

WORKSHEET OUTPOST | Grade 1 ELA

Deleting Syllables

1-053-1 | 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.

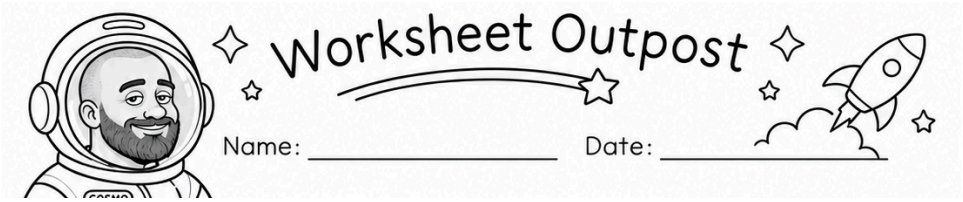
2. Say rainbow without bow.

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

1-053-2 | 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.

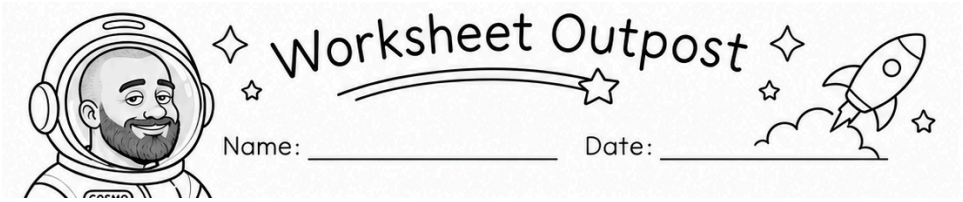
2. Say rainbow without bow.

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

Substituting Phonemes

1-146-1 | 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 map. Change /m/ to /t/.

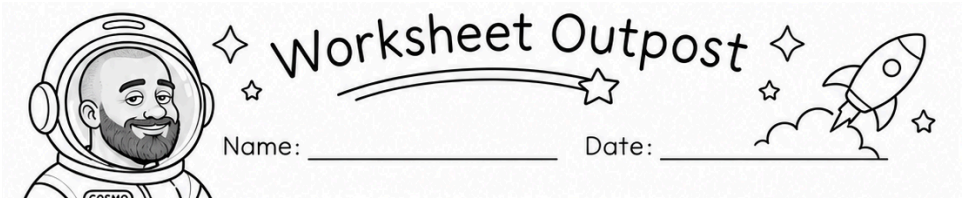
2. Say pin. Change short /i/ to short /a/.

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

1-146-2 | 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/.

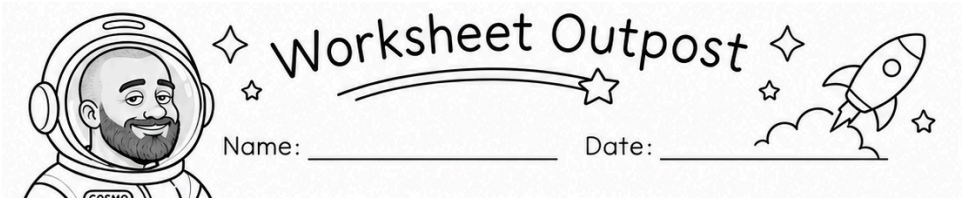
2. Say pin. Change short /i/ to short /a/.

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

Blending Phonemes

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

1-006-1 | 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.

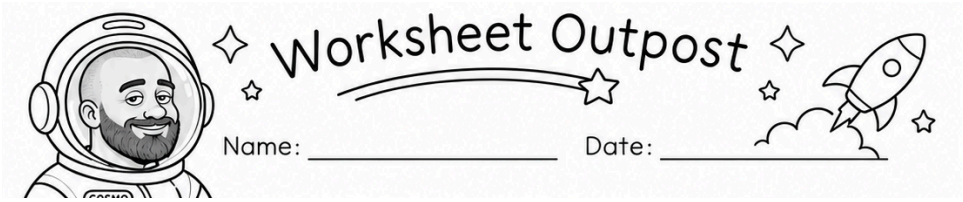
2. Blend /m/ /a/ /p/. Use the short a sound.

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

1-006-2 | Five questions

Success criteria
I can put sounds together to say 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. Blend /sh/ /i/ /p/. Use the short i sound.

