


**WORKSHEET OUTPOST | Kindergarten ELA**

# Alliteration

k-001-1 | Five questions

**Success criteria**

I can name the first sound and find another word that starts the same way.

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: seven silly seals. What first sound repeats?

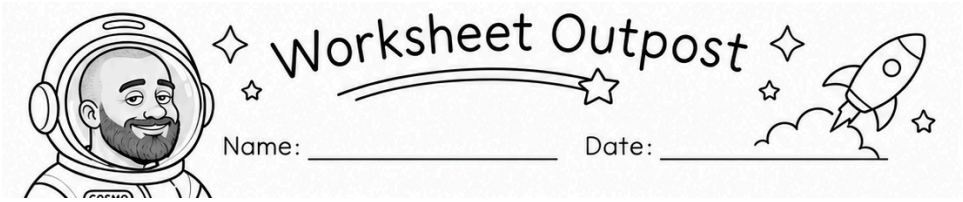
2. Which begins like moon: map or sun?

3. Make a two-word phrase with the same first 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 | Kindergarten ELA**

# Alliteration

k-001-2 | Five questions

**Success criteria**

I can name the first sound and find another word that starts the same way.

Name: _____ Date: _____

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

1. Make a two-word phrase with the same first sound.

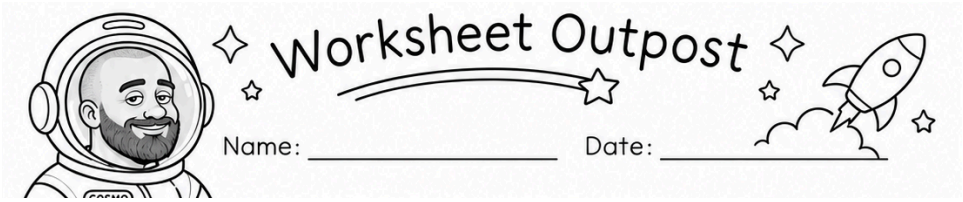
2. Which begins like moon: map or sun?

3. Say: seven silly seals. What first sound repeats?

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 | Kindergarten ELA**

# Rhyme

k-002-1 | Five questions

**Success criteria**

I can tell which words rhyme and say a rhyme of my own.

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: boat, coat. Do they rhyme?

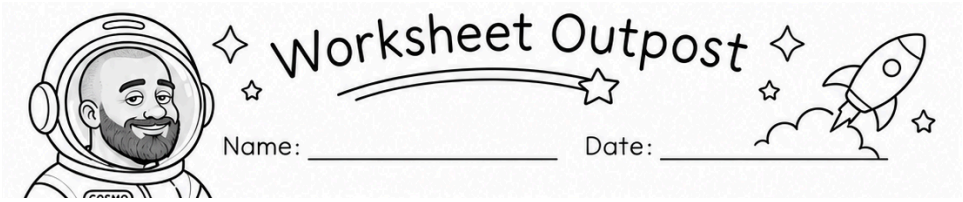
2. Say: sun, sock. Do they rhyme?

3. Say a word that rhymes with game.

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 | Kindergarten ELA**

# Rhyme

k-002-2 | Five questions

**Success criteria**

I can tell which words rhyme and say a rhyme of my own.

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 a word that rhymes with game.

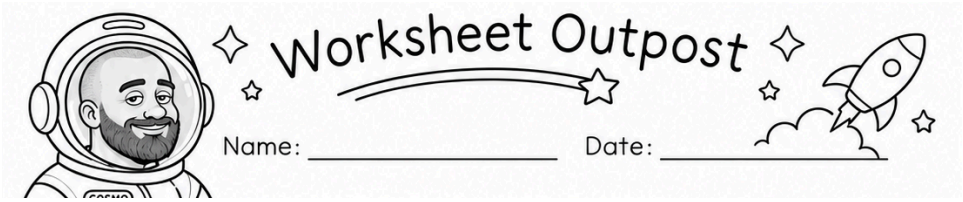
2. Say: sun, sock. Do they rhyme?

3. Say: boat, coat. Do they rhyme?

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 | Kindergarten ELA**

# Matching Initial Sounds

k-003-1 | Five questions

**Success criteria**

I can name the first sound and find another word that starts the same way.

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 fan. What sound comes first?

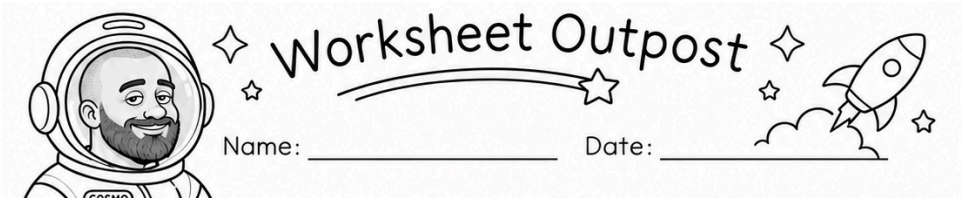
2. Which begins like pig: pan or dog?

3. Say the first sound in nest.

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 | Kindergarten ELA**

# Matching Initial Sounds

k-003-2 | Five questions

**Success criteria**

I can name the first sound and find another word that starts the same way.

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 the first sound in nest.

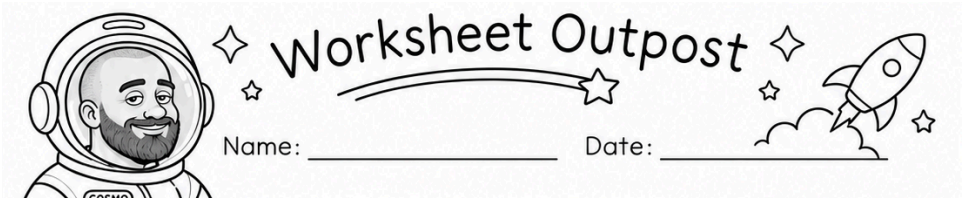
2. Which begins like pig: pan or dog?

3. Say fan. What sound comes first?

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 | Kindergarten ELA**

# Counting Syllables

**Success criteria**
I can count the syllables I hear in a word.

k-004-1 | 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. Say "rabbit" and clap each syllable. How many syllables do you hear?

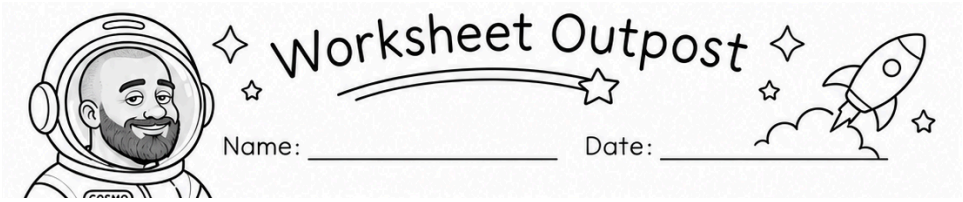
2. Say "elephant" and clap each syllable. How many syllables do you hear?

3. Say "fish" and clap each syllable. How many syllables do you hear?

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 | Kindergarten ELA**

# Counting Syllables

k-004-2 | Five questions

**Success criteria**
I can count the syllables 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" and clap each syllable. How many syllables do you hear?

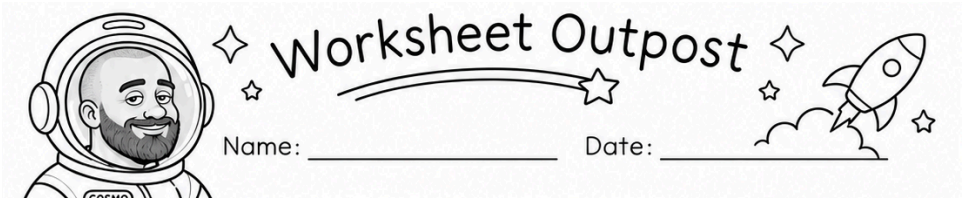
2. Say "elephant" and clap each syllable. How many syllables do you hear?

3. Say "rabbit" and clap each syllable. How many syllables do you hear?

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 | Kindergarten ELA**

# Uppercase Letters L, H, I

k-005-1 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: L H I

1. Find L. Say each letter name and write it.

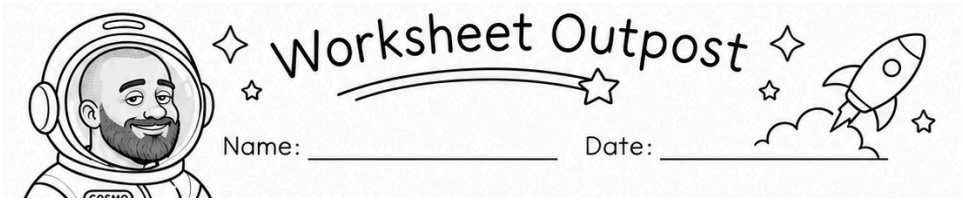
2. Find H. Say each letter name and write it.

3. Find I. Say each letter name and write it.

4. Say a word that begins with the sound of L.

5. Write I from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters L, H, I

k-005-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: L H I

1. Find L. Say each letter name and write it.

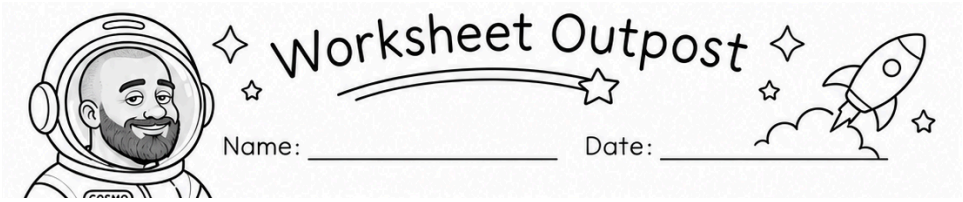
2. Find H. Say each letter name and write it.

3. Find I. Say each letter name and write it.

4. Say a word that begins with the sound of L.

5. Write I from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters T, F, E

k-006-1 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: T F E

1. Find T. Say each letter name and write it.

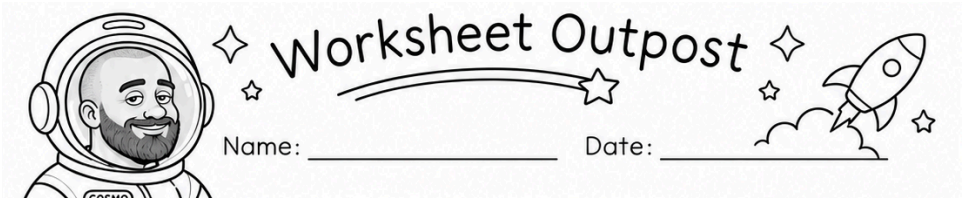
2. Find F. Say each letter name and write it.

3. Find E. Say each letter name and write it.

4. Say a word that begins with the sound of T.

5. Write E from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters T, F, E

k-006-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: T F E

1. Find T. Say each letter name and write it.

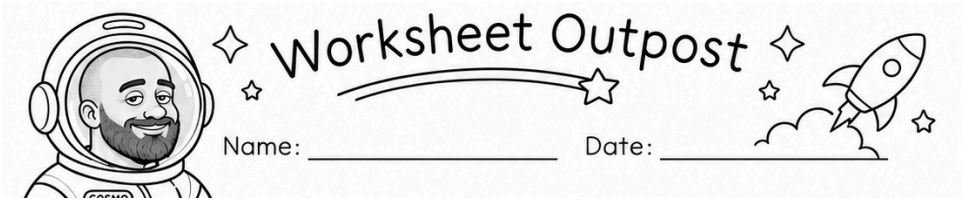
2. Find F. Say each letter name and write it.

