

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.

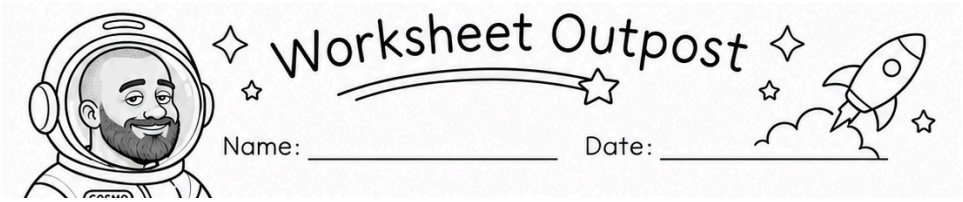
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

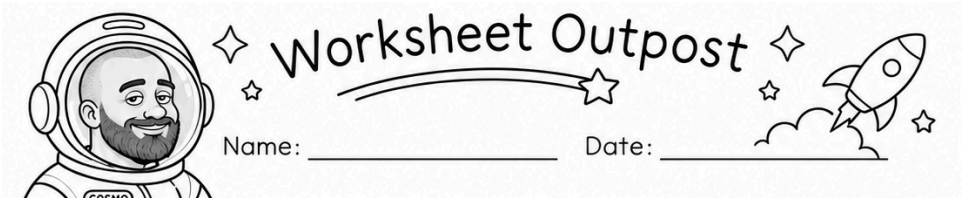
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

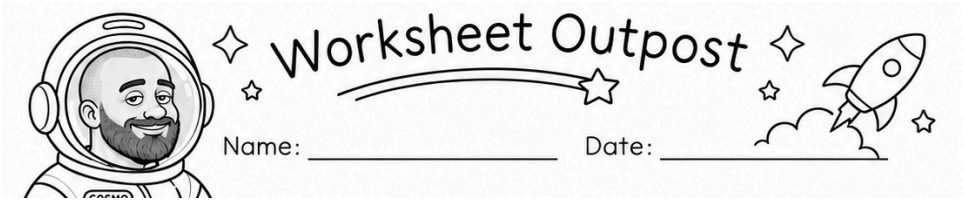
2. Say map. Tap each sound.

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.

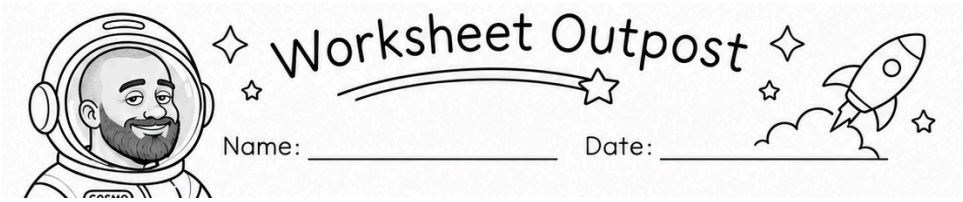
2. Say map. Tap each sound.

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/.

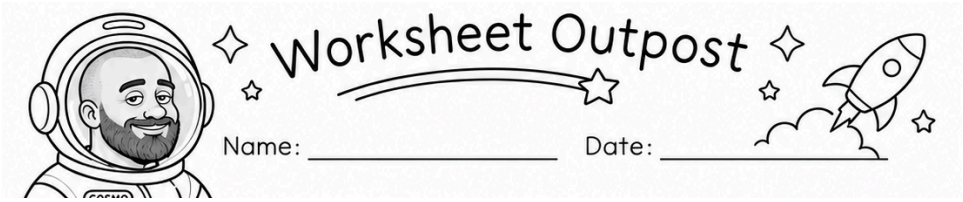
2. Say pin. Change short /i/ to short /a/.

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/.