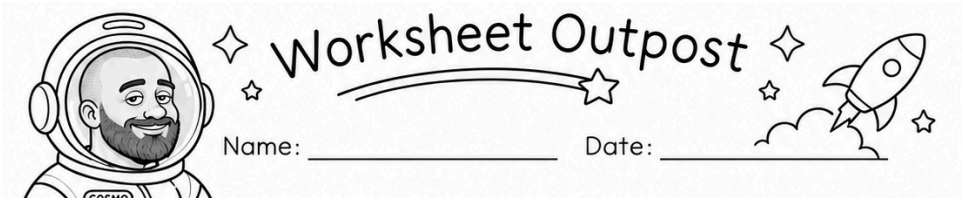
2. Blend /m/ /a/ /p/. Use the short a sound.

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

1-007-1 | 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 fish. Push one counter for each sound.

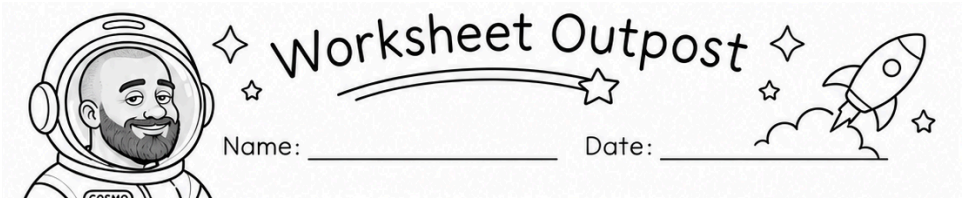
2. Say map. Tap each sound.

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

1-007-2 | 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.

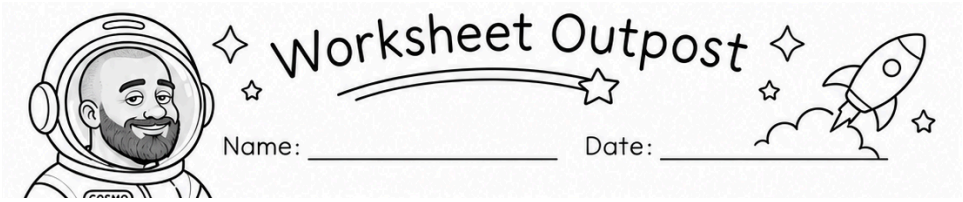
2. Say map. Tap each sound.

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

VCe Long e

1-166-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: these, theme, gene, scene, complete, concrete.

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

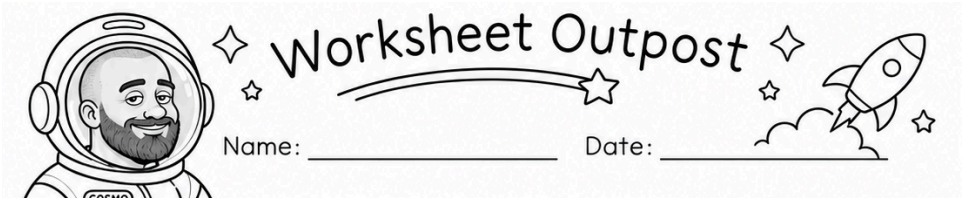
2. Choose two words. How are their spellings alike? How are they different?

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

VCe Long e

1-166-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: concrete, complete, scene, gene, theme, these.

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

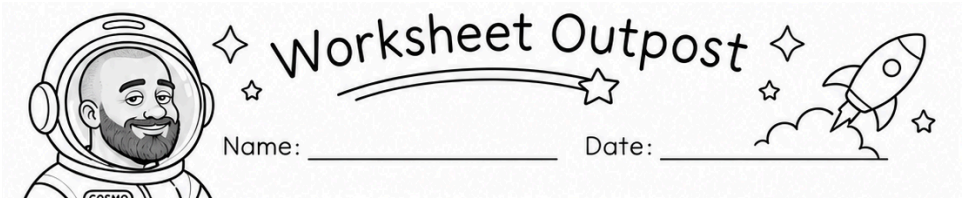
2. Choose two words. How are their spellings alike? How are they different?

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

VCe Pattern Review

1-167-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: cake, bike, home, cube, these, note.

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

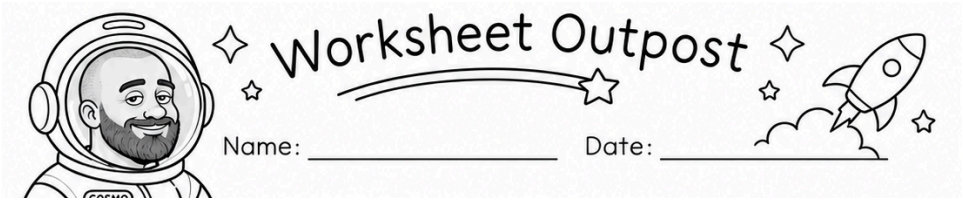
2. Choose two words. How are their spellings alike? How are they different?