3. Find E. Say each letter name and write it.

4. Say a word that begins with the sound of T.

5. Write E from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters A, N, M

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

k-007-1 | Five questions

Name: _____ Date: _____

Letters: A N M

1. Find A. Say each letter name and write it.

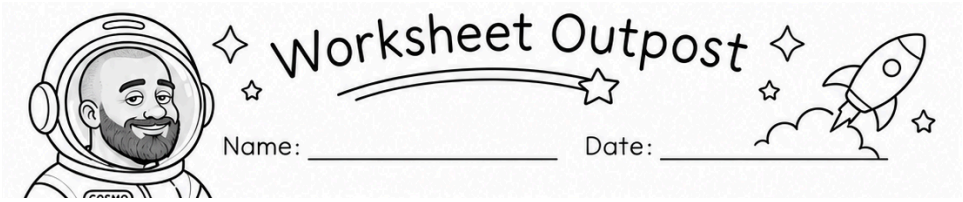
2. Find N. Say each letter name and write it.

3. Find M. Say each letter name and write it.

4. Say a word that begins with the sound of A.

5. Write M from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters A, N, M

k-007-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: A N M

1. Find A. Say each letter name and write it.

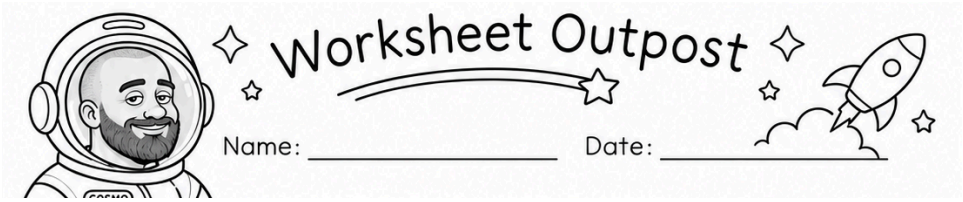
2. Find N. Say each letter name and write it.

3. Find M. Say each letter name and write it.

4. Say a word that begins with the sound of A.

5. Write M from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters V, K, W

k-008-1 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: V K W

1. Find V. Say each letter name and write it.

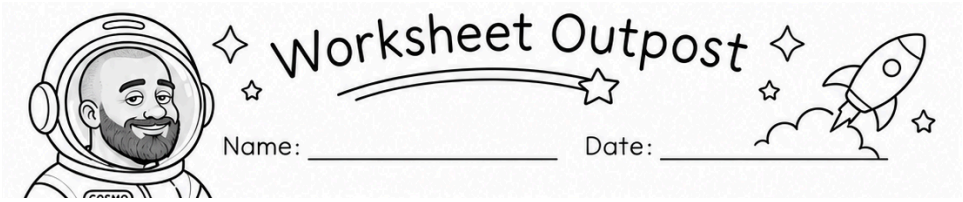
2. Find K. Say each letter name and write it.

3. Find W. Say each letter name and write it.

4. Say a word that begins with the sound of V.

5. Write W from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters V, K, W

k-008-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: V K W

1. Find V. Say each letter name and write it.

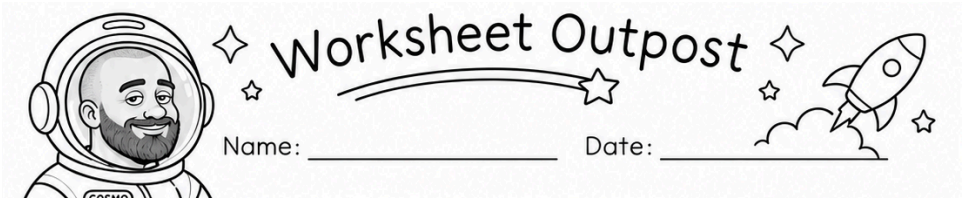
2. Find K. Say each letter name and write it.

3. Find W. Say each letter name and write it.

4. Say a word that begins with the sound of V.

5. Write W from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Vertical, Horizontal, and Slanted Lines

k-009-1 | Five questions

**Success criteria**
I can draw each kind of line to match the example.

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 draw the line. Copy it, then draw it on your own.

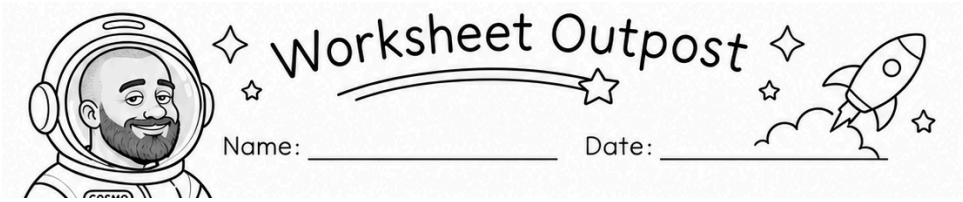
2. Watch an adult draw the line. Copy it, then draw it on your own.

3. Watch an adult draw the line. Copy it, then draw it on your own.

4. Watch an adult draw the line. Copy it, then draw it on your own.

5. Watch an adult draw the line. Copy it, then draw it on your own.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Vertical, Horizontal, and Slanted Lines

k-009-2 | Five questions

**Success criteria**
I can draw each kind of line to match the example.



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 draw the line. Copy it, then draw it on your own.

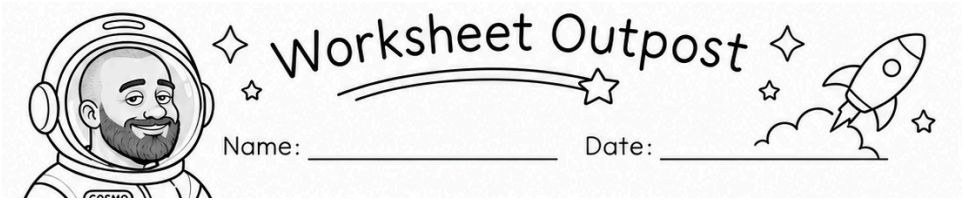
2. Watch an adult draw the line. Copy it, then draw it on your own.

3. Watch an adult draw the line. Copy it, then draw it on your own.

4. Watch an adult draw the line. Copy it, then draw it on your own.

5. Watch an adult draw the line. Copy it, then draw it on your own.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: L, H, I

k-010-1 | 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.

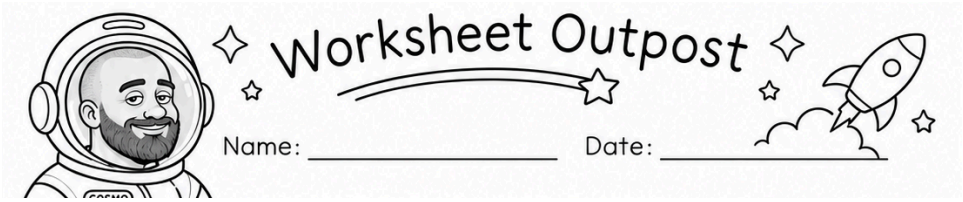
2. Watch an adult write I. Copy the letter, then try again on your own.

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 | Kindergarten ELA**

# Manuscript: L, H, I

k-010-2 | 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 H. Copy the letter, then try again on your own.

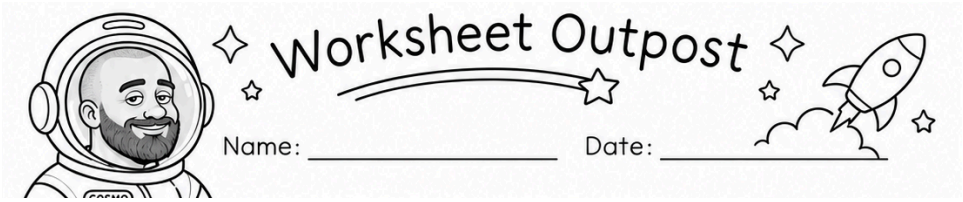
2. Watch an adult write H. Copy the letter, then try again on your own.

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

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

5. Watch an adult write H. 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 | Kindergarten ELA**

# Manuscript: T, F, E

k-011-1 | 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 T. Copy the letter, then try again on your own.

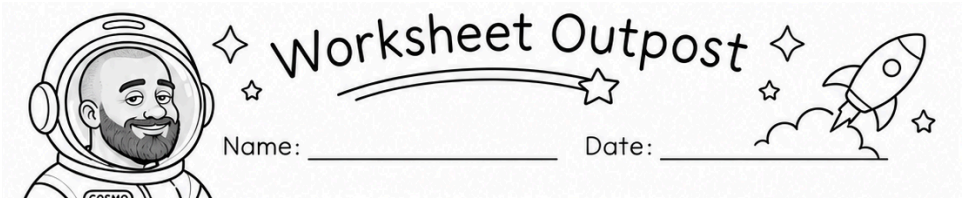
2. Watch an adult write E. Copy the letter, then try again on your own.

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

4. Watch an adult write E. 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 | Kindergarten ELA**

# Manuscript: T, F, E

k-011-2 | 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 F. Copy the letter, then try again on your own.

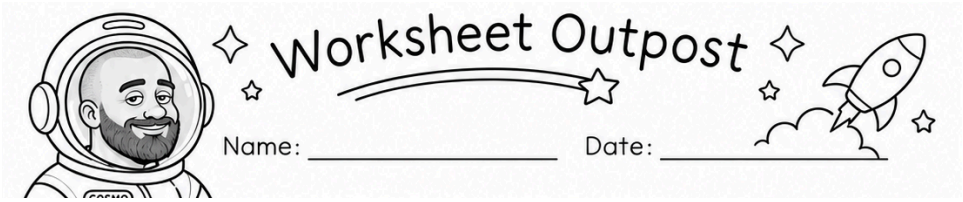
2. Watch an adult write F. Copy the letter, then try again on your own.

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

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

5. Watch an adult write F. 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 | Kindergarten ELA**

# Manuscript: A, N, M

k-012-1 | 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. Copy the letter, then try again on your own.

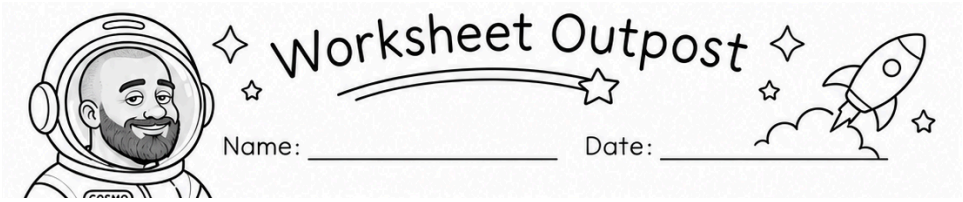
2. Watch an adult write M. Copy the letter, then try again on your own.

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

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

5. Watch an adult write A. 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 | Kindergarten ELA**

# Manuscript: A, N, M

k-012-2 | 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 N. Copy the letter, then try again on your own.

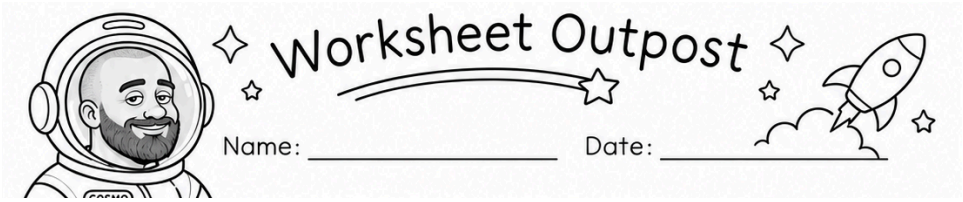
2. Watch an adult write N. Copy the letter, then try again on your own.