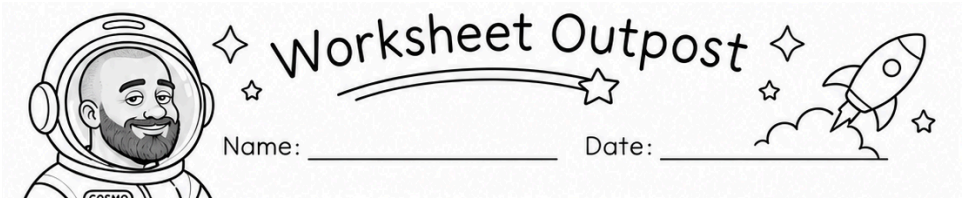
2. Say pin. Change short /i/ to short /a/.

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 Teams au, aw

CORE-095 | Five questions

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

Name: _____ Date: _____

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

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

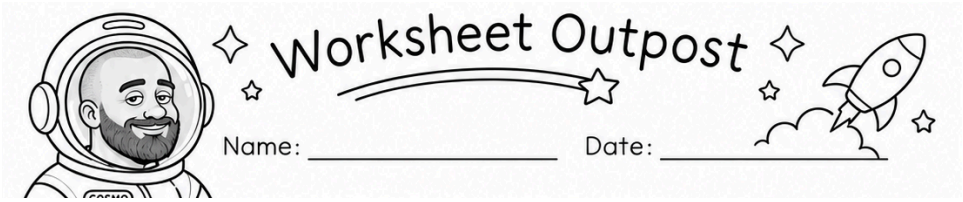
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Vowel Teams au, aw

CORE-096 | Five questions

Success criteria

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

Name: _____ Date: _____

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

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

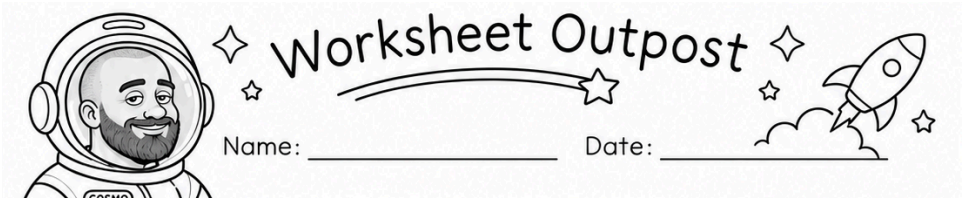
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Vowel Team Diphthongs ou, ow /ow/

CORE-097 | Five questions

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

Name: _____ Date: _____

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

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

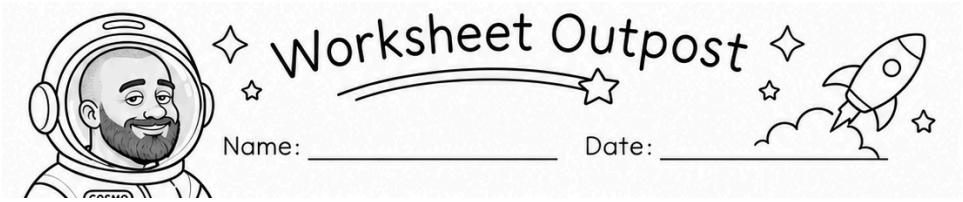
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Vowel Team Diphthongs ou, ow /ow/

CORE-098 | Five questions

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

Name: _____ Date: _____

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

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

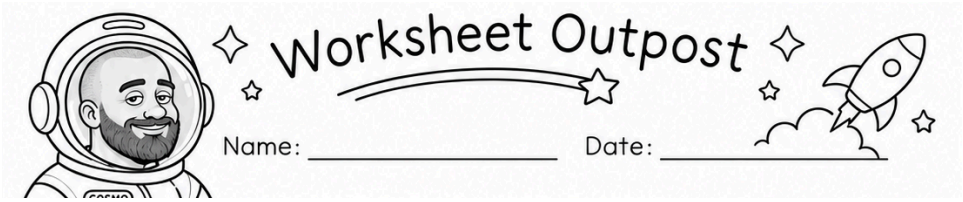
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Team Diphthongs ou, ow /ow/