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

VCe Pattern Review

1-167-2 | Five questions

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

Name: _____ Date: _____

Practice words: note, these, cube, home, bike, cake.

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

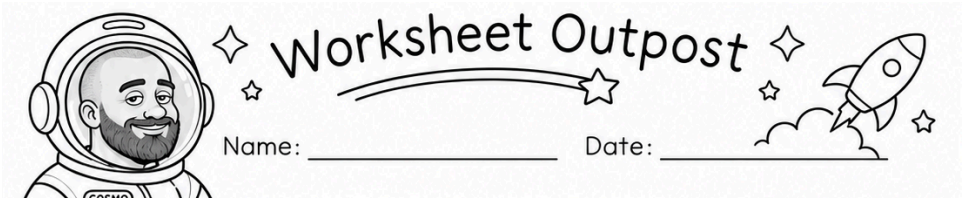
2. Choose two words. How are their spellings alike? How are they different?

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

there, where

1-168-1 | Five questions

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

Name: _____ Date: _____

Words: there, where

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

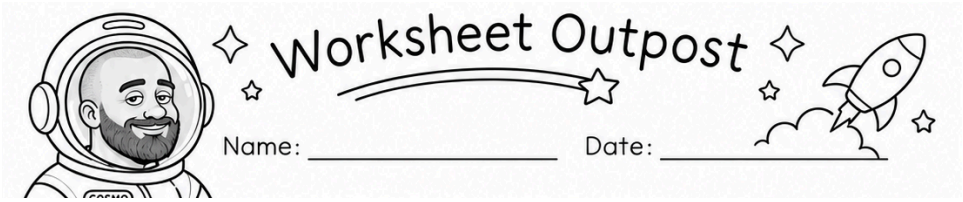
2. Choose two words. Use each word in a sentence aloud.

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

there, where

1-168-2 | Five questions

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

Name: _____ Date: _____

Words: there, where

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

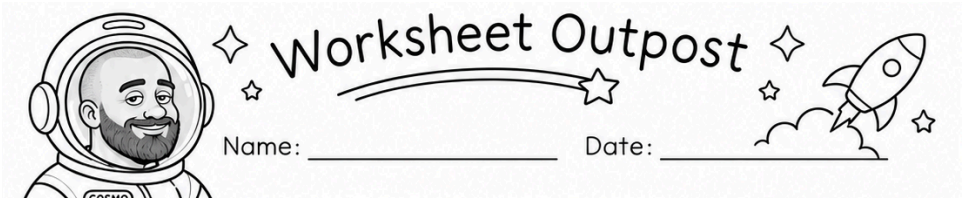
2. Check your spelling. Fix any words you missed.

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

Words with VCe Long e

1-169-1 | Five questions

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

Name: _____ Date: _____

Practice words: these, theme, gene, scene, complete, concrete.

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

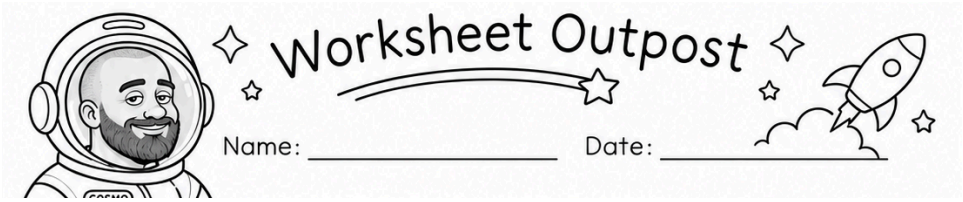
2. Choose two words. Write a sentence for each.

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 VCe Long e

1-169-2 | Five questions

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

Name: _____ Date: _____

Practice words: concrete, complete, scene, gene, theme, these.

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

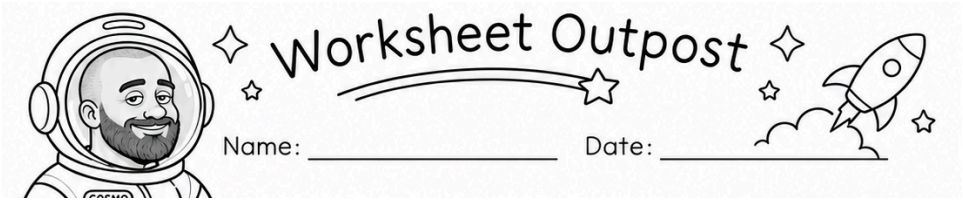
2. Choose two words. Write a sentence for each.