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

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

5. Watch an adult write N. 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 | Kindergarten ELA**

# Manuscript: V, K, W

k-013-1 | 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 V. Copy the letter, then try again on your own.

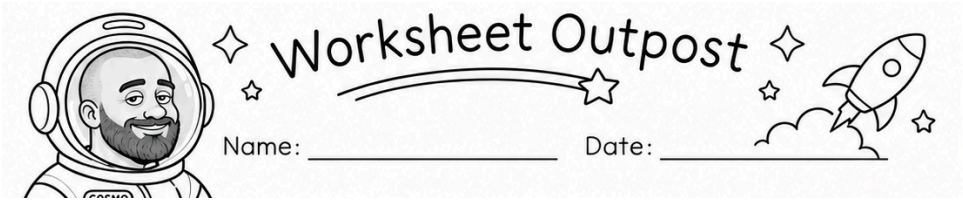
2. Watch an adult write W. Copy the letter, then try again on your own.

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

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

5. Watch an adult write V. 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 | Kindergarten ELA**

# Manuscript: V, K, W

k-013-2 | 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 K. Copy the letter, then try again on your own.

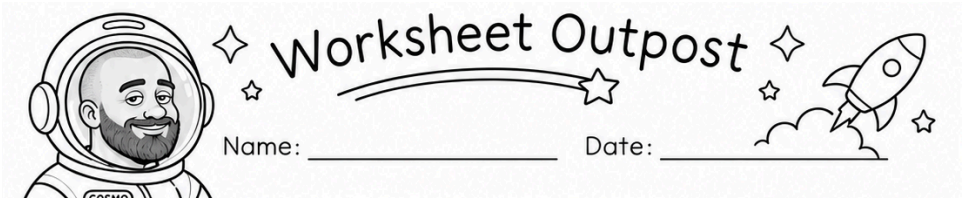
2. Watch an adult write K. Copy the letter, then try again on your own.

3. Watch an adult write K. 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 K. 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 | Kindergarten ELA**

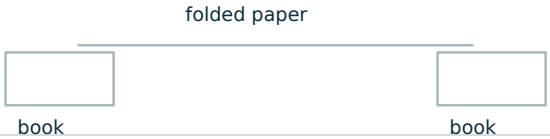
# Author and Illustrator

k-014-1 | Five questions

**Success criteria**
I can tell how the author or illustrator helps me learn about the topic.

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?

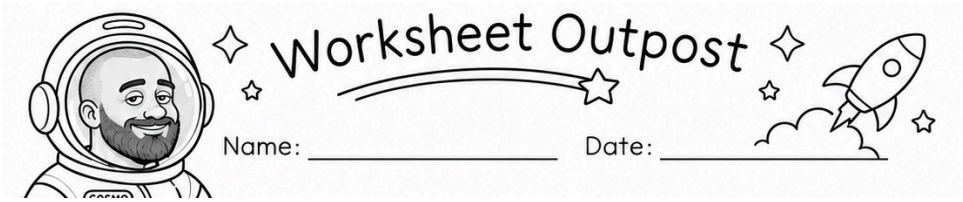
2. What does the caption explain?

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 | Kindergarten ELA**

# Author and Illustrator

k-014-2 | Five questions

**Success criteria**
I can tell how the author or illustrator helps me learn about the topic.

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?

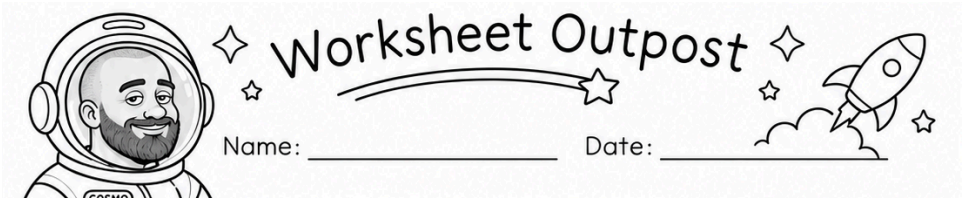
2. Read the heading. What will you learn about?

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 | Kindergarten ELA**

# Reread to Notice Details

k-015-1 | Five questions

**Success criteria**
I can find words in the text that help me picture or hear what the writer means.

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. Mark a word you want help with.

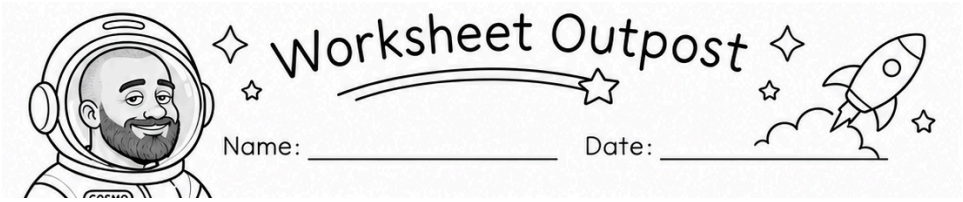
2. Reread the sentence around it. Explain the word.

3. Tell how Nell makes the bridge stronger.

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 | Kindergarten ELA**

# Reread to Notice Details

k-015-2 | Five questions

**Success criteria**
I can find words in the text that help me picture or hear what the writer means.

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. Reread why the bag cannot be used.

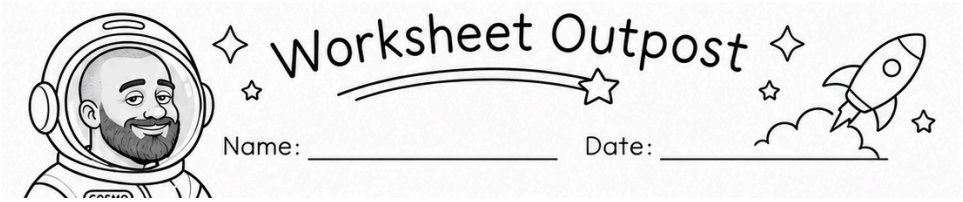
2. Explain handles using the sentence.

3. What is clearer after rereading?

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 | Kindergarten ELA**

# Characters and Setting

k-016-1 | Five questions

**Success criteria**
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

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

1. Which objects help you picture where Nell works?

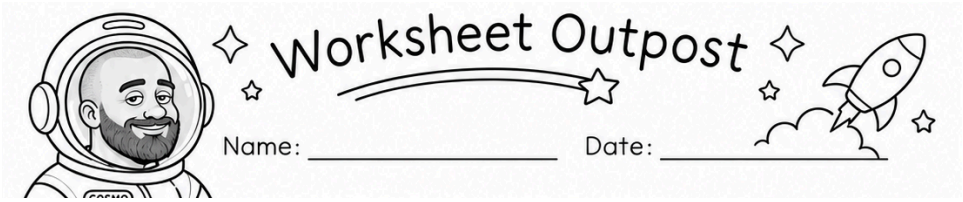
2. Does the passage name a room?

3. Suggest a possible place and label it as a guess.

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 | Kindergarten ELA**

# Characters and Setting

k-016-2 | Five questions

**Success criteria**
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

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

1. Where does Rafi want to go?

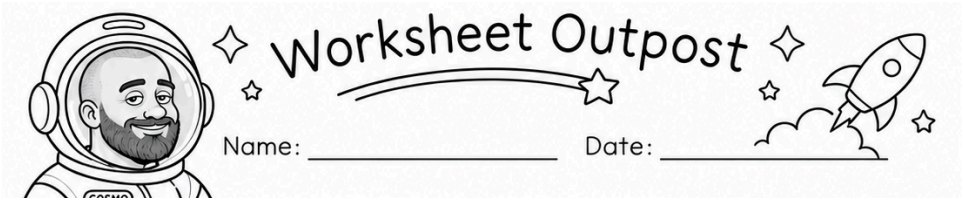
2. Where does he make the card?

3. Draw the ending setting.

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 | Kindergarten ELA**

# Book Orientation

k-017-1 | Five questions

**Success criteria**
I can point to the front cover and show where to start reading.

Name: _____ Date: _____

A MINI BOOK
Title: The Cart
Words: Jo Lane | Pictures: Ari Vale (fictional creators)
Page 1: The cart is red.
Page 2: It rolls down.

1. Point to the title and the names of the writer and illustrator.

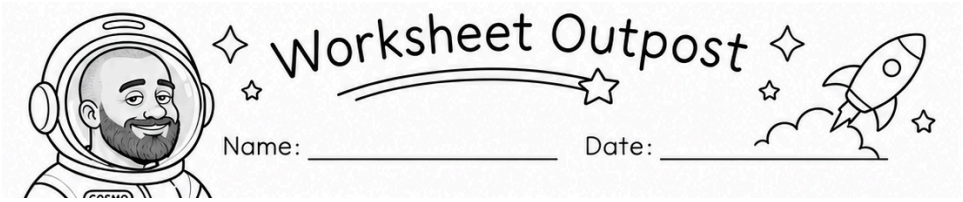
2. Point to the first word on page 1. Track each word from left to right.

3. Show where to go after finishing the line. Point to page 2 and read it.

4. Count the words in: The cart is red.

5. Find an uppercase letter and an end mark.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Book Orientation

k-017-2 | Five questions

**Success criteria**
I can point to the front cover and show where to start reading.

Name: _____ Date: _____

A MINI BOOK
Title: The Cart
Words: Jo Lane | Pictures: Ari Vale (fictional creators)
Page 1: The cart is red.
Page 2: It rolls down.

1. Count the words in: The cart is red.

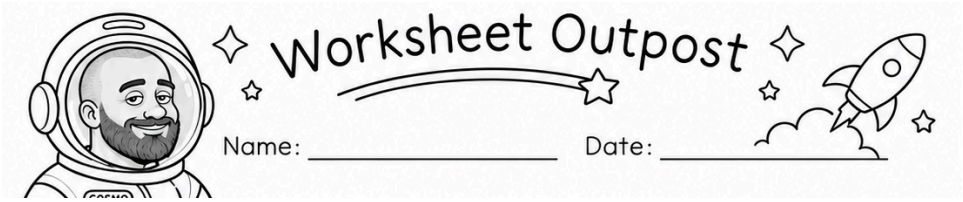
2. Find an uppercase letter and an end mark.

3. Tell how a word differs from a sentence.

4. Point to the title and the names of the writer and illustrator.

5. Point to the first word on page 1. Track each word from left to right.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Connect Reading and Writing

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

k-018-1 | 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.
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.

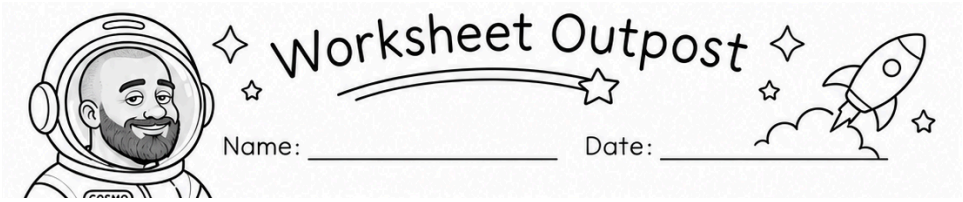
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

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: Advertise a paper bookmark you designed. Tell why a reader might like it.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Connect Reading and Writing

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

k-018-2 | 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.
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: Advertise a paper bookmark you designed. Tell why a reader might like it.

