


**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.

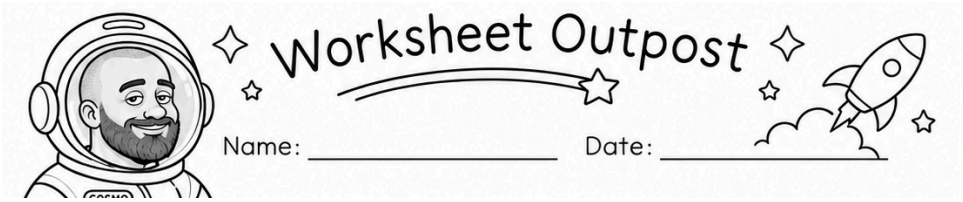
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

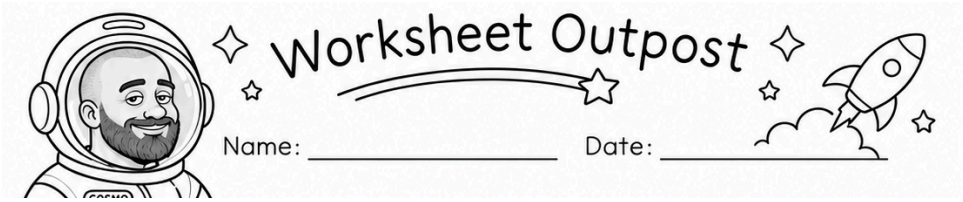
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

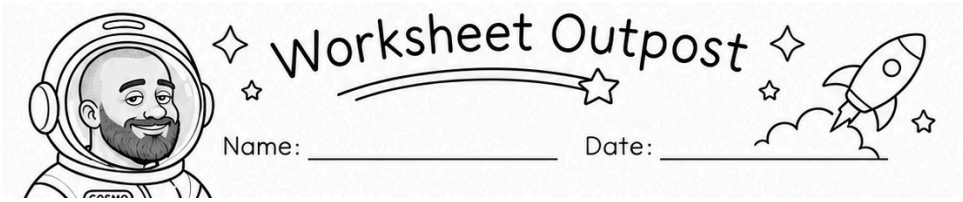
2. Say map. Tap each sound.

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.

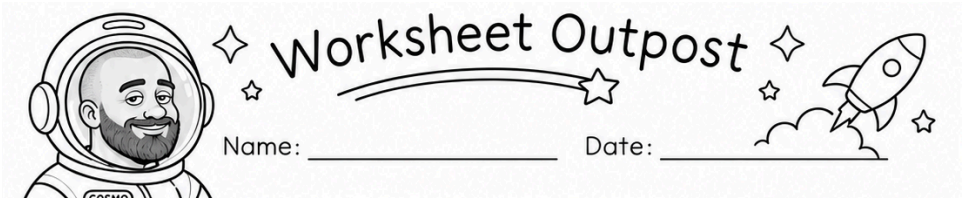
2. Say map. Tap each sound.

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/.

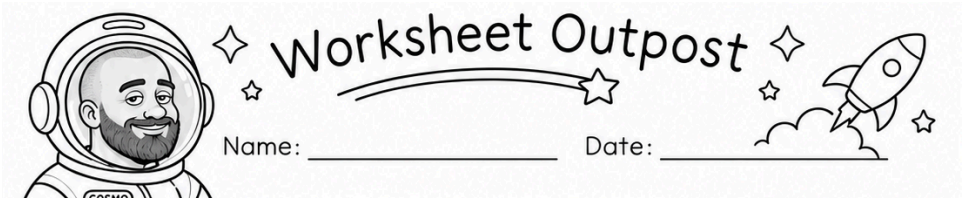
2. Say pin. Change short /i/ to short /a/.

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/.

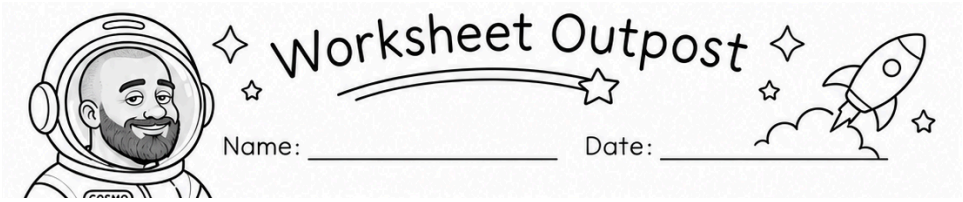
2. Say pin. Change short /i/ to short /a/.