CORE-173 | Five questions

Name: _____ Date: _____

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

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

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

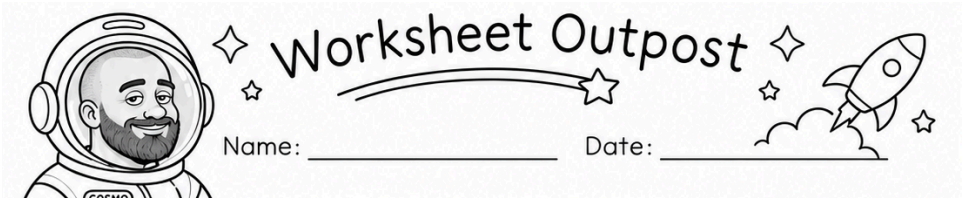
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Words with Vowel Team Diphthongs ou, ow /ow/

CORE-174 | Five questions

Name: _____ Date: _____

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

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

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

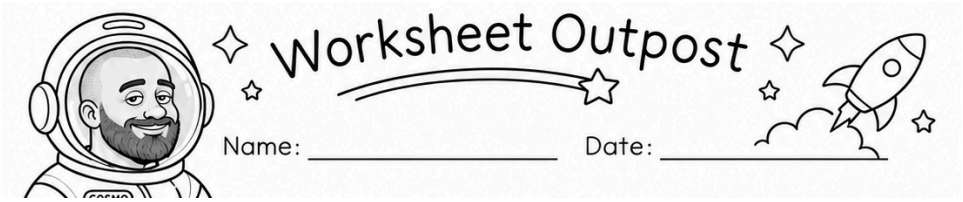
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

fought, bought, brought, thought

CORE-239 | Five questions

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

Name: _____ Date: _____

Words: fought, bought, brought, thought

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

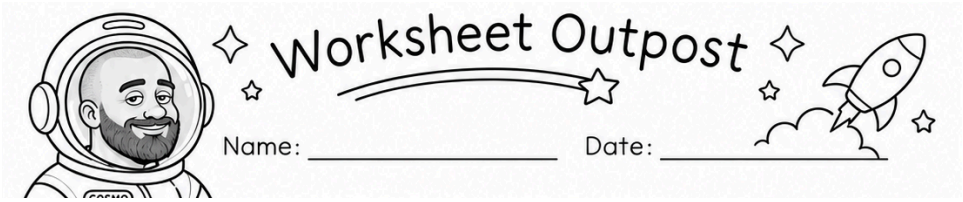
2. Choose two words. Use each word in a sentence aloud.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

fought, bought, brought, thought

CORE-240 | Five questions

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

Name: _____ Date: _____

Words: fought, bought, brought, thought

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

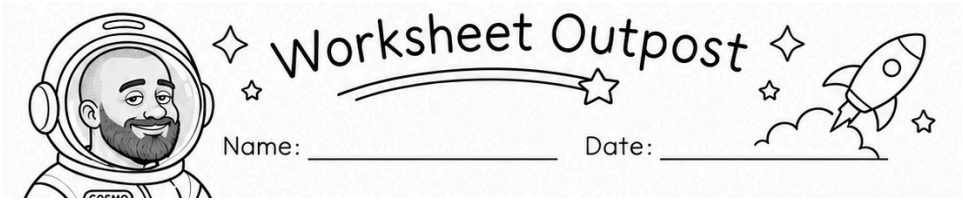
2. Check your spelling. Fix any words you missed.

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

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Expression

CORE-249 | Five questions

Success criteria

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

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

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

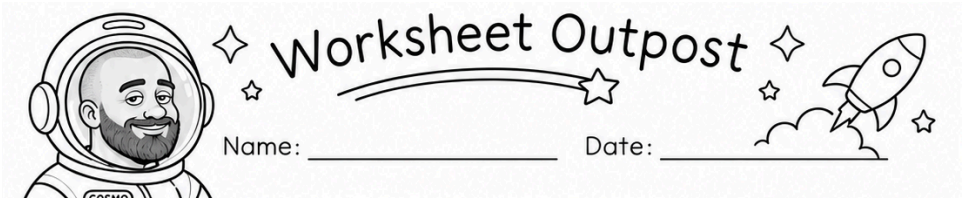
2. Check the letters, practice the word, and reread the sentence.

