a toy cart over the bridge.

1. What happens first?

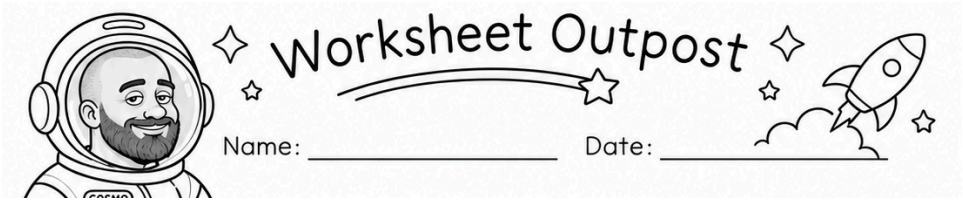
2. Which step comes before laying the bridge?

3. Circle two order words.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Text Organization

CORE-270 | Five questions

Success criteria
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, set a tray on a table. Next, add a little water. Then fold a paper boat. Last, put the boat in the water and watch it float.

1. What happens after setting down the tray?

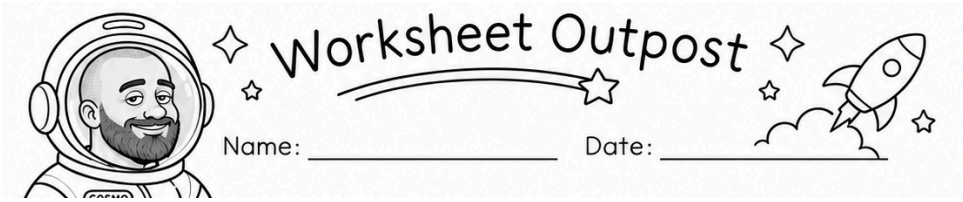
2. Why fold the boat before putting it in water?

3. Retell the steps in order.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Genre Characteristics: Narrative Nonfiction

CORE-303 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

In December 1903, Orville Wright lay on an airplane at Kitty Hawk, North Carolina. The engine started. The airplane rose, flew for twelve seconds, and landed. More flights followed that day.

1. Name the real event.

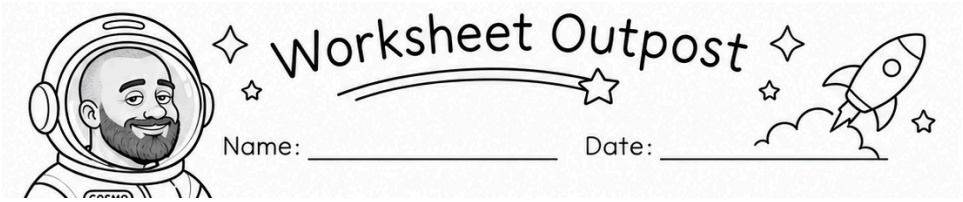
2. What happened after the engine started?

3. How is the information organized?

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Genre Characteristics: Narrative Nonfiction

CORE-304 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

In July 1969, astronauts traveled to the Moon on Apollo 11. Neil Armstrong and Buzz Aldrin landed and walked on its surface. They collected samples. Then the crew returned to Earth.

1. What real mission is described?

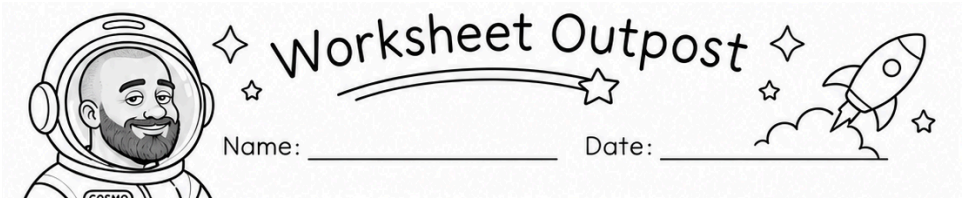
2. What happened before returning?

3. Why is this nonfiction?

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Synthesize Genre Knowledge

CORE-309 | Five questions

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

Name: _____ Date: _____

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

1. What does Text 1 tell you?

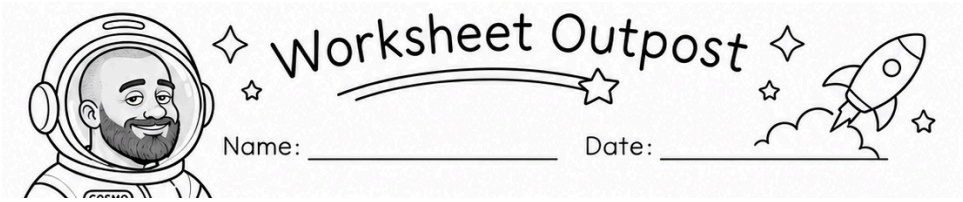
2. What new information does Text 2 add?