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 Teams au, aw

1-282-1 | 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.

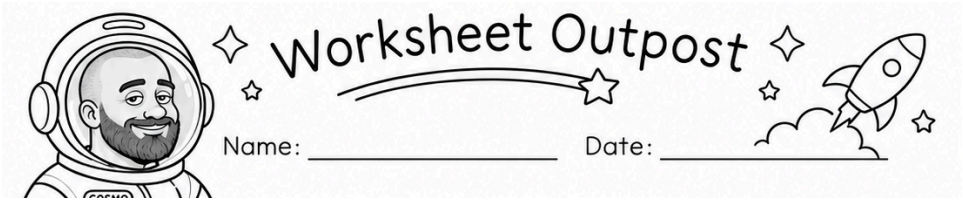
2. Choose two words. How are their spellings alike? How are they different?

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

1-282-2 | 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.

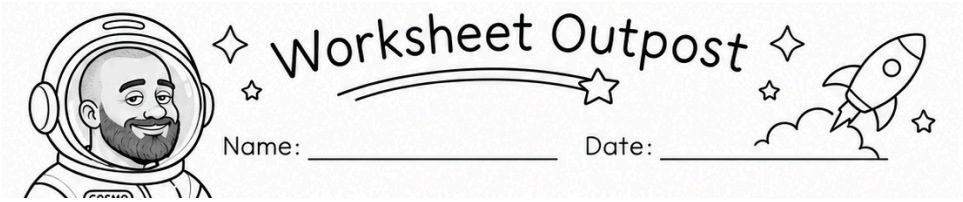
2. Choose two words. How are their spellings alike? How are they different?

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**

# father, other, mother, brother

1-283-1 | Five questions

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

Name: _____ Date: _____

Words: father, other, mother, brother

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

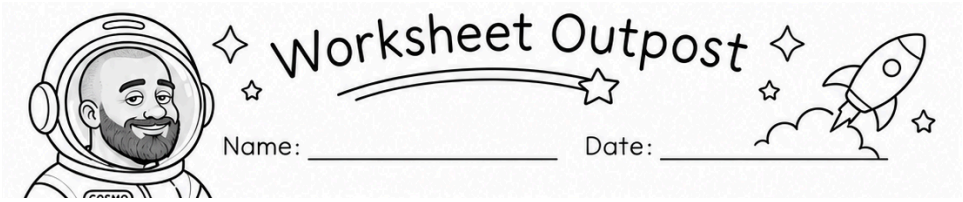
2. Choose two words. Use each word in a sentence aloud.

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**

# father, other, mother, brother

1-283-2 | Five questions

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

Name: _____ Date: _____

Words: father, other, mother, brother

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

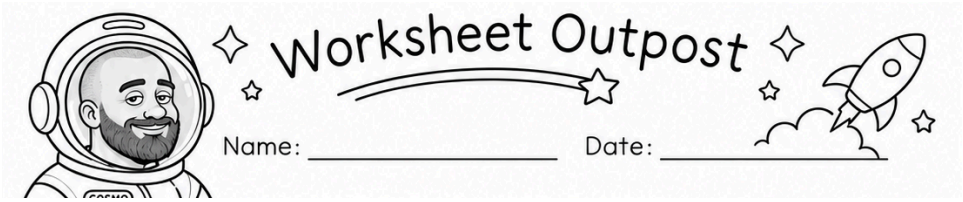
2. Check your spelling. Fix any words you missed.

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 Teams au, aw /aw/

1-284-1 | Five questions

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

Name: _____ Date: _____

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

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

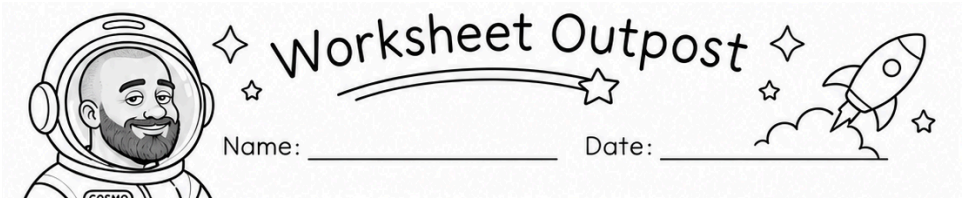
2. Choose two words. Write a sentence for each.

