


**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.

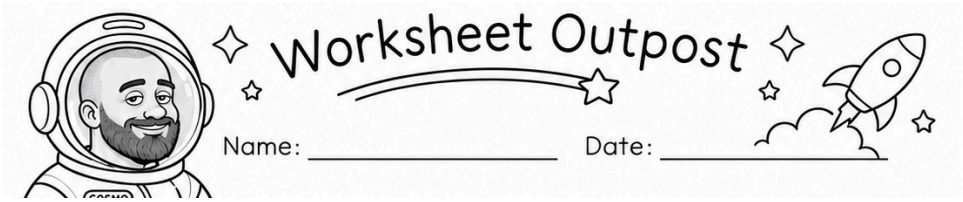
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

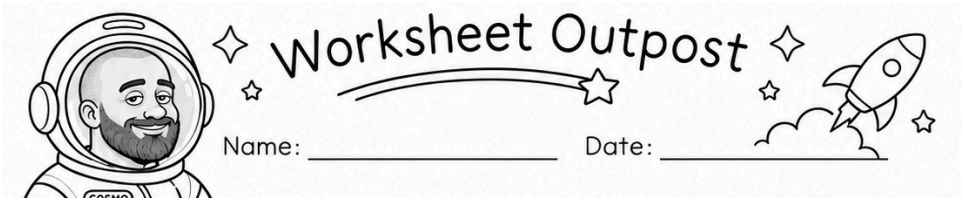
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

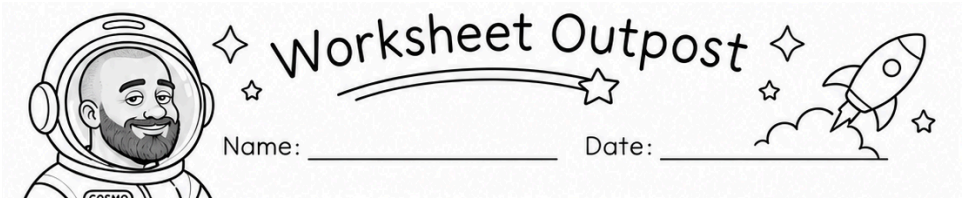
2. Say map. Tap each sound.

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.

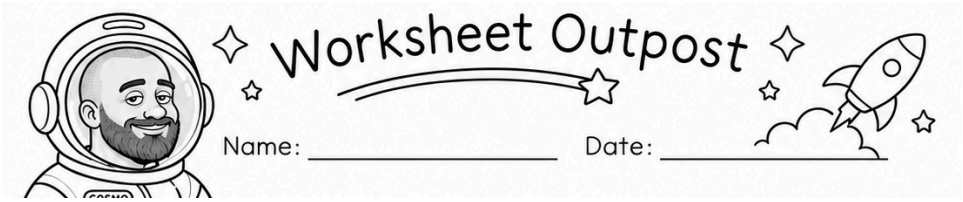
2. Say map. Tap each sound.

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**

# 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/.

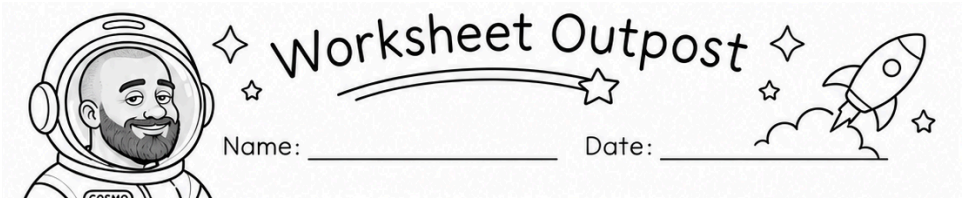
2. Say pin. Change short /i/ to short /a/.

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/.