3. Combine the ideas into one explanation.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Synthesize Genre Knowledge

CORE-310 | Five questions

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

Name: _____ Date: _____

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

1. What does Rafi need?

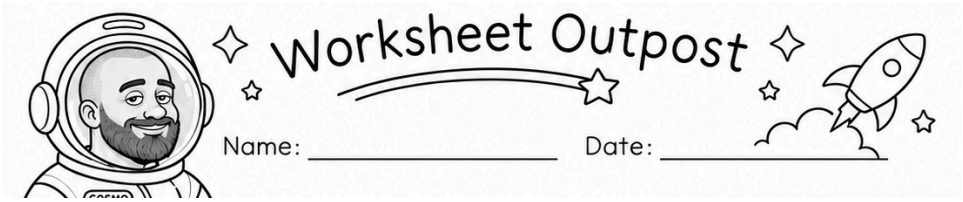
2. How could Text 2 help solve the problem?

3. Explain using both texts.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Opinion Letter

CORE-395 | Five questions

Success criteria

I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Write a letter asking for a small class reading corner. Give a reason.

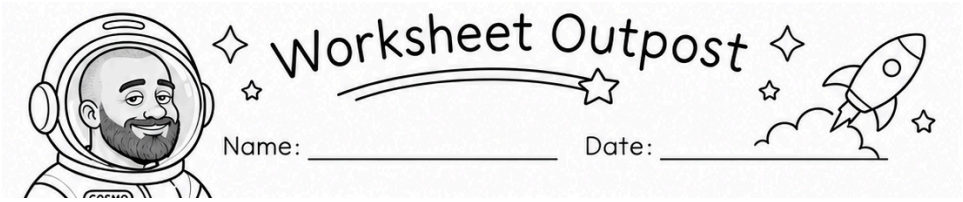
2. Plan: What is your main idea? Choose two or three details.

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

4. Write another version. Write a letter asking for a small class reading corner. Give a reason.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Opinion Letter

CORE-396 | Five questions

Success criteria

I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Write another version. Write a letter asking for a small class reading corner. Give a reason.

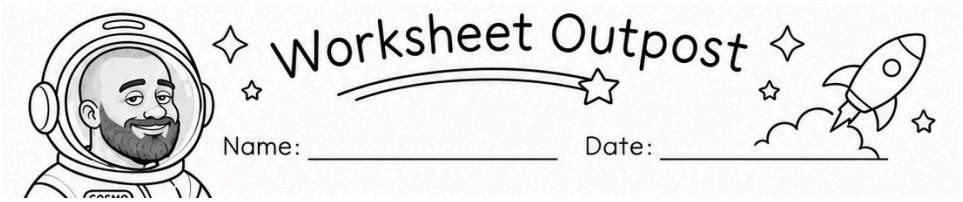
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a letter asking for a small class reading corner. Give a reason.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Proper Nouns and Capitalization

CORE-399 | Five questions

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

Name: _____ Date: _____

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

1. Fix capitals: mei lives in reno.

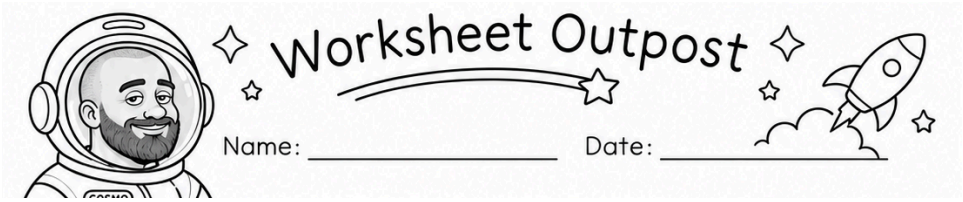
2. Fix capitals: we meet on monday in may.