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 Teams au, aw /aw/

1-284-2 | Five questions

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

Name: _____ Date: _____

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

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

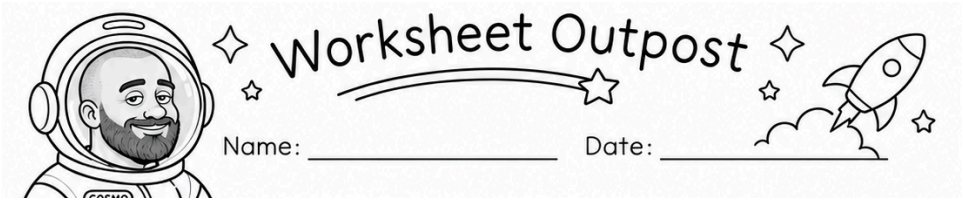
2. Choose two words. Write a sentence for each.

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: Review

1-280-1 | 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 A F K P U Z. Copy the letters, then try again on your own.

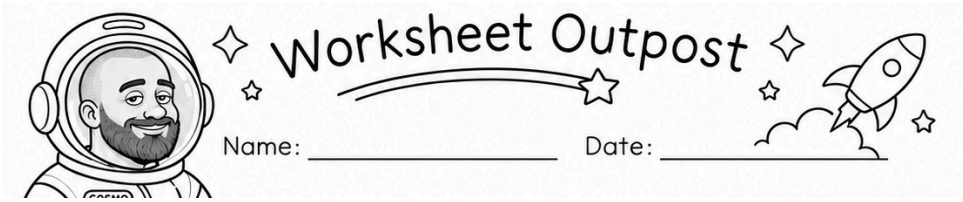
2. Watch an adult write B G L Q V. Copy the letters, then try again on your own.

3. Watch an adult write C H M R W. Copy the letters, then try again on your own.

4. Watch an adult write D I N S X. Copy the letters, then try again on your own.

5. Watch an adult write E J O T Y. Copy the letters, 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: Review

1-280-2 | 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 a f k p u z. Copy the letters, then try again on your own.

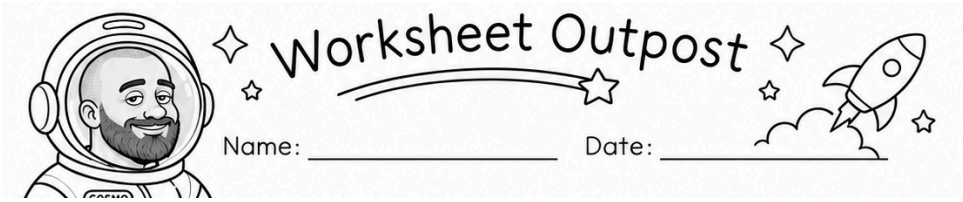
2. Watch an adult write b g l q v. Copy the letters, then try again on your own.

3. Watch an adult write c h m r w. Copy the letters, then try again on your own.

4. Watch an adult write d i n s x. Copy the letters, then try again on your own.

5. Watch an adult write e j o t y. Copy the letters, 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.

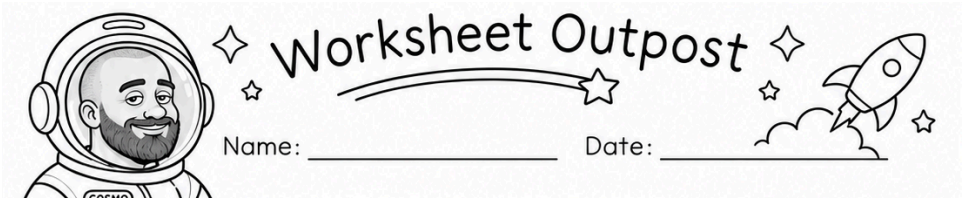
2. Check the letters, practice the word, and reread the sentence.