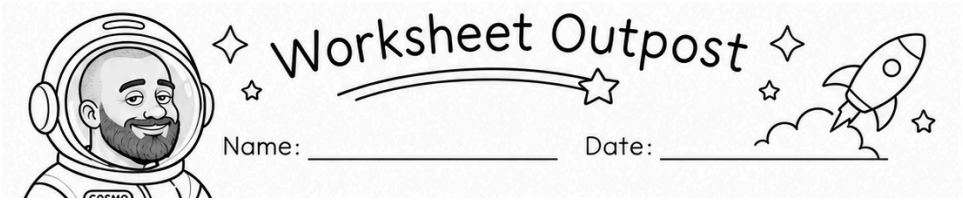
2. Say pin. Change short /i/ to short /a/.

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**

# Vowel Team oo /ū/

1-274-1 | Five questions

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

Name: _____ Date: _____

Practice words: moon, food, boot, room, spoon, roof.

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

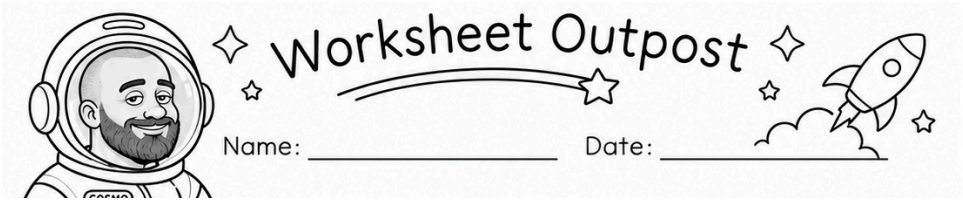
2. Choose two words. How are their spellings alike? How are they different?

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 /ū/

1-274-2 | Five questions

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

Name: _____ Date: _____

Practice words: roof, spoon, room, boot, food, moon.

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

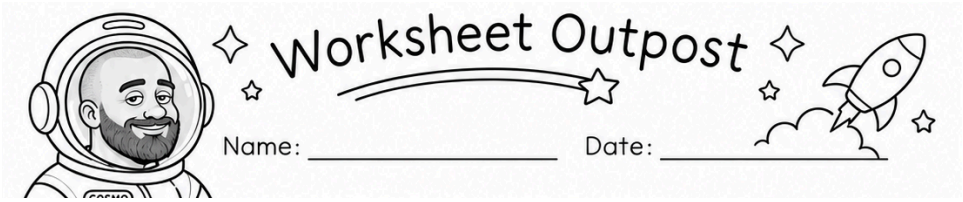
2. Choose two words. How are their spellings alike? How are they different?

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**

# Review

1-133-1 | Five questions

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



Name: _____ Date: _____

Words: the, was, you, said, have, one

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

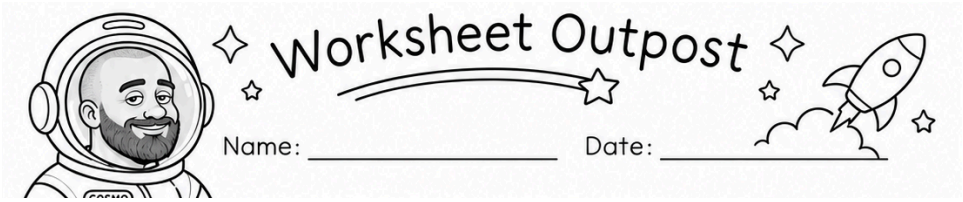
2. Choose two words. Use each word in a sentence aloud.

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**

# Review

1-133-2 | Five questions

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

Name: _____ Date: _____

Words: the, was, you, said, have, one

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

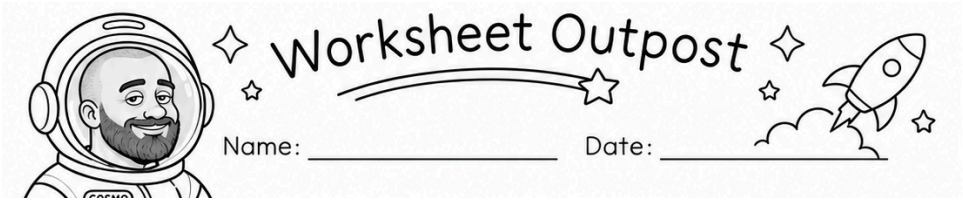
2. Check your spelling. Fix any words you missed.