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 VCe Patterns

1-170-1 | Five questions

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

Name: _____ Date: _____

Practice words: cake, bike, home, cube, these, note.

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

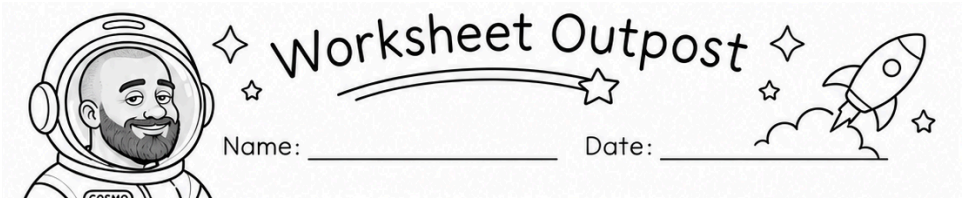
2. Choose two words. Write a sentence for each.

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 VCe Patterns

1-170-2 | Five questions

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

Name: _____ Date: _____

Practice words: note, these, cube, home, bike, cake.

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

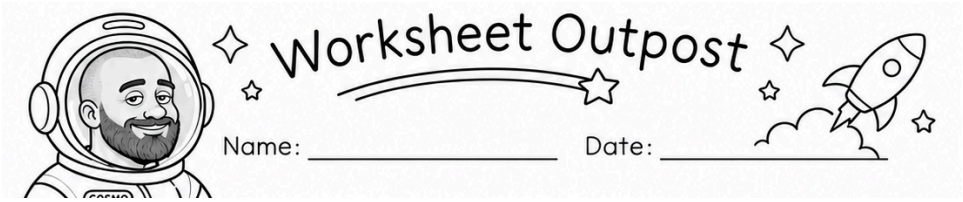
2. Choose two words. Write a sentence for each.

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

Manuscript: l, t, i

1-171-1 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write l. Copy the letter, then try again on your own.

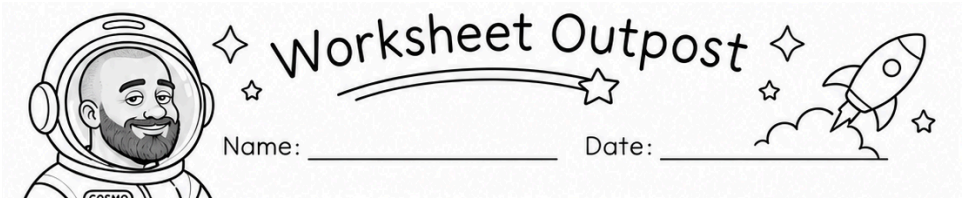
2. Watch an adult write i. Copy the letter, then try again on your own.

3. Watch an adult write l. Copy the letter, then try again on your own.

4. Watch an adult write i. Copy the letter, then try again on your own.

5. Watch an adult write l. Copy the letter, then try again on your own.

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



WORKSHEET OUTPOST | Grade 1 ELA

Manuscript: l, t, i

1-171-2 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write t. Copy the letter, then try again on your own.

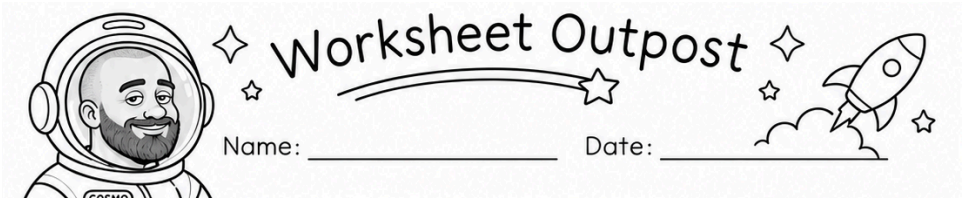
2. Watch an adult write t. Copy the letter, then try again on your own.

3. Watch an adult write t. Copy the letter, then try again on your own.

4. Watch an adult write t. Copy the letter, then try again on your own.

5. Watch an adult write t. Copy the letter, then try again on your own.

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



WORKSHEET OUTPOST | Grade 1 ELA

Accuracy and Self-Correction

1-014-1 | 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.