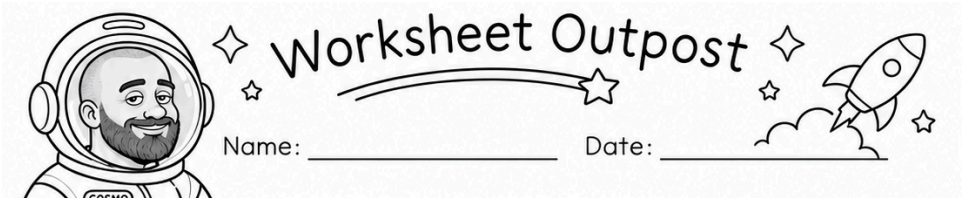
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Advertise a paper bookmark you designed. Tell why a reader might like it.

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 | Kindergarten ELA**

# Name Pictures

k-019-1 | Five questions

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

Name: _____ Date: _____

1. Draw a book, a bag, and a cart. Label each picture.

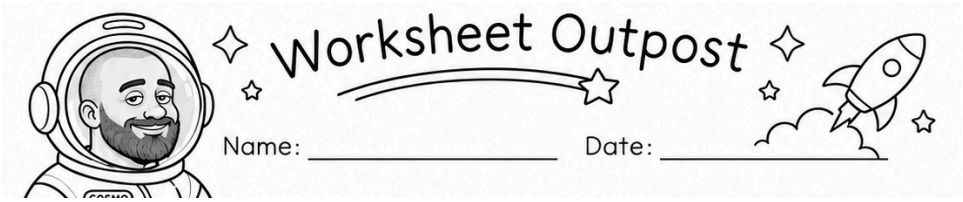
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Draw a book, a bag, and a cart. Label each picture.

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 | Kindergarten ELA**

# Name Pictures

k-019-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Draw a book, a bag, and a cart. Label each picture.

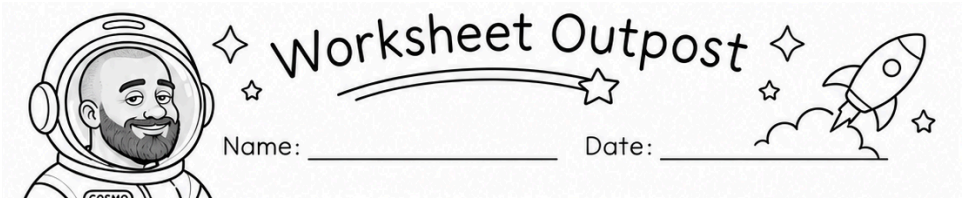
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Draw a book, a bag, and a cart. Label each picture.

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 | Kindergarten ELA**

# Singular and Plural Nouns

k-020-1 | Five questions

**Success criteria**
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

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

1. Write more than one: cup; box; wish

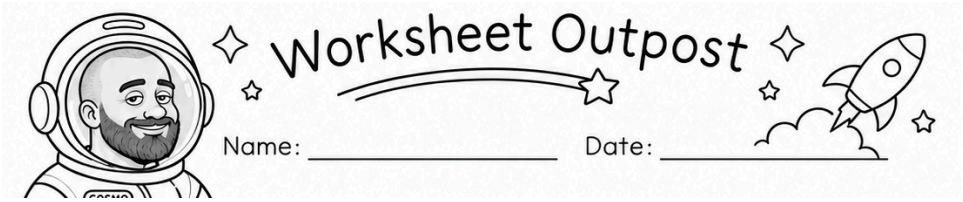
2. Choose: Three (dog / dogs) run.

3. Circle the singular noun: fox / foxes

4. Write more than one: bus; dish; lamp

5. Write a sentence about two cats.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Singular and Plural Nouns

k-020-2 | Five questions

**Success criteria**
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

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

1. Write more than one: bus; dish; lamp

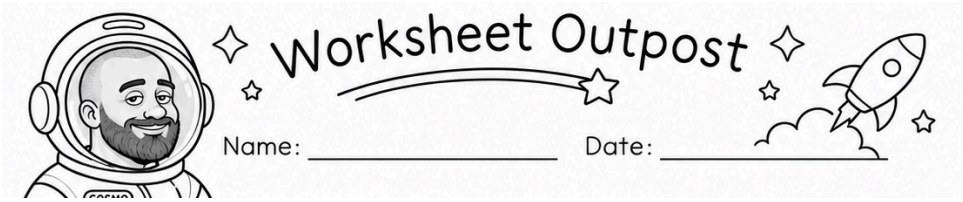
2. Write a sentence about two cats.

3. Write one noun and its plural.

4. Write more than one: cup; box; wish

5. Choose: Three (dog / dogs) run.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Ask for Assistance

**Success criteria**
I can ask for help in a clear, polite sentence.

k-021-1 | Five questions

Name: _____ Date: _____

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

1. Ask for help using a complete, polite sentence.

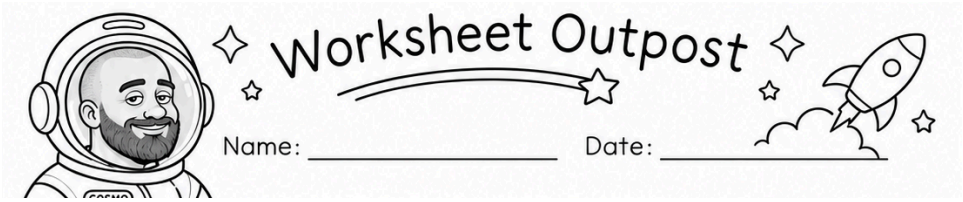
2. Tell exactly what you need.

3. Respond kindly when your partner asks you for help.

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 | Kindergarten ELA**

# Ask for Assistance

**Success criteria**
I can ask for help in a clear, polite sentence.

k-021-2 | Five questions

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.

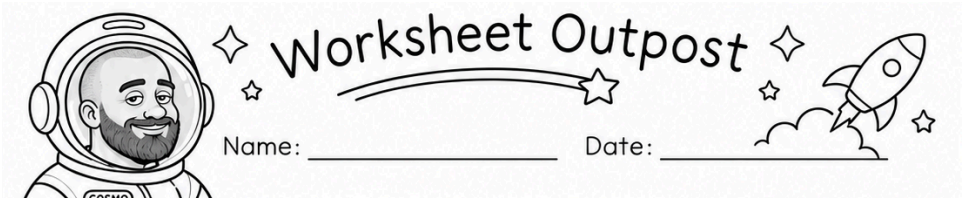
2. Write or draw one idea your partner shared.

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

4. Ask for help using a complete, polite sentence.

5. Tell exactly what you need.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Social Communication: Make Introductions

k-022-1 | Five questions

**Success criteria**
I can introduce myself and ask a partner a question.

Name: _____ Date: _____

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

1. Introduce yourself to a partner.

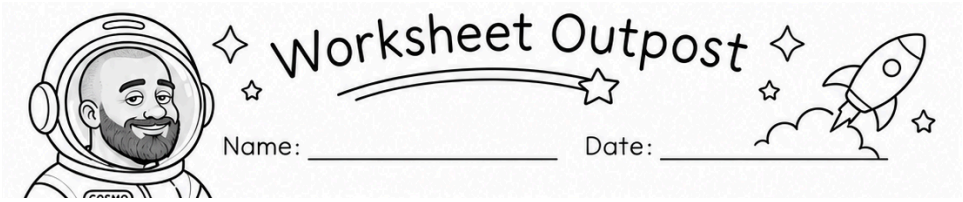
2. Ask a friendly question about an activity.

3. Thank your partner and close the conversation.

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 | Kindergarten ELA**

## Social Communication: Make Introductions

k-022-2 | Five questions

**Success criteria**
I can introduce myself and ask a partner a question.

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.

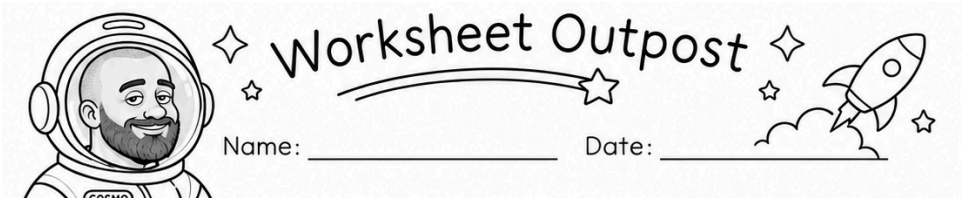
2. Write or draw one idea your partner shared.

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

4. Introduce yourself to a partner.

5. Ask a friendly question about an activity.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Determine Word Meaning: Meaning Clues

k-023-1 | Five questions

**Success criteria**
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. What does enormous mean?

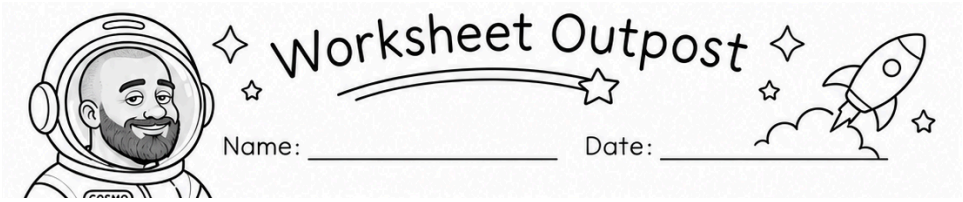
2. Which words help you know?

3. What does tiny mean?

4. Write a new sentence using enormous.

5. Add a clue for fragile: The fragile cup ___.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Determine Word Meaning: Meaning Clues

k-023-2 | Five questions

**Success criteria**
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. Write a new sentence using enormous.

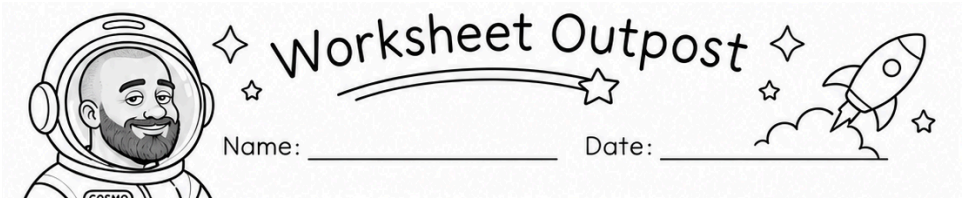
2. Add a clue for fragile: The fragile cup ___.

3. Explain your clue to a partner.

4. What does enormous mean?

5. Which words help you know?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters X, Y, Z

k-024-1 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: X Y Z

1. Find X. Say each letter name and write it.

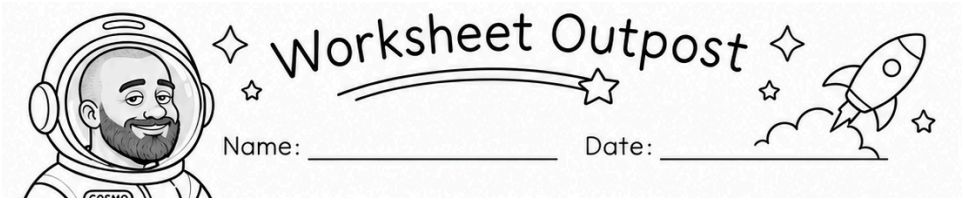
2. Find Y. Say each letter name and write it.