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.

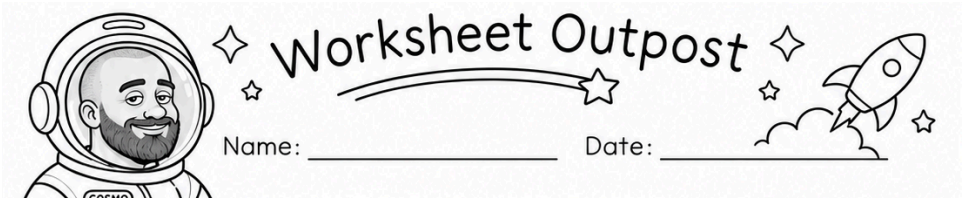
2. Tell what happens without looking.

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**

# Story Structure

1-015-1 | Five questions

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

Name: _____ Date: _____

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

1. Who is the main character?

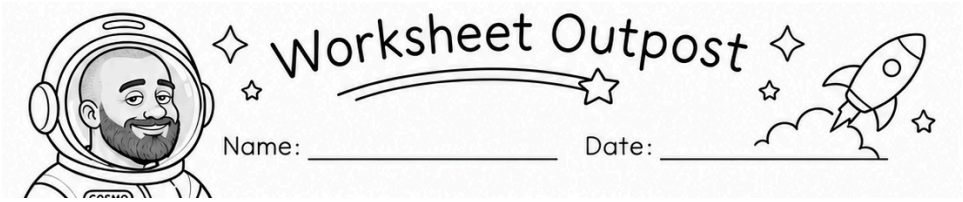
2. What problem happens?

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**

# Story Structure

1-015-2 | Five questions

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

Name: _____ Date: _____

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

1. Who helps Rafi?

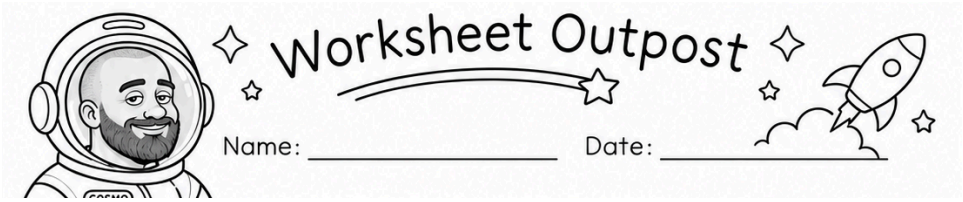
2. What goes wrong?

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**

# Point of View

**Success criteria**
I can tell who is telling the story and point to a clue.

1-105-1 | Five questions

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. Is Nell telling this story herself?

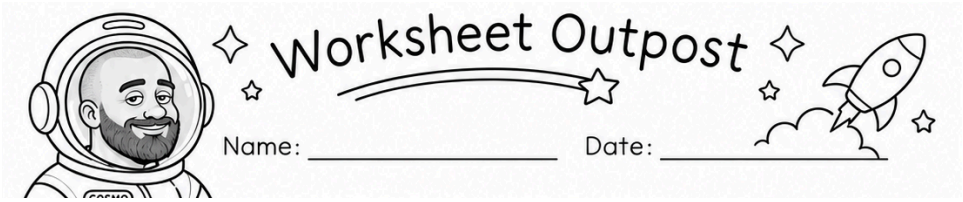
2. Which word or name is a clue?

3. Tell the first sentence as Nell using I.

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**

# Point of View

1-105-2 | Five questions

**Success criteria**
I can tell who is telling the story and point to a clue.

Name: _____ Date: _____

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

1. Who tells the story?

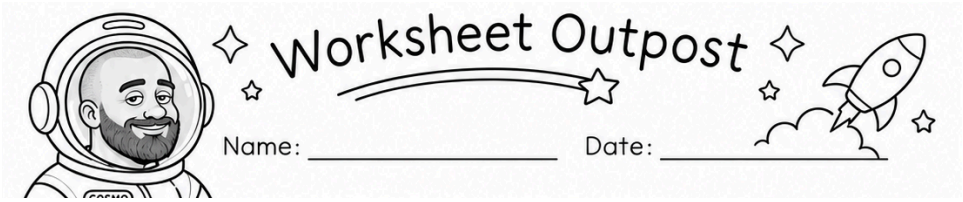
2. Change the first sentence to Rafi telling it.