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 Vowel Team oo /ū/

1-275-1 | Five questions

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

Name: _____ Date: _____

Practice words: moon, food, boot, room, spoon, roof.

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

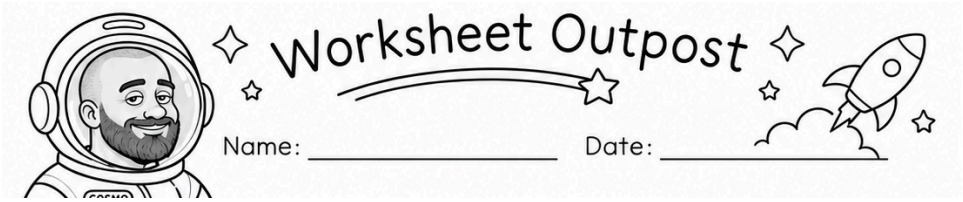
2. Choose two words. Write a sentence for each.

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 /ū/

1-275-2 | Five questions

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

Name: _____ Date: _____

Practice words: roof, spoon, room, boot, food, moon.

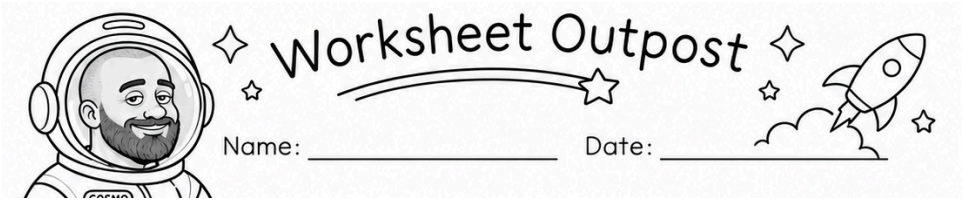
1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

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.




**WORKSHEET OUTPOST | Grade 1 ELA**

# Manuscript: X, x, K, k

1-276-1 | 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 X. Copy the letter, then try again on your own.

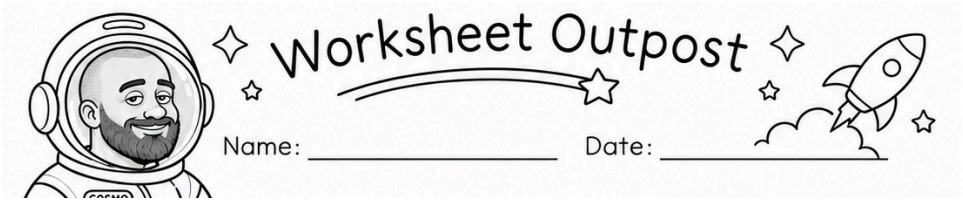
2. Watch an adult write K. Copy the letter, then try again on your own.

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

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

5. Watch an adult write X. 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: X, x, K, k

1-276-2 | 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 x. Copy the letter, then try again on your own.

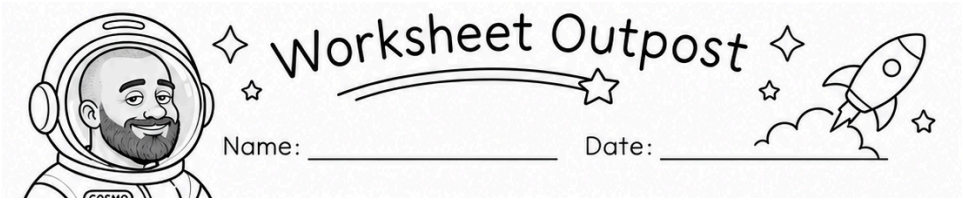
2. Watch an adult write k. Copy the letter, then try again on your own.

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

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

5. Watch an adult write x. 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.

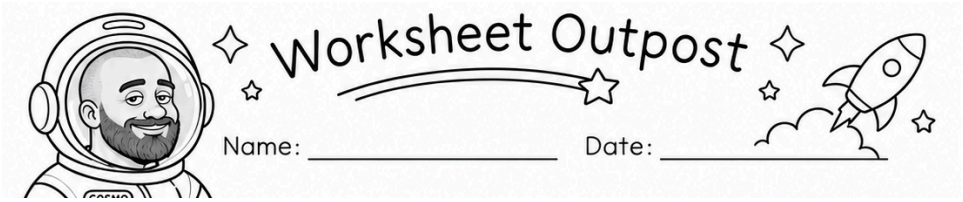
2. Check the letters, practice the word, and reread the sentence.