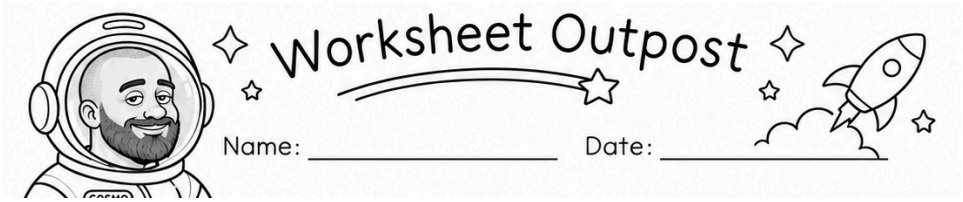
2. Check the letters, practice the word, and reread the sentence.

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

1-014-2 | 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.

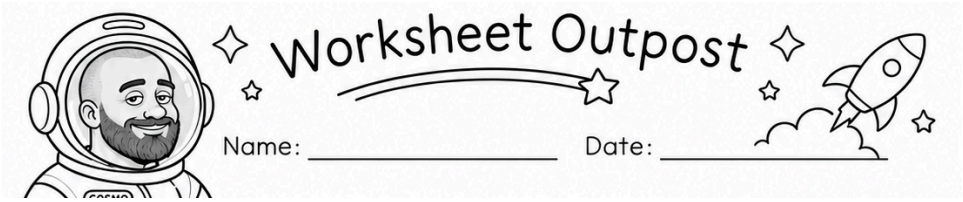
2. Tell what happens without looking.

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

Central Idea

1-035-1 | 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?

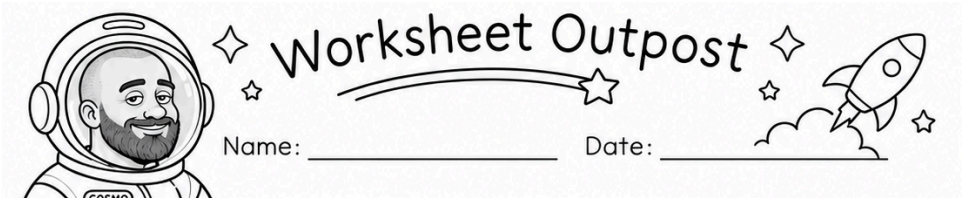
2. What happens when the fan opens?

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

Central Idea

1-035-2 | 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?

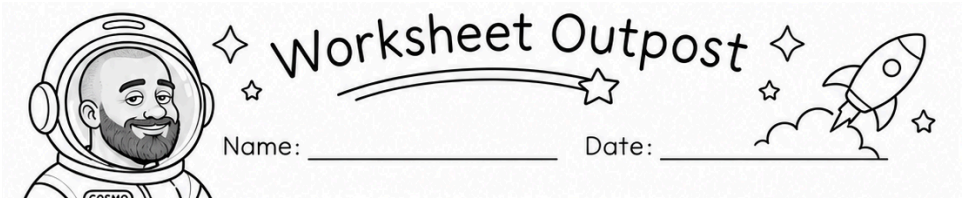
2. Name a detail about its ends.

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

Make and Confirm Predictions

1-163-1 | Five questions

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

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. Cover the last two sentences. Predict what Nell will do.

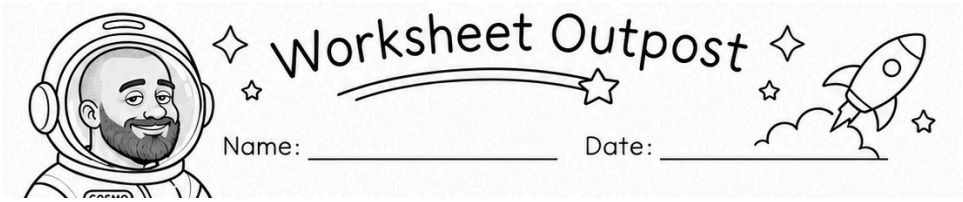
2. Read the rest. Was your prediction confirmed?

3. Predict what may happen with the heavier cart. Give a clue.

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

Make and Confirm Predictions

1-163-2 | Five questions

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

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. Stop after sentence two. Predict a solution.