3. How might Mei tell one event?

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?

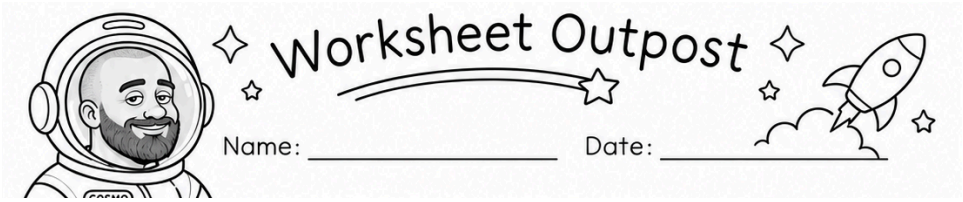
2. What new information does Text 2 add?

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?

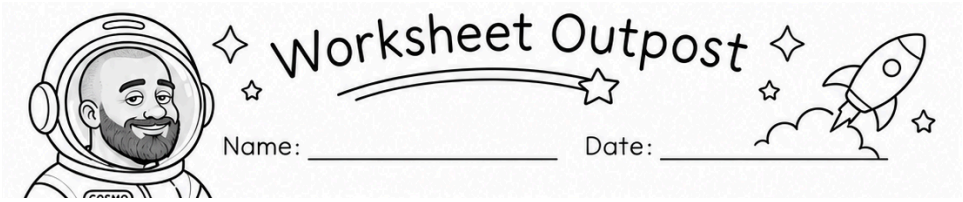
2. How could Text 2 help solve the problem?

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 Essay

1-179-1 | 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.

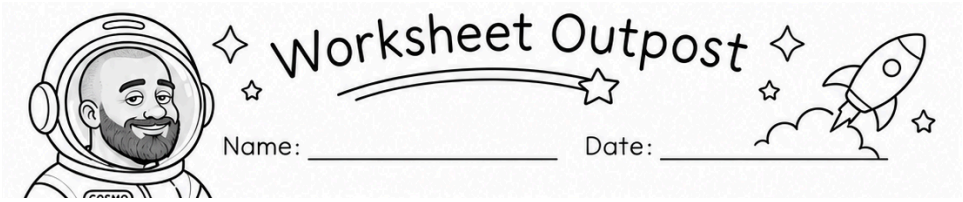
2. Plan: What is your main idea? Choose two or three details.

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

1-179-2 | 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.

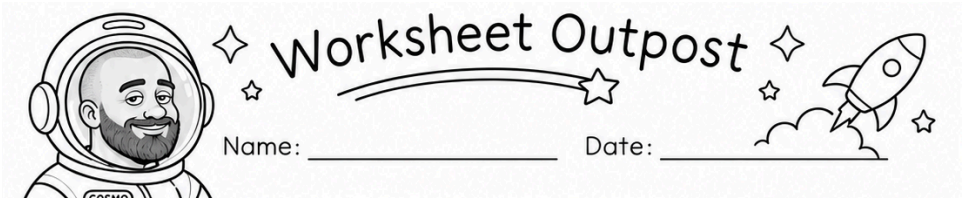
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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**

# Commands

1-145-1 | 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. Add commas: I packed paper tape and glue.

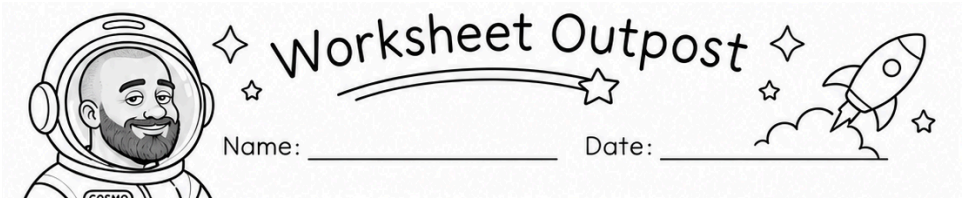
2. Add commas: Nell cuts folds and tests.