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.

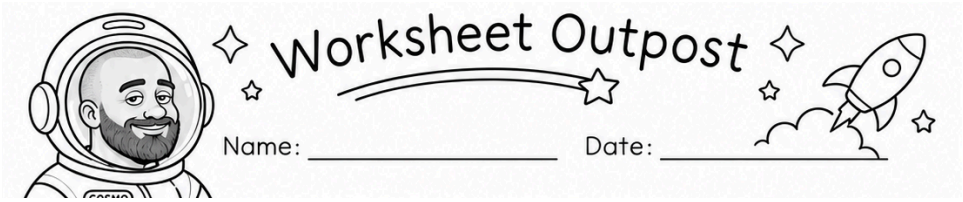
2. Tell what happens without looking.

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?

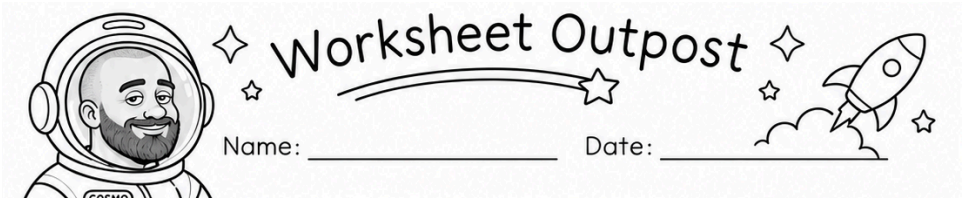
2. What happens when the fan opens?

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?

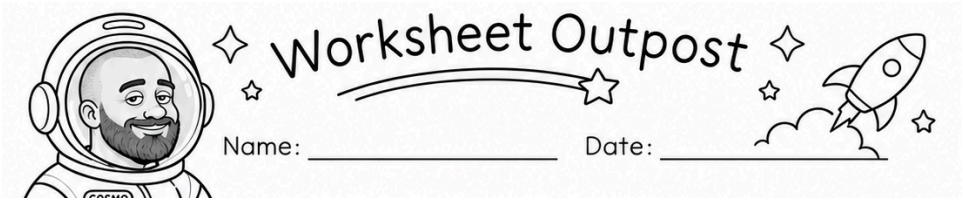
2. Name a detail about its ends.

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**

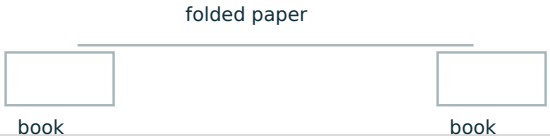
# Text Features

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

1-072-1 | Five questions

Name: _____ Date: _____

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




1. Who wrote the words?

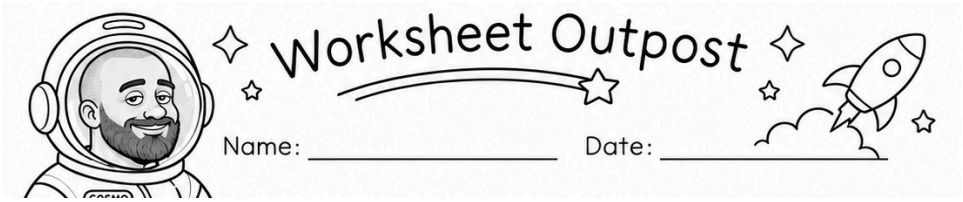
2. What does the caption explain?