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

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

5. Tell what happens without looking.

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



WORKSHEET OUTPOST | Grade 1 ELA

Expression

CORE-250 | Five questions

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

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

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

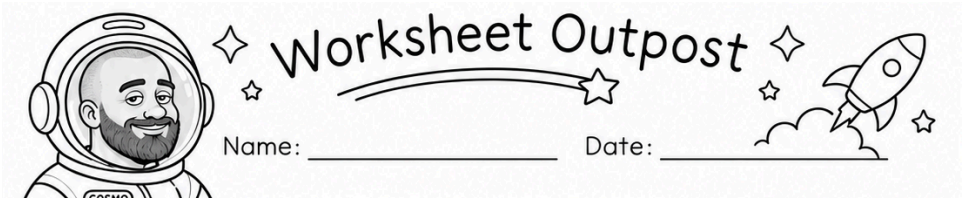
2. Tell what happens without looking.

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

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

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

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?

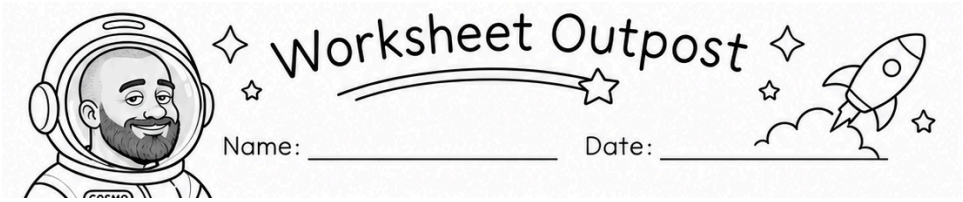
2. What problem happens?

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?

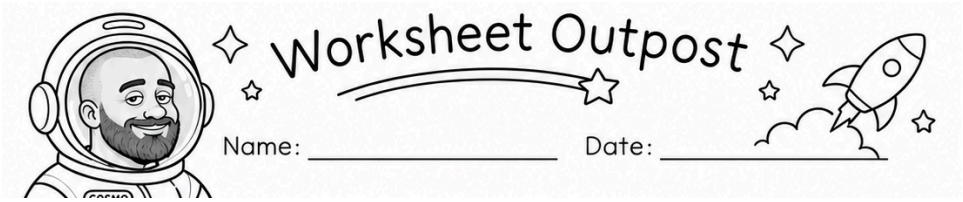
2. What goes wrong?

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

Theme

CORE-297 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

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

1. What can you learn from Nell?

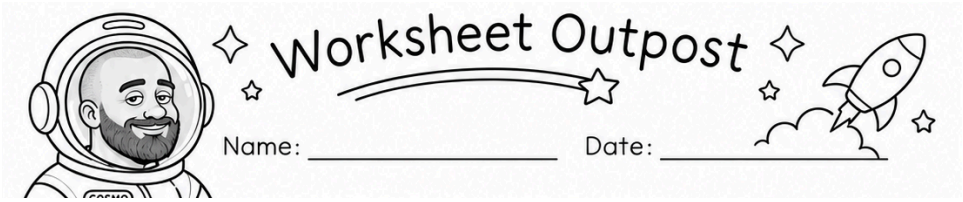
2. Which action supports that idea?

3. Would her plan work for every cart? Explain.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Theme

CORE-298 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

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

1. What lesson does the story suggest?

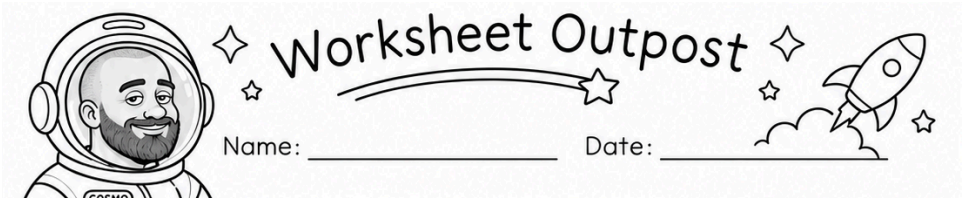
2. Give an action that supports it.

3. Suggest another way to thank Mei.

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

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

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?