3. List three classroom tools in a sentence.

4. Add commas: Rafi brought socks books and a hat.

5. Add commas: Mei reads draws and sings.

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Commands

1-145-2 | 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. Add commas: Rafi brought socks books and a hat.

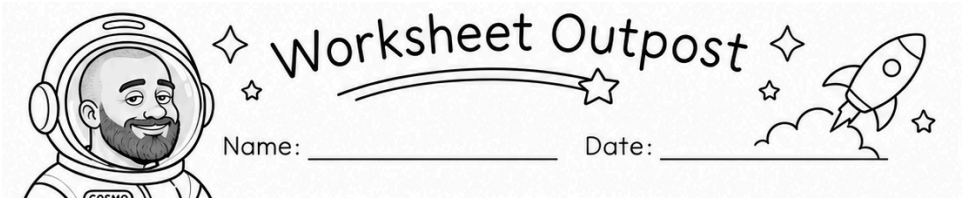
2. Add commas: Mei reads draws and sings.

3. Write three actions in one sentence.

4. Add commas: I packed paper tape and glue.

5. Add commas: Nell cuts folds and tests.

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Subjects and Verbs

1-156-1 | Five questions

**Success criteria**

I can find who or what the sentence is about and choose a verb that matches.

Name: _____ Date: _____

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

1. Choose: Nell (fold / folds) paper.

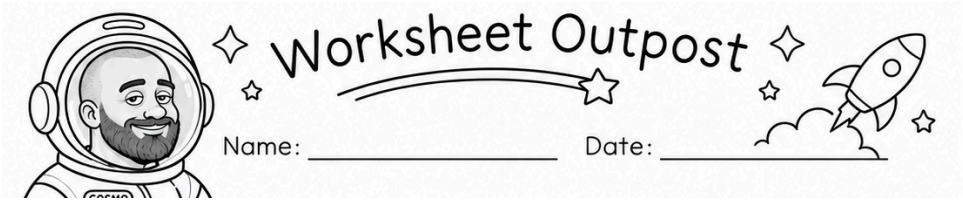
2. Choose: The carts (roll / rolls).

3. Choose: He (watch / watches) the ramp.

4. Choose: I (help / helps) Mei.

5. Choose: She (carry / carries) books.

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Subjects and Verbs

1-156-2 | Five questions

**Success criteria**

I can find who or what the sentence is about and choose a verb that matches.

Name: _____ Date: _____

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

1. Choose: I (help / helps) Mei.

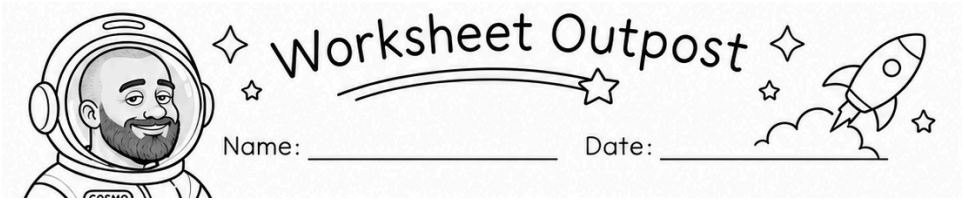
2. Choose: She (carry / carries) books.

3. Fix: The dogs runs.

4. Choose: Nell (fold / folds) paper.

5. Choose: The carts (roll / rolls).

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Verbs and Time

1-165-1 | 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.

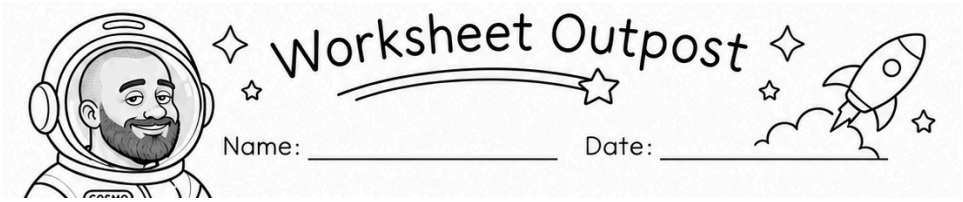
2. Change to tomorrow using will: We test the cart.

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**

# Verbs and Time

1-165-2 | 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.