3. Where is the meaning of fold?

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

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

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Text Features

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

1-072-2 | Five questions

Name: _____ Date: _____

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



Ramp model

1. Who made the picture?

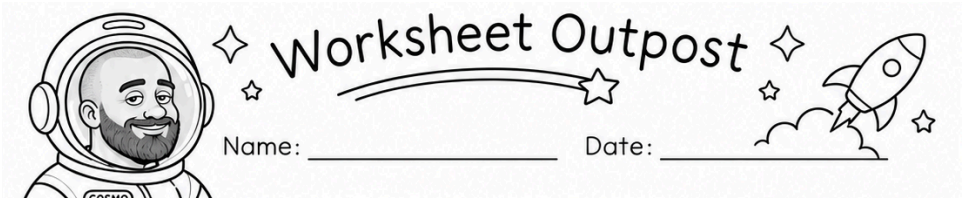
2. Read the heading. What will you learn about?

3. Point to the ramp in the drawing.

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

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

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Synthesize

1-137-1 | 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?

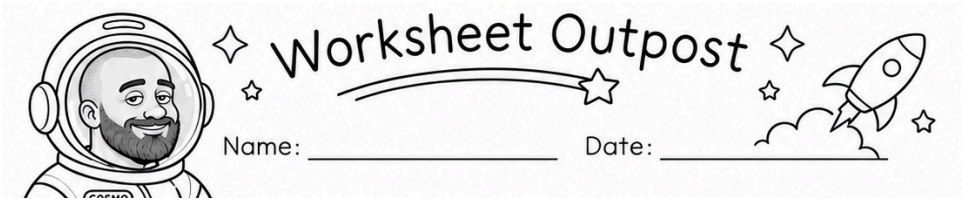
2. What new information does Text 2 add?

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

1-137-2 | 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?

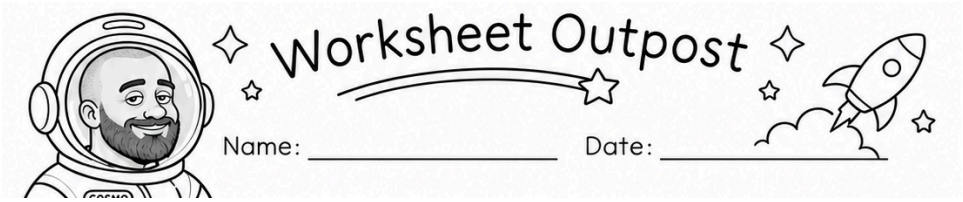
2. How could Text 2 help solve the problem?

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

1-273-1 | 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.

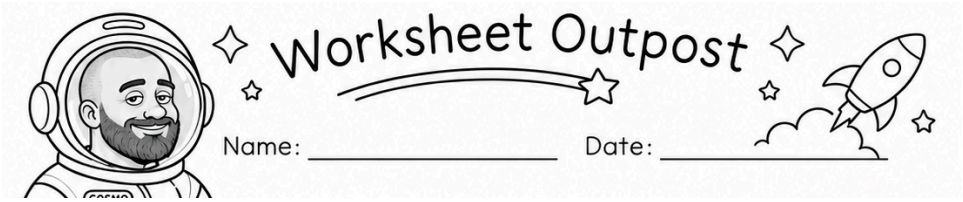
2. Plan: What is your main idea? Choose two or three details.

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

1-273-2 | 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.

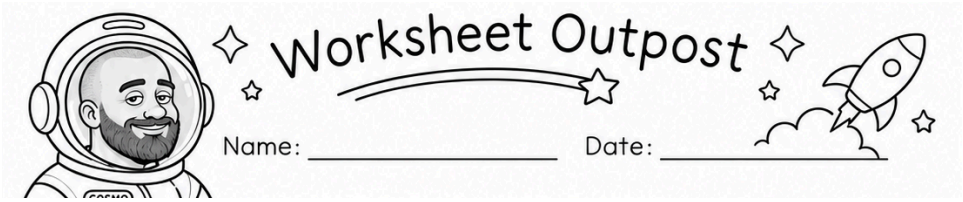
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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**

# 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

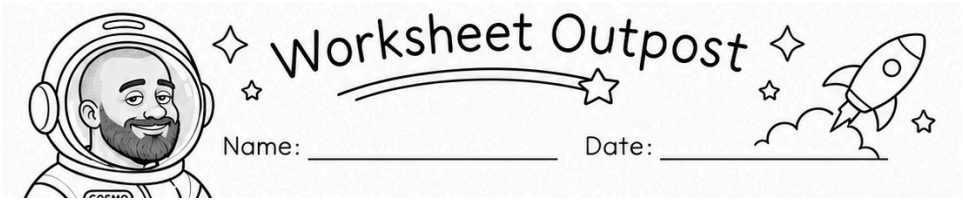
2. Find color and number words: three blue cups

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 ___.