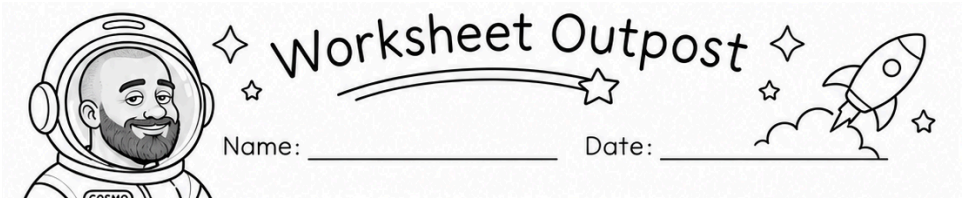
2. Read on. What really happens?

3. How did the ending compare with your prediction?

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

Evaluate

1-123-1 | 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?

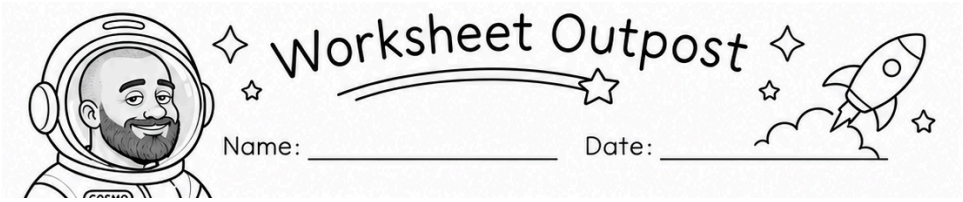
2. Which action supports that idea?

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

Evaluate

1-123-2 | 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.

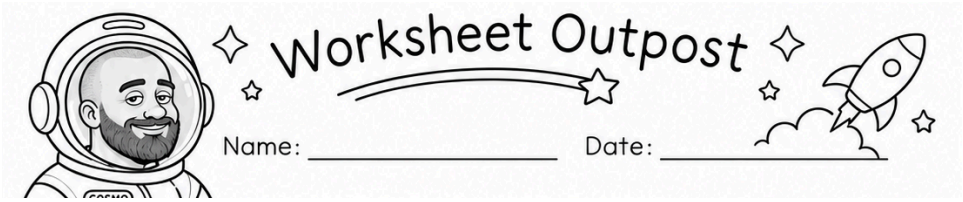
1. What lesson does the story suggest?

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.



WORKSHEET OUTPOST | Grade 1 ELA

Write a Description

1-048-1 | Five questions

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

Name: _____ Date: _____

1. Describe a useful bag. Tell its size, color, texture, and what it can hold.

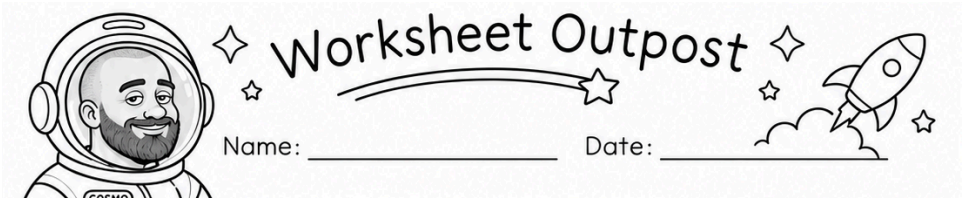
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Describe a useful bag. Tell its size, color, texture, and what it can hold.

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

Write a Description

1-048-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Describe a useful bag. Tell its size, color, texture, and what it can hold.

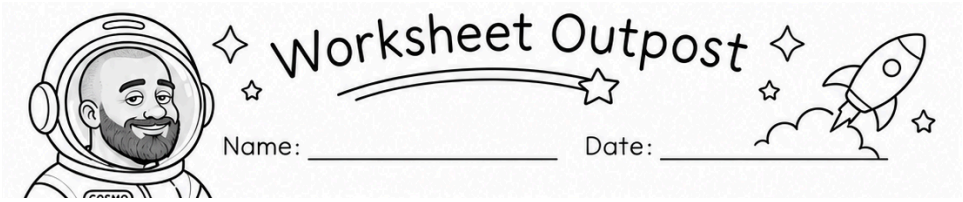
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Describe a useful bag. Tell its size, color, texture, and what it can hold.