3. Find Z. Say each letter name and write it.

4. Say a word that begins with the sound of X.

5. Write Z from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters X, Y, Z

k-024-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: X Y Z

1. Find X. Say each letter name and write it.

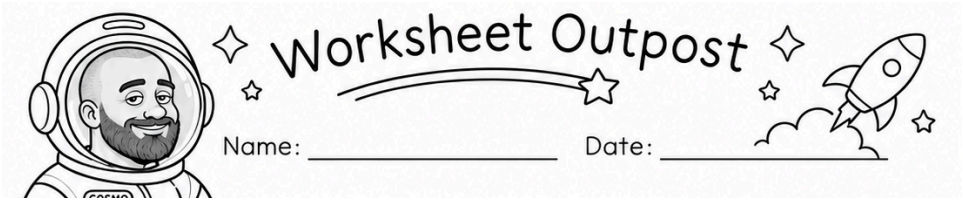
2. Find Y. Say each letter name and write it.

3. Find Z. Say each letter name and write it.

4. Say a word that begins with the sound of X.

5. Write Z from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters O, Q, C, G

k-025-1 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: O Q C G

1. Find O. Say each letter name and write it.

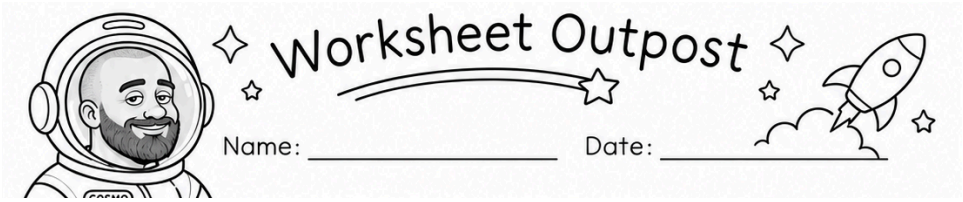
2. Find Q. Say each letter name and write it.

3. Find C. Say each letter name and write it.

4. Find G. Say each letter name and write it.

5. Say a word that begins with the sound of O.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters O, Q, C, G

k-025-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: O Q C G

1. Find O. Say each letter name and write it.

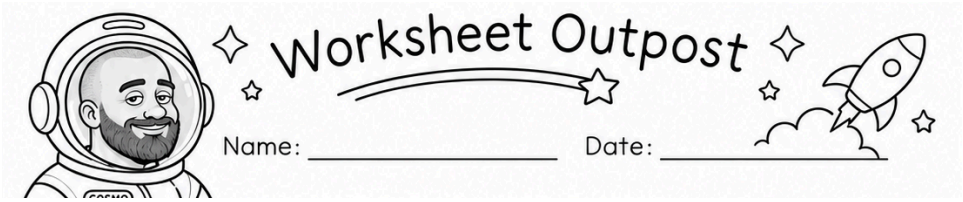
2. Find Q. Say each letter name and write it.

3. Find C. Say each letter name and write it.

4. Find G. Say each letter name and write it.

5. Say a word that begins with the sound of O.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters D, P, B, R

k-026-1 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: D P B R

1. Find D. Say each letter name and write it.

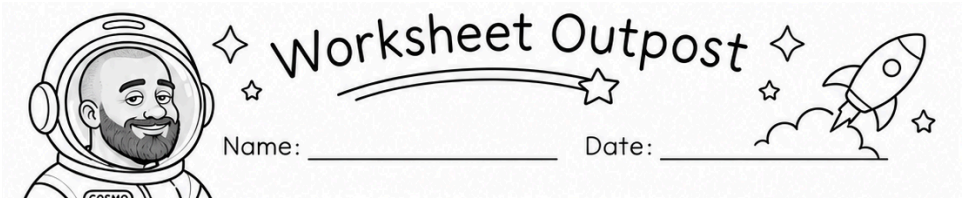
2. Find P. Say each letter name and write it.

3. Find B. Say each letter name and write it.

4. Find R. Say each letter name and write it.

5. Say a word that begins with the sound of D.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters D, P, B, R

k-026-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: D P B R

1. Find D. Say each letter name and write it.

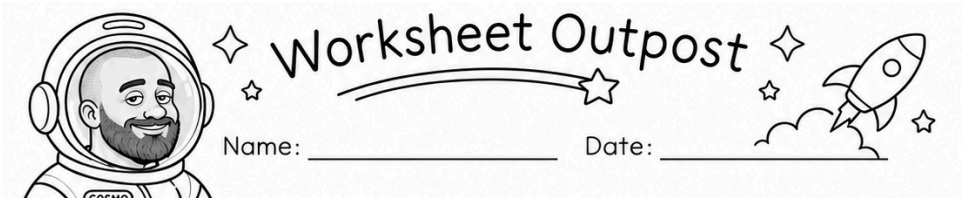
2. Find P. Say each letter name and write it.

3. Find B. Say each letter name and write it.

4. Find R. Say each letter name and write it.

5. Say a word that begins with the sound of D.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters U, J, S

k-027-1 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: U J S

1. Find U. Say each letter name and write it.

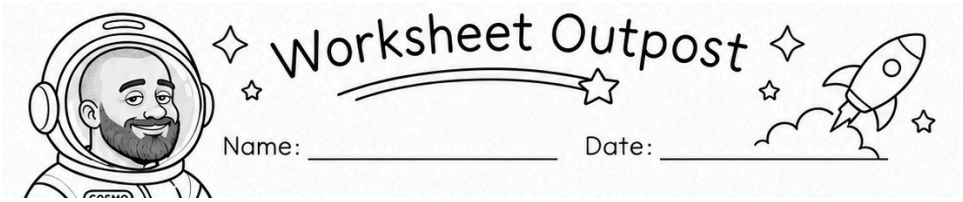
2. Find J. Say each letter name and write it.

3. Find S. Say each letter name and write it.

4. Say a word that begins with the sound of U.

5. Write S from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Uppercase Letters U, J, S

k-027-2 | Five questions

**Success criteria**
I can name the letter and find its matching uppercase or lowercase form.

Name: _____ Date: _____

Letters: U J S

1. Find U. Say each letter name and write it.

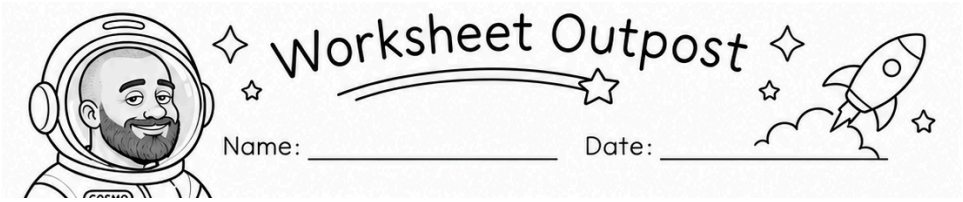
2. Find J. Say each letter name and write it.

3. Find S. Say each letter name and write it.

4. Say a word that begins with the sound of U.

5. Write S from memory. Check it against the model.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Curves and Circles

k-028-1 | 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 O. Copy the letter, then try again on your own.

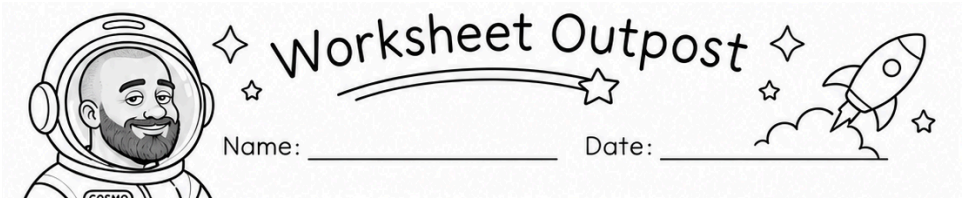
2. Watch an adult write o. Copy the letter, then try again on your own.

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

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

5. Watch an adult write O. 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 | Kindergarten ELA**

# Curves and Circles

k-028-2 | 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 C. Copy the letter, then try again on your own.

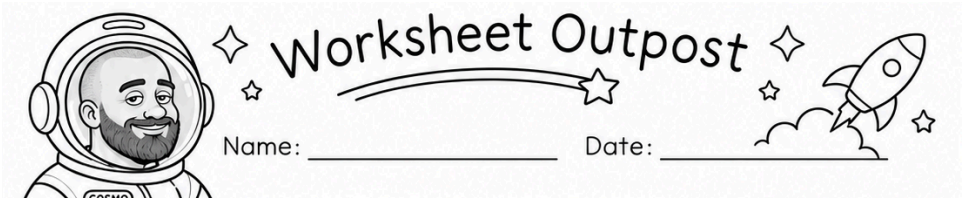
2. Watch an adult write c. Copy the letter, then try again on your own.

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

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

5. Watch an adult write C. 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 | Kindergarten ELA**

# Manuscript: X, Y, Z

k-029-1 | 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.

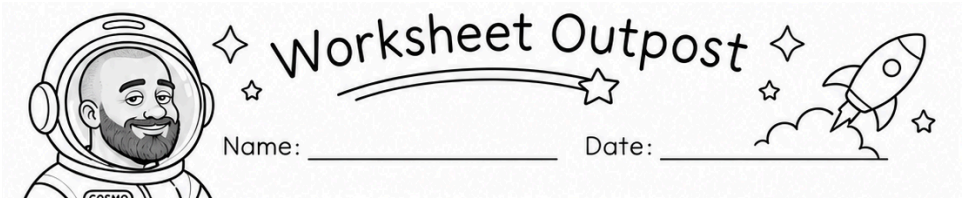
2. Watch an adult write Z. Copy the letter, then try again on your own.

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

4. Watch an adult write Z. 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 | Kindergarten ELA**

# Manuscript: X, Y, Z

k-029-2 | 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 Y. Copy the letter, then try again on your own.

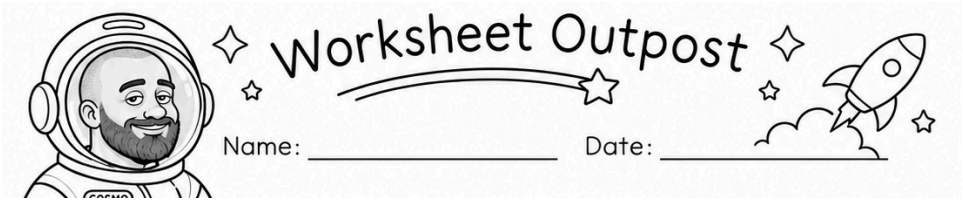
2. Watch an adult write Y. Copy the letter, then try again on your own.

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

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

5. Watch an adult write Y. 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 | Kindergarten ELA**

# Manuscript: O, Q, C, G

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

k-030-1 | Five questions

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 O. Copy the letter, then try again on your own.

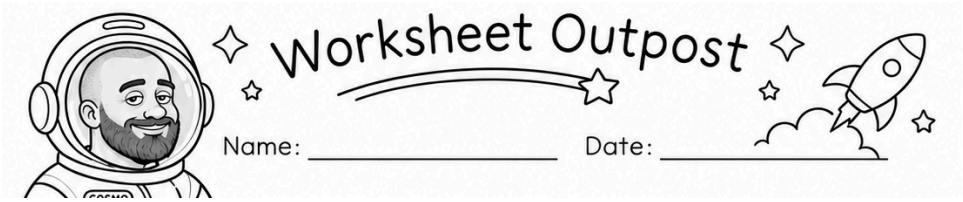
2. Watch an adult write C. Copy the letter, then try again on your own.