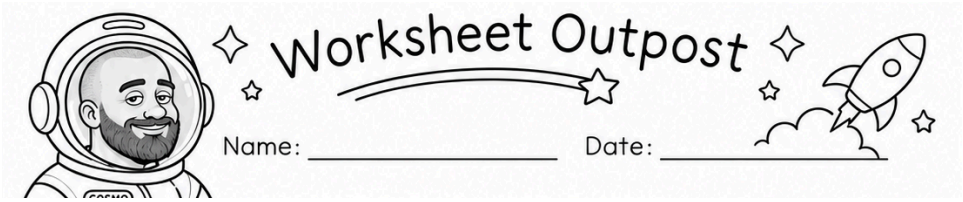
2. Change to tomorrow using going to: Rafi reads.

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 Spelling

1-203-1 | Five questions

**Success criteria**
I can use a spelling pattern to write a word and check it.

Name: _____ Date: _____

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

1. Choose: cap / cape. Which has the long a sound?

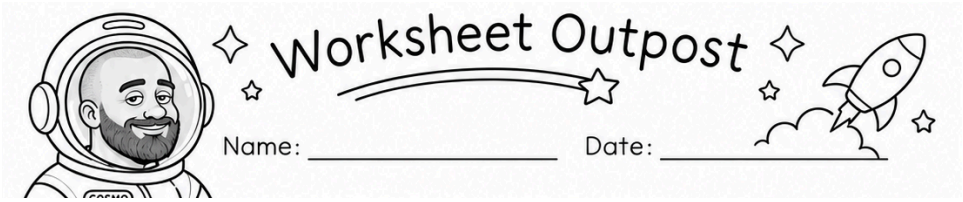
2. Add -ed: jump; help

3. Fix: I sed I wud help.

4. Choose: kit / kite. Which has the long i sound?

5. Add -ing: hop; make

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Review Spelling

1-203-2 | Five questions

**Success criteria**
I can use a spelling pattern to write a word and check it.

Name: _____ Date: _____

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

1. Choose: kit / kite. Which has the long i sound?

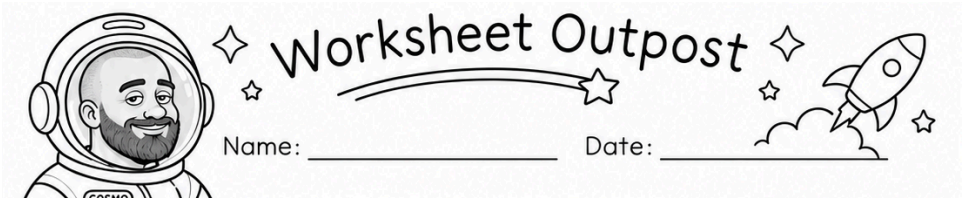
2. Add -ing: hop; make

3. Fix: Ther are too books.

4. Choose: cap / cape. Which has the long a sound?

5. Add -ed: jump; help

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Questions

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

1-180-1 | Five questions

Name: _____ Date: _____

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

1. Fix: where is the cart

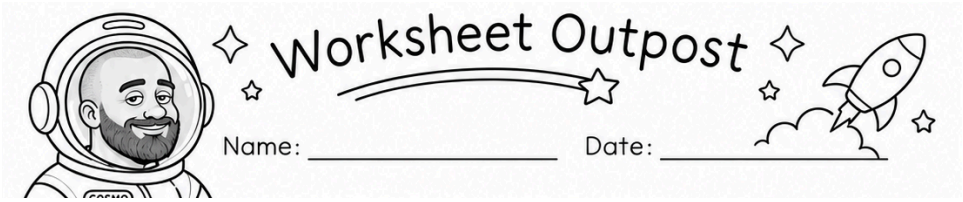
2. Turn into a question: The bag is blue.

3. Write a why question.

4. Fix: can we try again

5. Ask a question beginning with who.

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




**WORKSHEET OUTPOST | Grade 1 ELA**

# Questions

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

1-180-2 | Five questions

Name: _____ Date: _____

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

1. Fix: can we try again

2. Ask a question beginning with who.

3. Ask a question about the bridge.

4. Fix: where is the cart

5. Turn into a question: The bag is blue.

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