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

Suffixes -y, -ful

1-172-1 | Five questions

Success criteria
I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

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

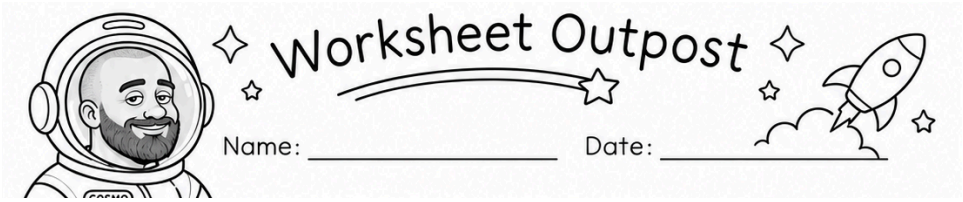
2. Build a word related to rain using -y (or y-). Change the base spelling if needed.

3. What does careful mean? Use it in a sentence.

4. What does rainy mean? Use it in a sentence.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Suffixes -y, -ful

1-172-2 | Five questions

Success criteria
I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

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

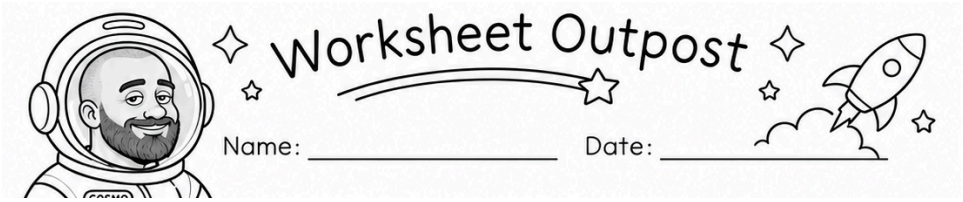
2. What does rainy mean? Use it in a sentence.

3. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

4. Build a word related to rain using -y (or y-). Change the base spelling if needed.

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

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



WORKSHEET OUTPOST | Grade 1 ELA

Imaginative Story

1-155-1 | Five questions

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

Name: _____ Date: _____

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

1. Invent a story about a lost bookmark.

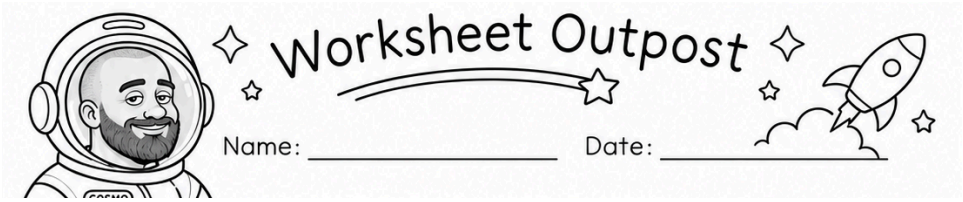
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Invent a story about a lost 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

Imaginative Story

1-155-2 | Five questions

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

Name: _____ Date: _____

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

1. Write a fresh version: Invent a story about a lost bookmark.

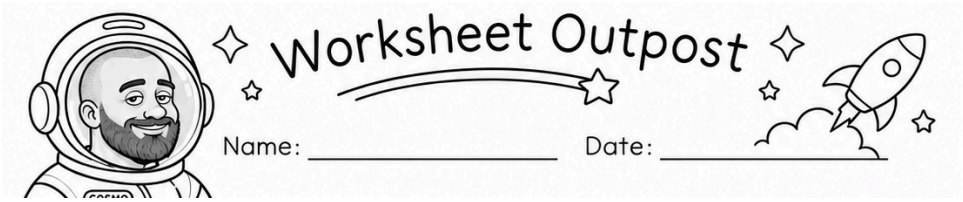
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Invent a story about a lost 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

The Verb Be

1-173-1 | Five questions

Success criteria
I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

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

1. Choose: I (am / is) ready.

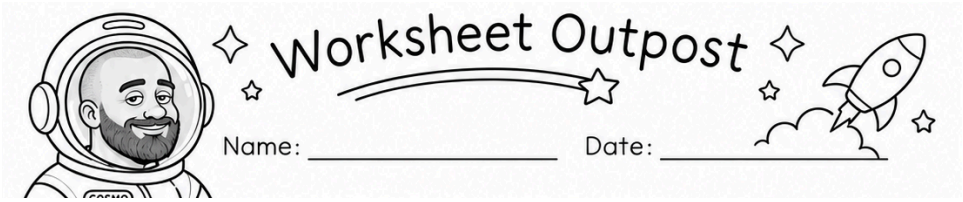
2. Choose: The cart (is / are) red.