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

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

5. Watch an adult write O. 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 | Kindergarten ELA**

# Manuscript: O, Q, C, G

k-030-2 | 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 Q. Copy the letter, then try again on your own.

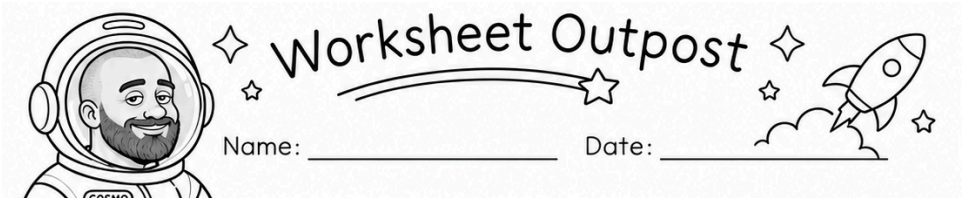
2. Watch an adult write G. Copy the letter, then try again on your own.

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

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

5. Watch an adult write Q. 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 | Kindergarten ELA**

# Manuscript: D, P, B, R

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

k-031-1 | Five questions

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 D. Copy the letter, then try again on your own.

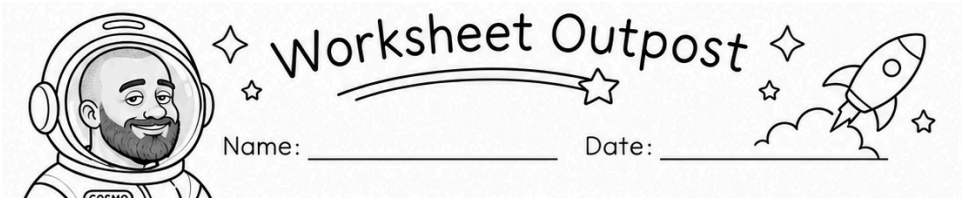
2. Watch an adult write B. Copy the letter, then try again on your own.

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

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

5. Watch an adult write D. 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 | Kindergarten ELA**

# Manuscript: D, P, B, R

k-031-2 | 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 P. Copy the letter, then try again on your own.

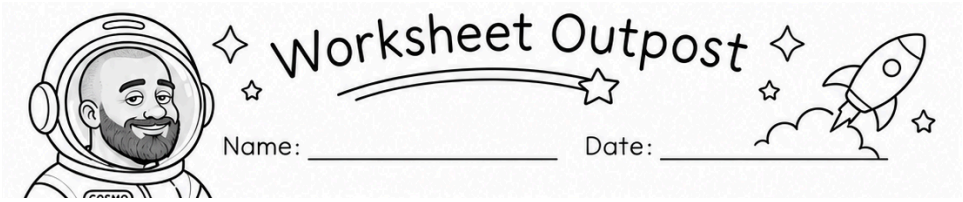
2. Watch an adult write R. Copy the letter, then try again on your own.

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

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

5. Watch an adult write P. 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 | Kindergarten ELA**

# Manuscript: U, J, S

k-032-1 | 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 U. Copy the letter, then try again on your own.

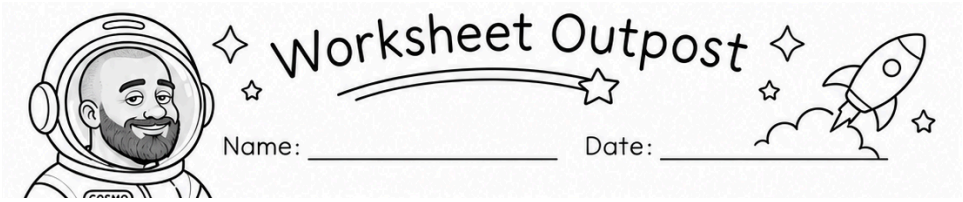
2. Watch an adult write S. Copy the letter, then try again on your own.

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

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

5. Watch an adult write U. 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 | Kindergarten ELA**

# Manuscript: U, J, S

k-032-2 | 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 J. Copy the letter, then try again on your own.

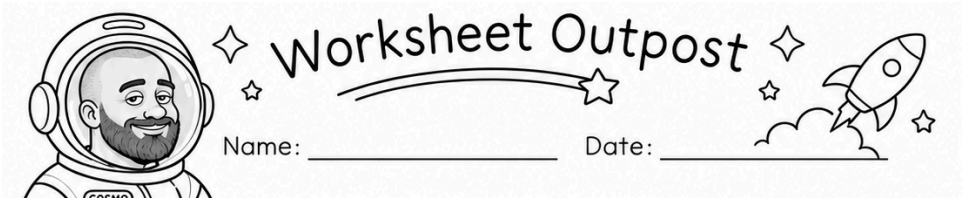
2. Watch an adult write J. Copy the letter, then try again on your own.

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

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

5. Watch an adult write J. 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 | Kindergarten ELA**

# Fiction

k-033-1 | Five questions

**Success criteria**

I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

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

1. Who is the main character?

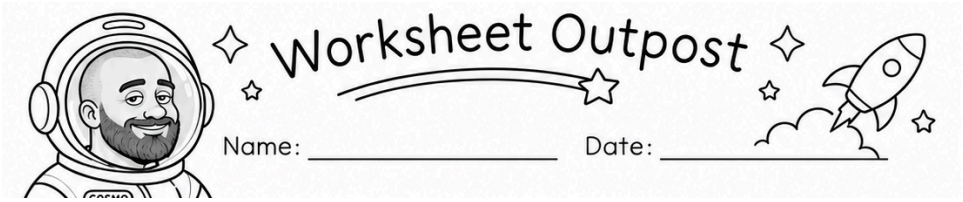
2. What problem happens?

3. How is it solved?

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Fiction

k-033-2 | Five questions

**Success criteria**

I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

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

1. Who helps Rafi?

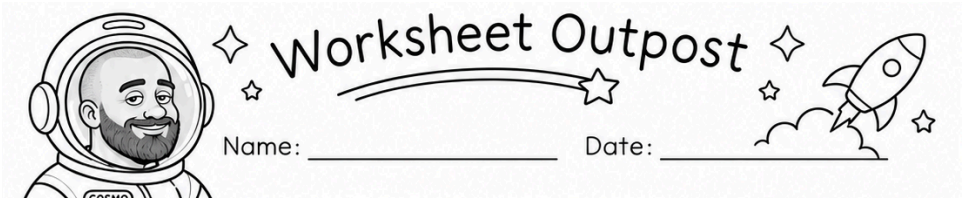
2. What goes wrong?

3. How does Rafi show thanks?

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Common and Proper Nouns

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

k-034-1 | Five questions

Name: _____ Date: _____

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

1. Fix capitals: mei lives in reno.

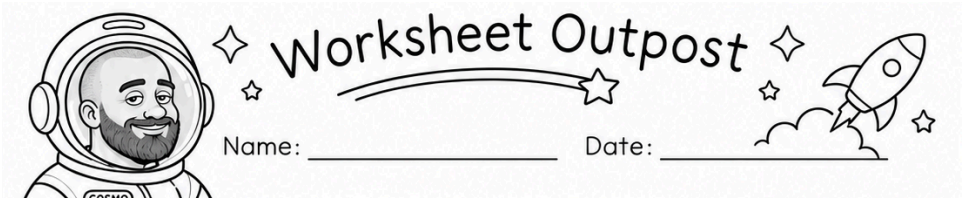
2. Fix capitals: we meet on monday in may.

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

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Common and Proper Nouns

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

k-034-2 | Five questions

Name: _____ Date: _____

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

1. Fix capitals: rafi visits texas.

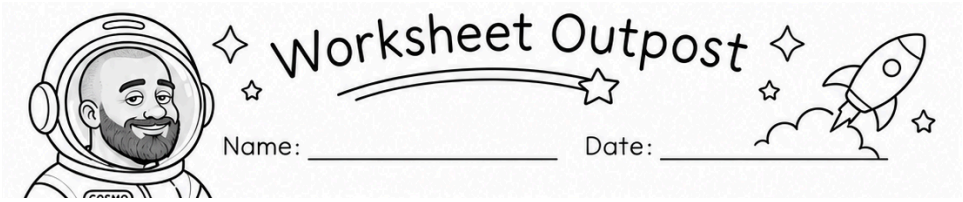
2. Write a holiday name with capitals.

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

4. Fix capitals: mei lives in reno.

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Blending Onset and Rime

k-035-1 | Five questions

**Success criteria**
I can blend the parts of a word and say the whole 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 /m/ and /ap/.

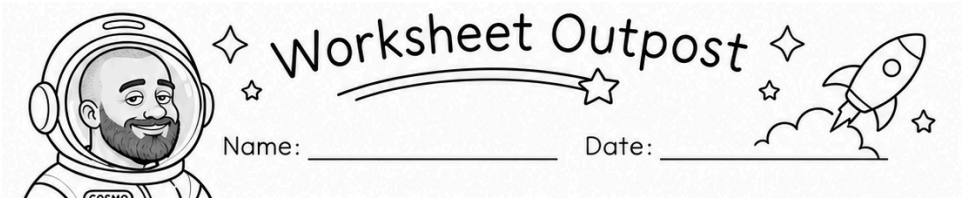
2. Blend /s/ and /un/.

3. Blend /f/ and /ish/.

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 | Kindergarten ELA**

# Blending Onset and Rime

k-035-2 | Five questions

**Success criteria**
I can blend the parts of a word and say the whole 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 /f/ and /ish/.

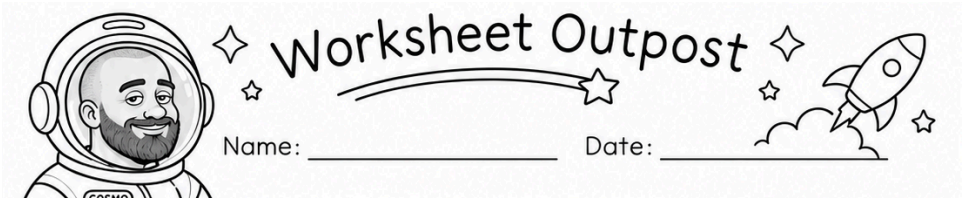
2. Blend /s/ and /un/.

3. Blend /m/ and /ap/.

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 | Kindergarten ELA**

## Isolating, Blending, and Segmenting Phonemes

k-036-1 | Five questions

**Success criteria**
I can say each sound in a word in order.

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 cup. What sound is in the middle?

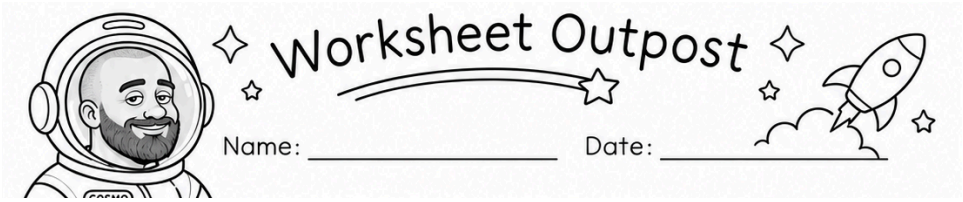
2. Blend /s/ /u/ /n/. Use the short u sound.