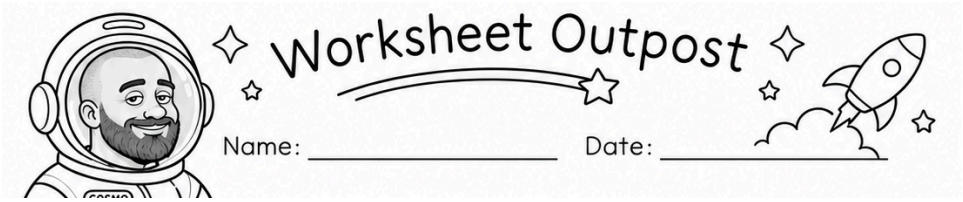
2. Add words for sound and texture: The bag is ___; the bell is ___.

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**

# Nouns

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

1-024-1 | Five questions

Name: _____ Date: _____

Nouns name people, animals, places, and things.

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

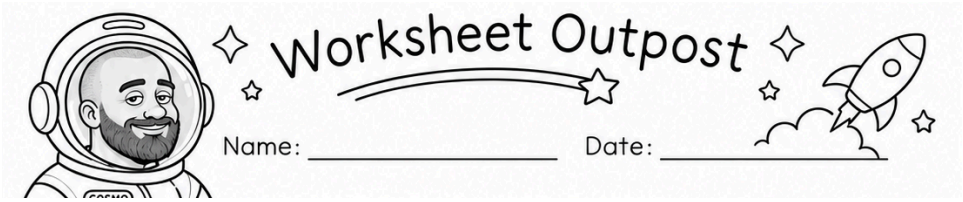
2. Circle the nouns: The dog carries a stick.

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**

# Nouns

1-024-2 | 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: turtle, artist, library, cup.

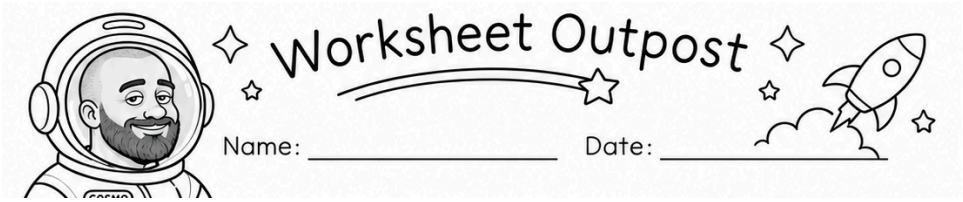
2. Circle the nouns: A child opens the gate.

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**

# Complete Sentences

**Success criteria**
I can put words in order to make a complete sentence.

1-083-1 | Five questions

Name: _____ Date: _____

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

1. Fix the word order: rolls cart The

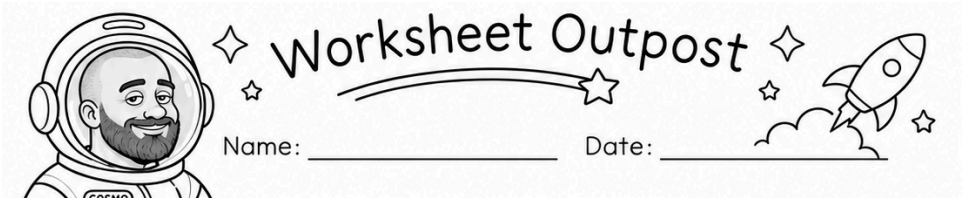
2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Complete Sentences

1-083-2 | Five questions

**Success criteria**
I can put words in order to make a complete sentence.

Name: _____ Date: _____

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

1. Finish: The paper bridge ___.

2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

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