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

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Proper Nouns and Capitalization

CORE-400 | Five questions

Name: _____ Date: _____

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

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

1. Fix capitals: rafi visits texas.

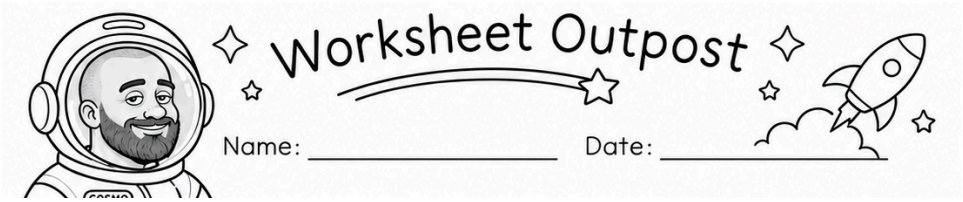
2. Write a holiday name with capitals.

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 Action Verbs

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

CORE-409 | Five questions

Name: _____ Date: _____

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

1. Circle the action: Mei lifts the bag.

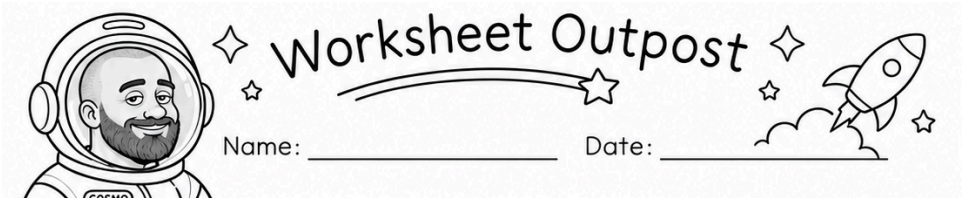
2. Name three things a cart can do.

3. Use jump in a sentence.

4. Circle the action: Nell folds the paper.

5. Act out stretch and whisper.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Action Verbs

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

CORE-410 | Five questions

Name: _____ Date: _____

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

1. Circle the action: Nell folds the paper.

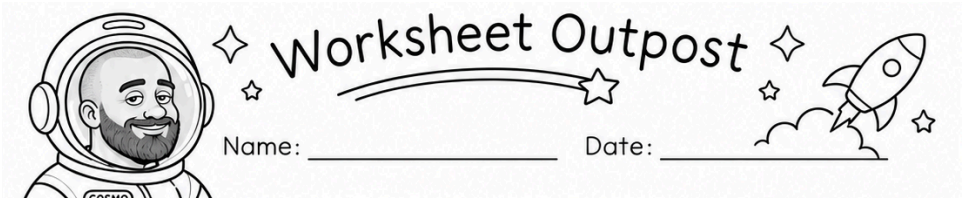
2. Act out stretch and whisper.

3. Replace went with a more exact action word.

4. Circle the action: Mei lifts the bag.

5. Name three things a cart can do.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Subject Pronouns

CORE-413 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

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

1. Replace Nell with a pronoun: Nell folds paper.

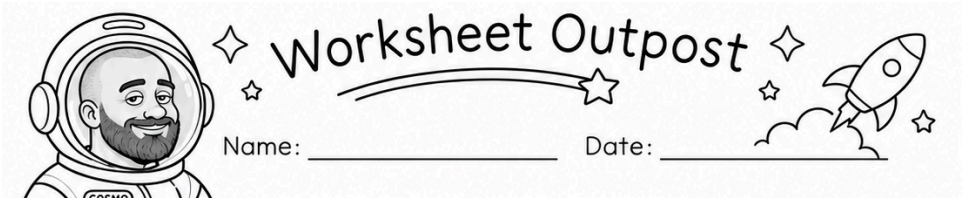
2. Replace the carts: The carts roll.

3. Choose: Mei gave (he / him) a book.

4. Replace Omar and I: Omar and I play.

5. Choose: (She / Her) reads to us.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Subject Pronouns

CORE-414 | Five questions

Success criteria

I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

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

1. Replace Omar and I: Omar and I play.

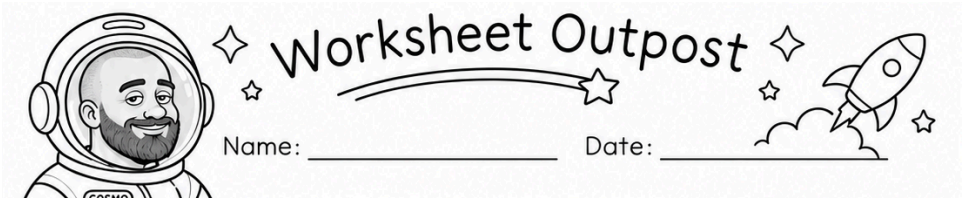
2. Choose: (She / Her) reads to us.