3. Say fish. Push one counter for each sound.

4. Say net. What sound is last?

5. Say log. What sound is first?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Isolating, Blending, and Segmenting Phonemes

k-036-2 | Five questions

**Success criteria**
I can say each sound in a word in order.

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 log. What sound is first?

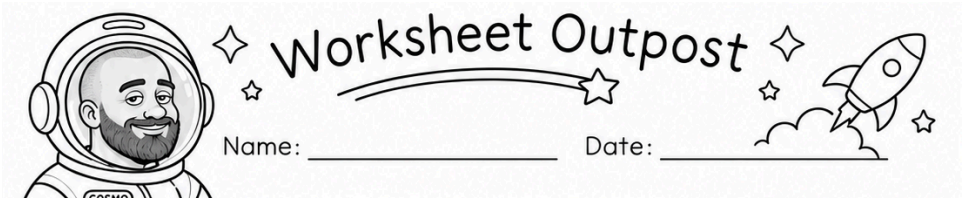
2. Blend /sh/ /i/ /p/. Use the short i sound.

3. Say stop. Count the sounds.

4. Say map. Tap each sound.

5. Say cup. What sound is in the middle?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant m, t

**Success criteria**
I can look at a letter and say its sound.

k-037-1 | Five questions

Name: _____ Date: _____

Letters: m t

1. Find m. Say each letter name and write it.

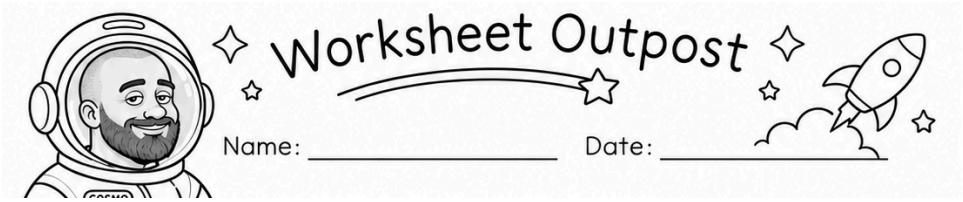
2. Find t. Say each letter name and write it.

3. Say a word that begins with the sound of m.

4. Write t from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant m, t

**Success criteria**
I can look at a letter and say its sound.

k-037-2 | Five questions

Name: _____ Date: _____

Letters: m t

1. Find m. Say each letter name and write it.

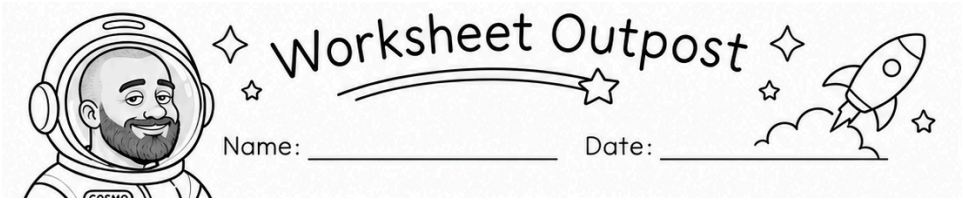
2. Find t. Say each letter name and write it.

3. Say a word that begins with the sound of m.

4. Write t from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: m, M, t, T

k-038-1 | 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 m. Copy the letter, then try again on your own.

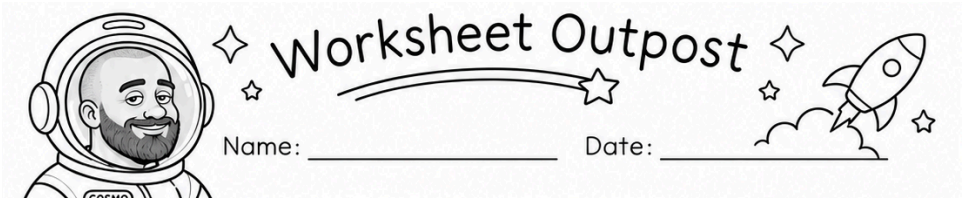
2. Watch an adult write t. Copy the letter, then try again on your own.

3. Watch an adult write m. 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 m. 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 | Kindergarten ELA**

# Manuscript: m, M, t, T

k-038-2 | 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 M. Copy the letter, then try again on your own.

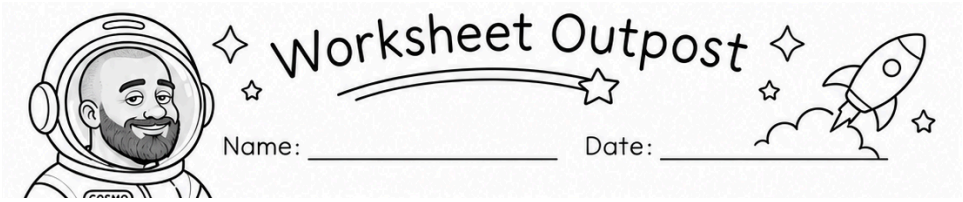
2. Watch an adult write T. Copy the letter, then try again on your own.

3. Watch an adult write M. 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 M. 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 | Kindergarten ELA**

# Poetry

k-039-1 | Five questions

**Success criteria**
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

A tiny cart rolls down the track.
I push it out; it rolls right back.
Its silver wheels go click, click, click.
I build a ramp with one flat brick.

1. Find two words that rhyme.

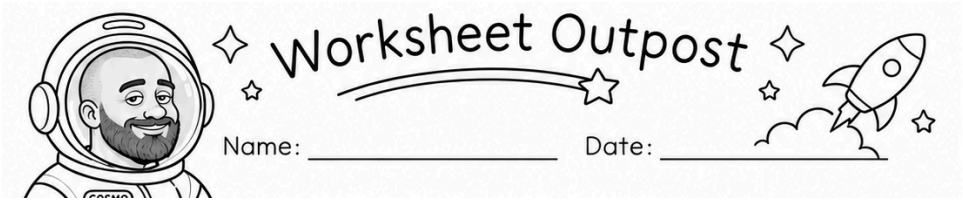
2. How many lines are there?

3. Which word describes a sound you hear more than once?

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 | Kindergarten ELA**

# Poetry

k-039-2 | Five questions

**Success criteria**
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

My paper boat floats in a tray.
I blow it gently on its way.
It bumps the edge and turns around.
Its folded sail makes not a sound.

1. Find a rhyming pair.

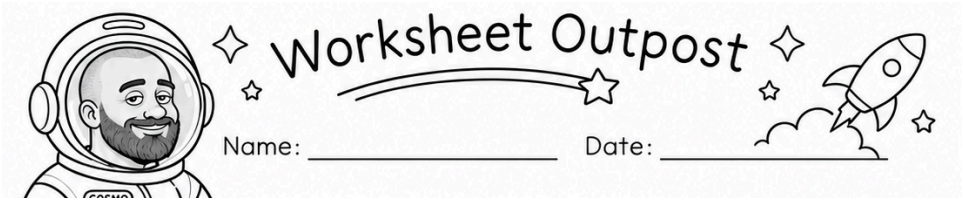
2. What does the boat do?

3. Read the poem with a steady beat.

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 | Kindergarten ELA**

# Tell About It

k-040-1 | Five questions

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

Name: _____ Date: _____

1. Draw a useful classroom object. Tell three things about it.

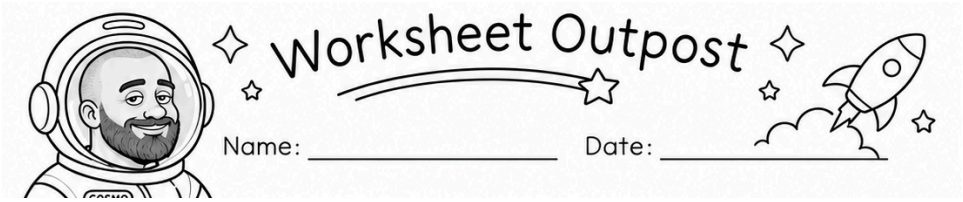
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Draw a useful classroom object. Tell three things about it.

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 | Kindergarten ELA**

# Tell About It

k-040-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Draw a useful classroom object. Tell three things about it.

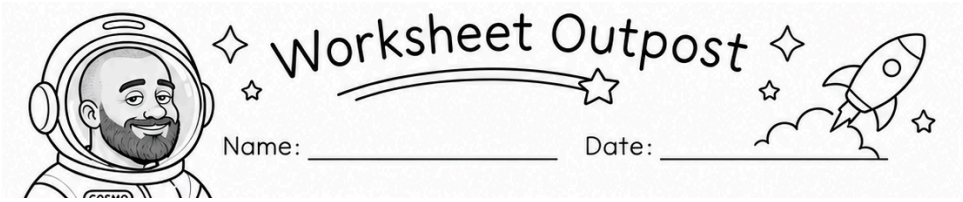
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Draw a useful classroom object. Tell three things about it.

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 | Kindergarten ELA**

# Adjectives

k-041-1 | 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

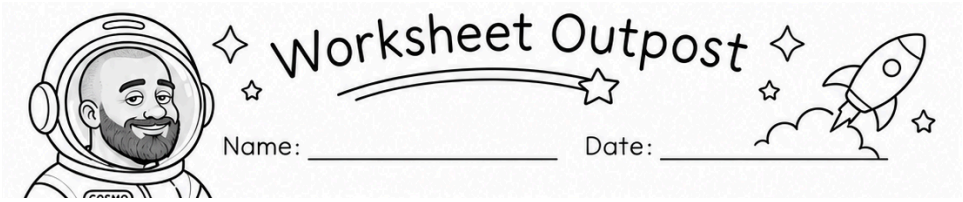
2. Find color and number words: three blue cups

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 | Kindergarten ELA**

# Adjectives

k-041-2 | 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 ___.

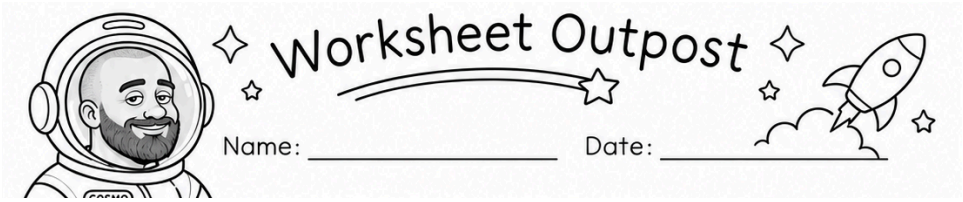
2. Add words for sound and texture: The bag is ___; the bell is ___.

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 | Kindergarten ELA**

# Express Likes and Dislikes

k-042-1 | 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?

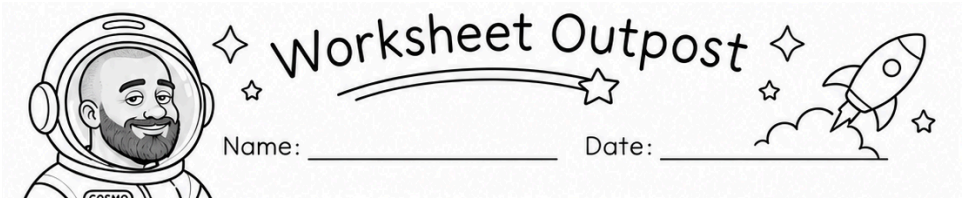
2. Give a reason using a detail about the bridge.

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 | Kindergarten ELA**

# Express Likes and Dislikes

k-042-2 | 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.