3. Choose: The books (is / are) here.

4. Choose: Yesterday Nell (was / were) here.

5. Choose: Yesterday we (was / were) ready.

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



WORKSHEET OUTPOST | Grade 1 ELA

The Verb Be

1-173-2 | Five questions

Success criteria
I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

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

1. Choose: Yesterday Nell (was / were) here.

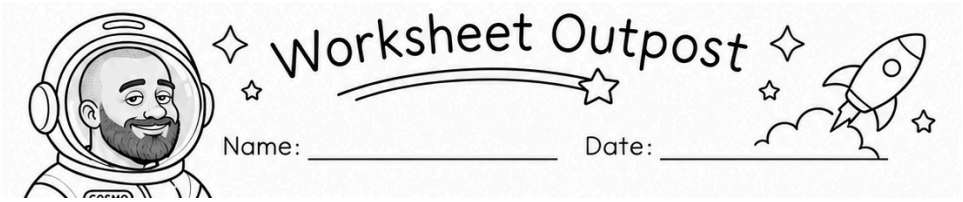
2. Choose: Yesterday we (was / were) ready.

3. Write one sentence using are.

4. Choose: I (am / is) ready.

5. Choose: The cart (is / are) red.

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



WORKSHEET OUTPOST | Grade 1 ELA

Adjectives

1-067-1 | Five questions

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

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Find size and shape words: a tiny round button

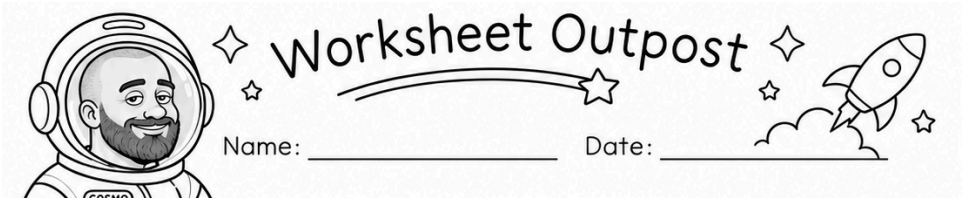
2. Find color and number words: three blue cups

3. Choose: (a / an) apple; (a / an) book

4. Add words for taste and smell: The soup is ___ and ___.

5. Add words for sound and texture: The bag is ___; the bell is ___.

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



WORKSHEET OUTPOST | Grade 1 ELA

Adjectives

1-067-2 | Five questions

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

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Add words for taste and smell: The soup is ___ and ___.

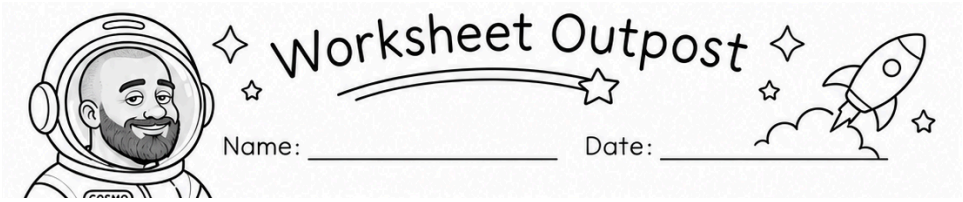
2. Add words for sound and texture: The bag is ___; the bell is ___.

3. Make these more exact: a nice thing; went.

4. Find size and shape words: a tiny round button

5. Find color and number words: three blue cups

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



WORKSHEET OUTPOST | Grade 1 ELA

Persuade

1-130-1 | Five questions

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

Name: _____ Date: _____

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

1. State your view: Should we test the cart again?

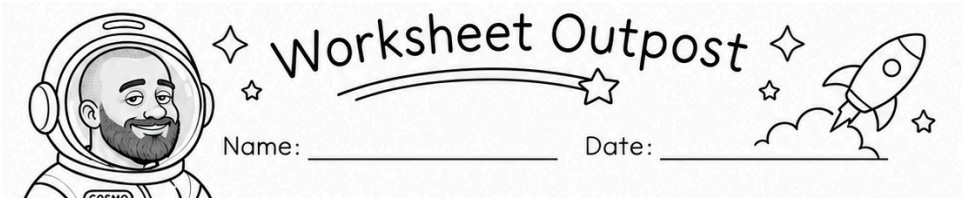
2. Give a reason using a detail about the bridge.

3. Respond respectfully to a different idea.

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

5. Write or draw one idea your partner shared.

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



WORKSHEET OUTPOST | Grade 1 ELA

Persuade

1-130-2 | Five questions

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

Name: _____ Date: _____

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

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

2. Write or draw one idea your partner shared.

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

4. State your view: Should we test the cart again?

5. Give a reason using a detail about the bridge.

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