3. Choose: Rafi helps (we / us).

4. Replace Nell with a pronoun: Nell folds paper.

5. Replace the carts: The carts roll.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Nouns

CORE-505 | Five questions

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

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

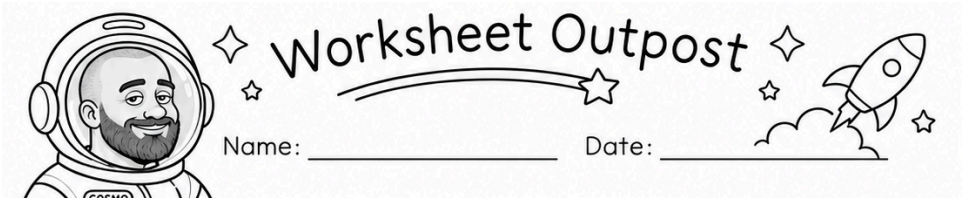
2. Circle the nouns: The dog carries a stick.

3. Name one person and one place.

4. Sort: turtle, artist, library, cup.

5. Circle the nouns: A child opens the gate.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Nouns

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

CORE-506 | Five questions

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: turtle, artist, library, cup.

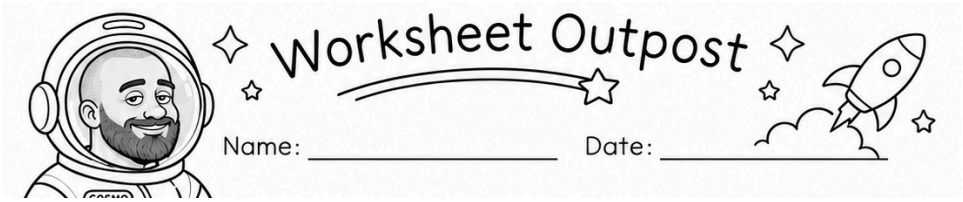
2. Circle the nouns: A child opens the gate.

3. Write a sentence with two nouns.

4. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

5. Circle the nouns: The dog carries a stick.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Possessive Pronouns

CORE-507 | Five questions

Success criteria
I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

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

1. Choose: This bag belongs to me. It is (my / mine) bag.

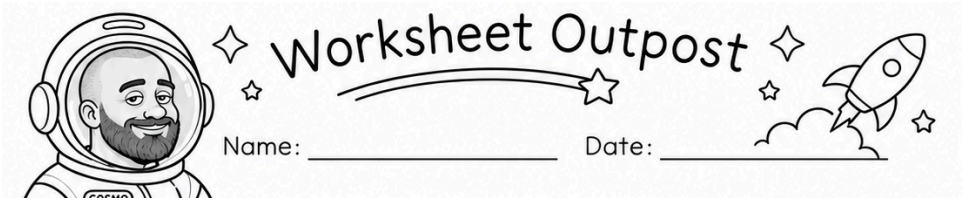
2. Choose: The cart belongs to him. It is (his / he).

3. Replace the repeated name: Mei holds Mei's book.

4. Choose: The hats belong to them. They are (their / theirs).

5. Finish: The hat belongs to you. It is ___.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Possessive Pronouns

CORE-508 | Five questions

Success criteria
I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

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

1. Choose: The hats belong to them. They are (their / theirs).

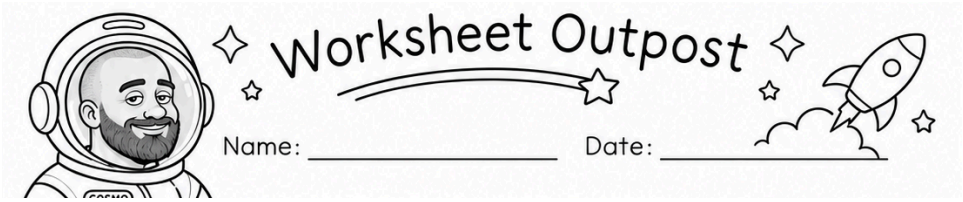
2. Finish: The hat belongs to you. It is ___.

3. Write a sentence using our or ours.

4. Choose: This bag belongs to me. It is (my / mine) bag.

5. Choose: The cart belongs to him. It is (his / he).

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



WORKSHEET OUTPOST | Grade 1 Reading

A Good Book

w31a | Five questions

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

Name: _____ Date: _____

Brook took a good book to the door. She stood on the wood floor and looked inside. The book was about a poor cook who lost his spoon. Brook sat down to read it. In the story, the cook looked under a hood. Then he looked by a hook. Brook grinned at the last page. The spoon was in the cook's boot!

1. What was missing in the story?

2. Where was the spoon?

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.