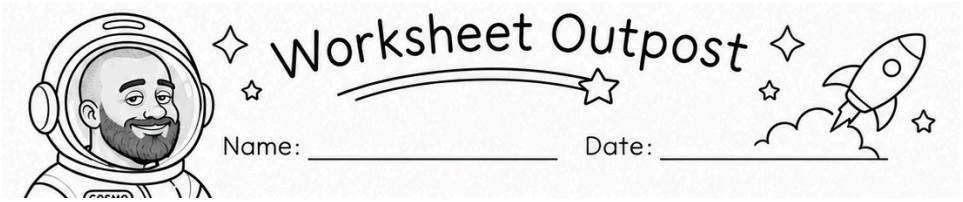
2. What new information does Text 2 add?

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?

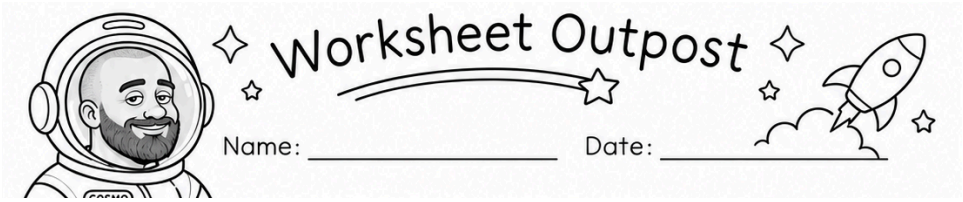
2. How could Text 2 help solve the problem?

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

Genre Characteristics: Folktales

CORE-313 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

An original tale: Moss Mouse asked a hill to move so he could see the sunrise. The hill stayed still. A beetle said, "Climb with me." They climbed together and saw the sun. Moss learned that he could change his plan.

1. What happens that is imaginary?

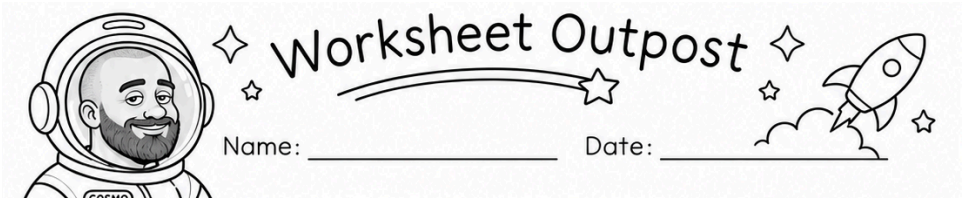
2. What lesson does Moss learn?

3. Retell the tale aloud.

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

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Genre Characteristics: Folktales

CORE-314 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

An original tale: A cloud lent a raindrop to a thirsty flower. "I have little to give," said the flower. Later, its sweet scent drifted up to the cloud. Both learned that small gifts can matter.

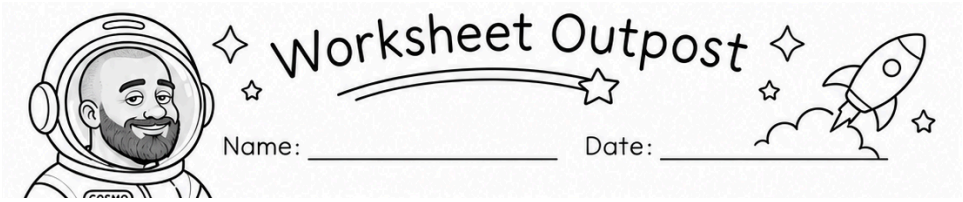
1. Who gives a gift first?

2. What does the flower give back?

3. Tell the lesson in your own words.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Opinion Essay

CORE-387 | Five questions

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

Name: _____ Date: _____

1. Should a classroom keep reusable scrap paper? State your opinion and two reasons.

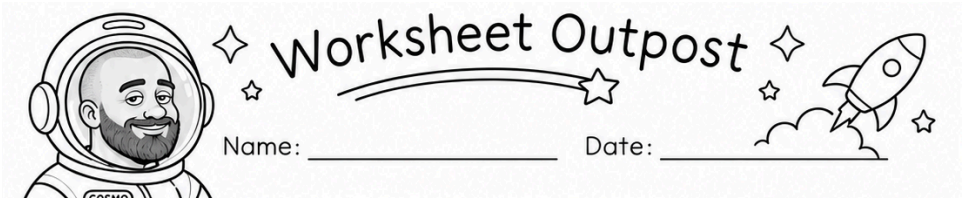
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Should a classroom keep reusable scrap paper? State your opinion and two reasons.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Opinion Essay

CORE-388 | Five questions

Success criteria

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

Name: _____ Date: _____

1. Write a fresh version: Should a classroom keep reusable scrap paper? State your opinion and two reasons.

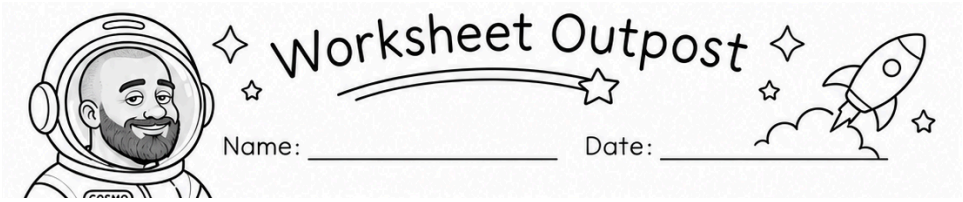
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Should a classroom keep reusable scrap paper? State your opinion and two reasons.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Compound Questions and Statements

CORE-469 | Five questions

Success criteria
I can join ideas with a connecting word that makes sense.

Name: _____ Date: _____

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

1. Join with and: Nell folds paper. Omar tests it.

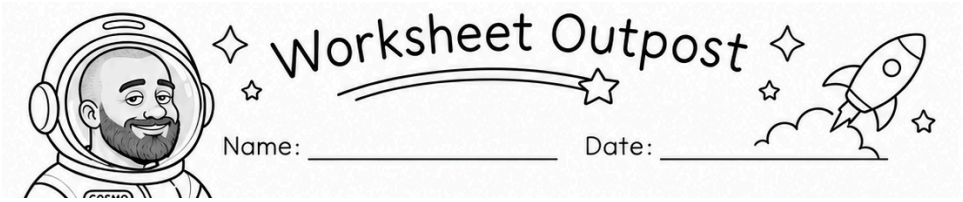
2. Join with but: The bag is small. It holds three books.

3. Join two questions using or.

4. Join with so: The paper tore. We found a new sheet.

5. Choose and, but, or or: You may draw ___ read.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Compound Questions and Statements

CORE-470 | Five questions

Success criteria
I can join ideas with a connecting word that makes sense.

Name: _____ Date: _____

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

1. Join with so: The paper tore. We found a new sheet.

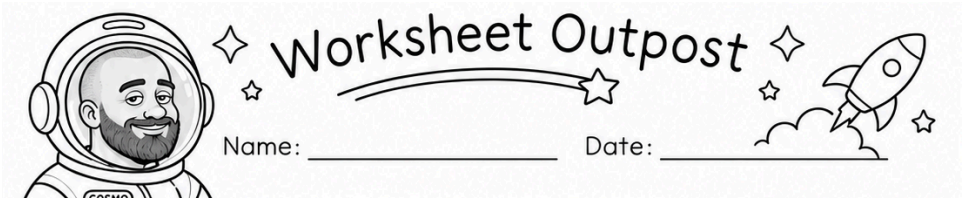
2. Choose and, but, or or: You may draw ___ read.

3. Write a compound statement and a compound question.

4. Join with and: Nell folds paper. Omar tests it.

5. Join with but: The bag is small. It holds three books.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Future Tense

CORE-475 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

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

1. Change to yesterday: I help Mei.

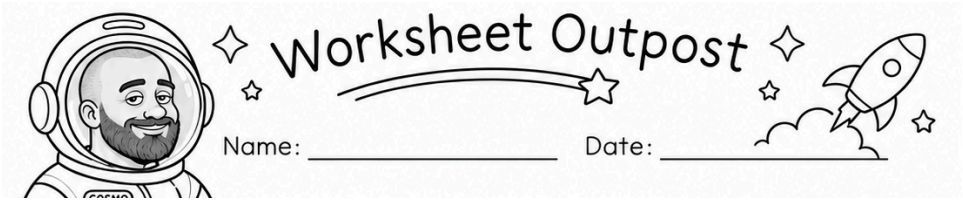
2. Change to tomorrow using will: We test the cart.

3. Label now, before, or later: I am drawing.

4. Change to yesterday: Nell jumps.

5. Change to tomorrow using going to: Rafi reads.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Future Tense

CORE-476 | Five questions

Success criteria
I can choose a verb that tells when something happens.

Name: _____ Date: _____

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

1. Change to yesterday: Nell jumps.

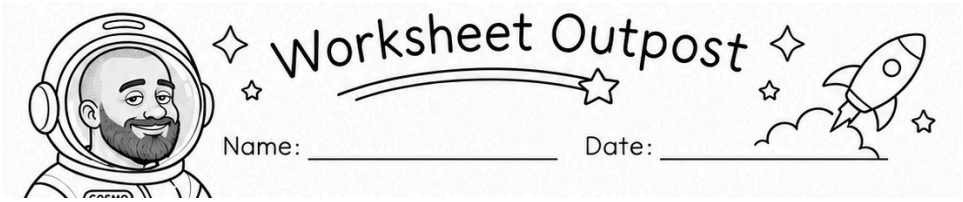
2. Change to tomorrow using going to: Rafi reads.

3. Write one past and one future sentence.

4. Change to yesterday: I help Mei.

5. Change to tomorrow using will: We test the cart.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Names of Months, Days, and Holidays

CORE-479 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

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

1. Fix capitals: mei lives in reno.

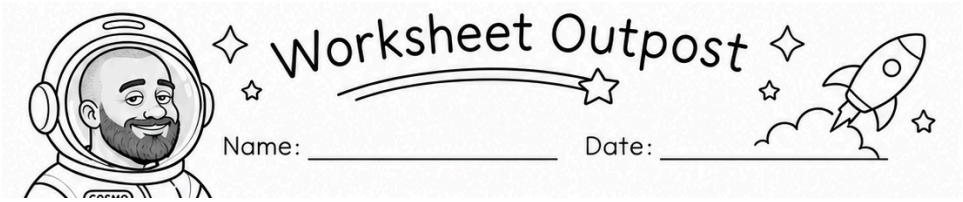
2. Fix capitals: we meet on monday in may.

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

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Names of Months, Days, and Holidays

CORE-480 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

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

1. Fix capitals: rafi visits texas.

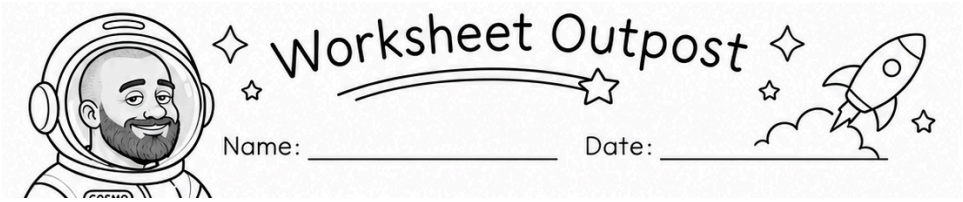
2. Write a holiday name with capitals.

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

4. Fix capitals: mei lives in reno.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Prepositions and Prepositional Phrases

CORE-481 | Five questions

Name: _____ Date: _____

Success criteria
I can choose a word that tells where or when something happens.

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

1. Circle where: The cart is under the book.

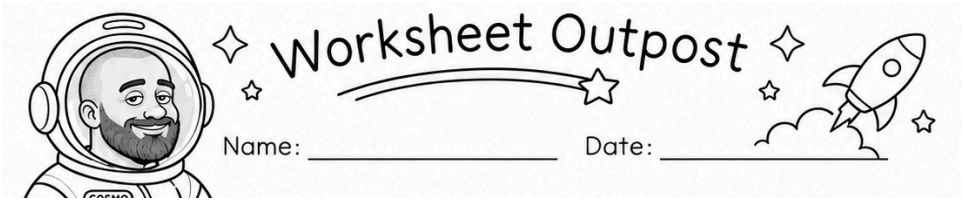
2. Circle when: We read after lunch.

3. Finish: The hat is ___ the box.

4. Circle where: Mei sits beside Rafi.

5. Circle when: We draw before dinner.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Prepositions and Prepositional Phrases

CORE-482 | Five questions

Name: _____ Date: _____

Success criteria

I can choose a word that tells where or when something happens.

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

1. Circle where: Mei sits beside Rafi.

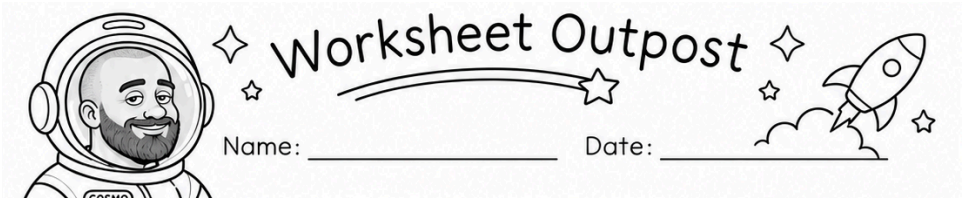
2. Circle when: We draw before dinner.

3. Write one where phrase and one when phrase.

4. Circle where: The cart is under the book.

5. Circle when: We read after lunch.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Adjectives that Compare

CORE-485 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

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

1. Finish: big, bigger, ___.

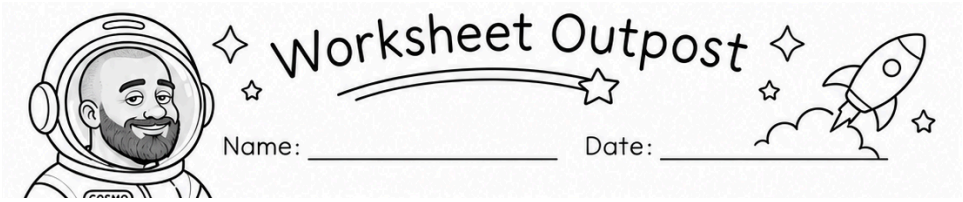
2. Compare two: This ramp is ___ (long) than that ramp.

3. Compare three: This is the ___ (small) cart.

4. Finish: tall, ___, tallest.

5. Choose: Of two bags, this is (stronger / strongest).

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Adjectives that Compare

CORE-486 | Five questions

Success criteria
I can use a word that describes a person, place, animal, or thing.

Name: _____ Date: _____

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

1. Finish: tall, ___, tallest.

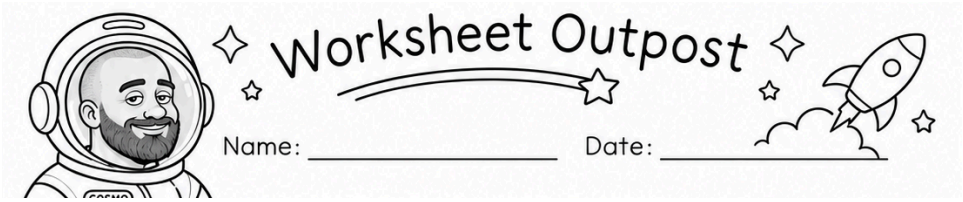
2. Choose: Of two bags, this is (stronger / strongest).

3. Write a sentence comparing two objects.

4. Finish: big, bigger, ___.

5. Compare two: This ramp is ___ (long) than that ramp.

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



WORKSHEET OUTPOST | Grade 1 Reading

A Cloud over Town

w35a | Five questions

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

Name: _____ Date: _____

A dark cloud drifts over town. Rose thought it would rain, so she brought a brown coat. She bought a small flower at the shop. Then a loud sound makes her look up. Rain pours down! Rose found a dry spot under a roof. She waits with her flower until the cloud passes. Now she can walk home through the town.

1. Why did Rose bring a coat?

2. Where does she wait?

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.