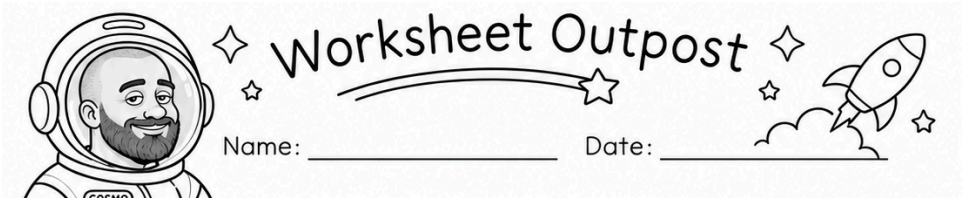
2. Write or draw one idea your partner shared.

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.




**WORKSHEET OUTPOST | Kindergarten ELA**

## Listening and Speaking: Follow Directions

k-043-1 | Five questions

**Success criteria**
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

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

1. Give three steps for stacking books safely on a table.

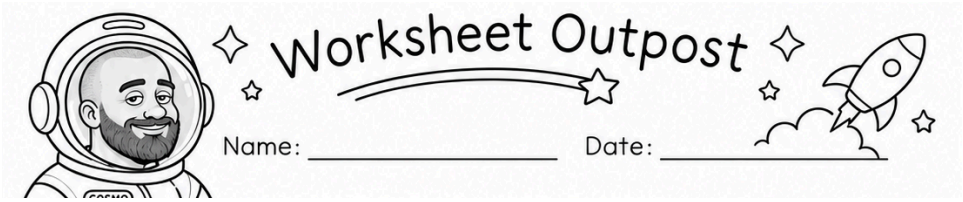
2. Listen to your partner and repeat the steps.

3. Follow the steps, then switch roles.

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 | Kindergarten ELA**

## Listening and Speaking: Follow Directions

k-043-2 | Five questions

**Success criteria**
I can tell the steps in order using words like first, next, and last.

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.

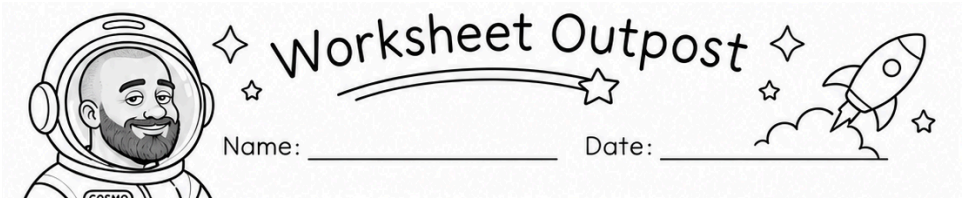
2. Write or draw one idea your partner shared.

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

4. Give three steps for stacking books safely on a table.

5. Listen to your partner and repeat the steps.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Short a

k-044-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: map, fan, bag, cap, jam, pan.

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

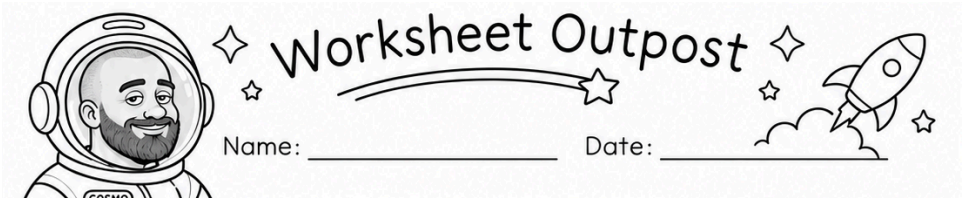
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Short a

k-044-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: pan, jam, cap, bag, fan, map.

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

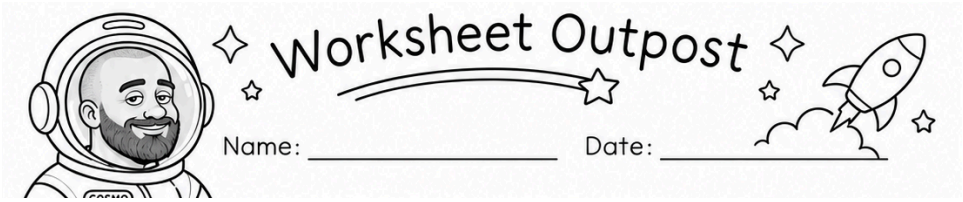
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: a, A, m, M, t, T

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

k-045-1 | Five questions

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. Copy the letter, then try again on your own.

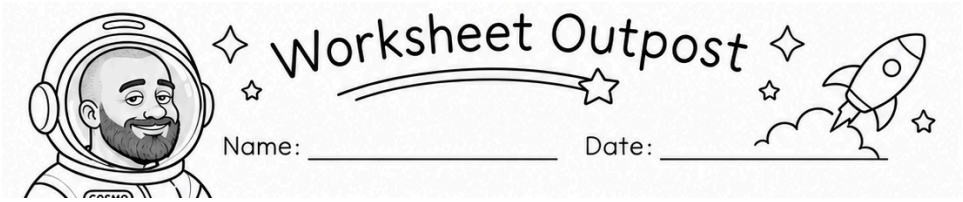
2. Watch an adult write m. Copy the letter, then try again on your own.

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

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

5. Watch an adult write m. 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 | Kindergarten ELA**

# Manuscript: a, A, m, M, t, T

k-045-2 | 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. Copy the letter, then try again on your own.

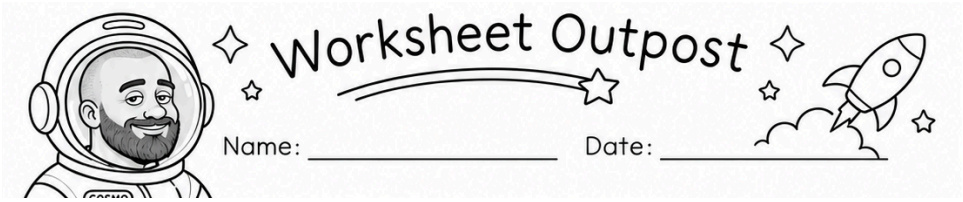
2. Watch an adult write M. Copy the letter, then try again on your own.

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

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

5. Watch an adult write M. 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 | Kindergarten ELA**

# a, the

k-046-1 | Five questions

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

Name: _____ Date: _____

Words: a, the

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

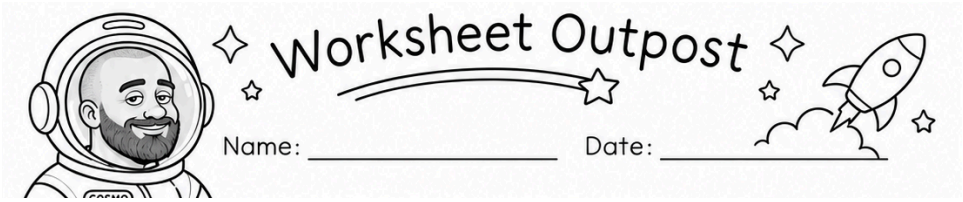
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# a, the

k-046-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: a, the

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

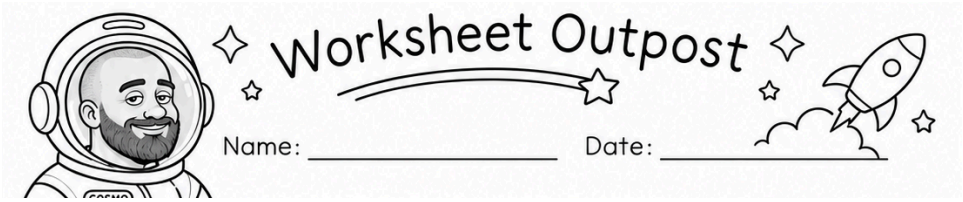
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Informational Texts

k-047-1 | Five questions

**Success criteria**
I can tell what the text is mostly about and give a detail.

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?

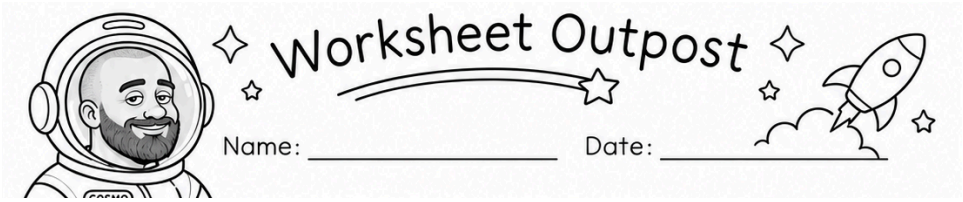
2. What happens when the fan opens?

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 | Kindergarten ELA**

# Informational Texts

k-047-2 | Five questions

**Success criteria**
I can tell what the text is mostly about and give a detail.

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?

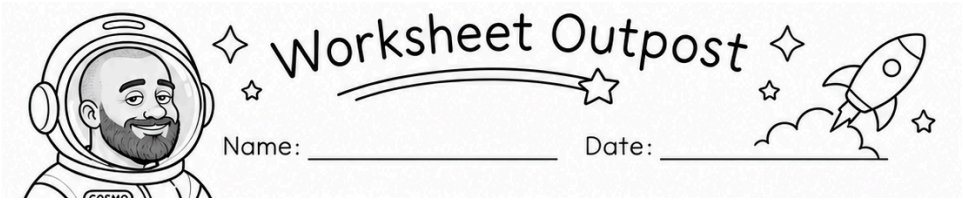
2. Name a detail about its ends.

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 | Kindergarten ELA**

# Verbs

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

k-048-1 | Five questions

Name: _____ Date: _____

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

1. Circle the action: Mei lifts the bag.

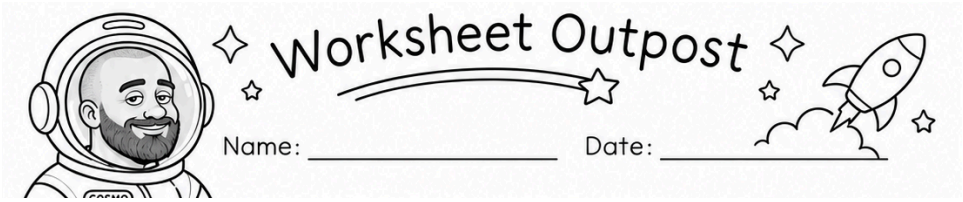
2. Name three things a cart can do.

3. Use jump in a sentence.

4. Circle the action: Nell folds the paper.

5. Act out stretch and whisper.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Verbs

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

k-048-2 | Five questions

Name: _____ Date: _____

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

1. Circle the action: Nell folds the paper.

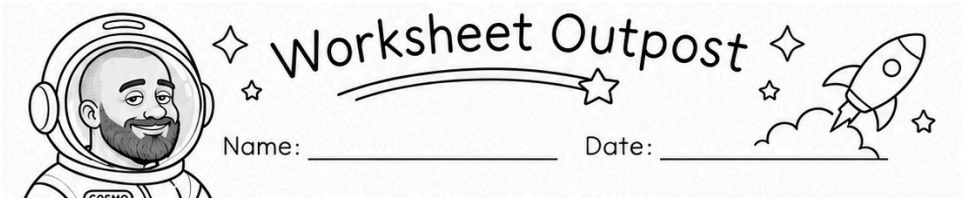
2. Act out stretch and whisper.

3. Replace went with a more exact action word.

4. Circle the action: Mei lifts the bag.

5. Name three things a cart can do.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Blending Words

k-049-1 | Five questions

**Success criteria**
I can put the sounds together and say the whole 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. Join rain and coat.

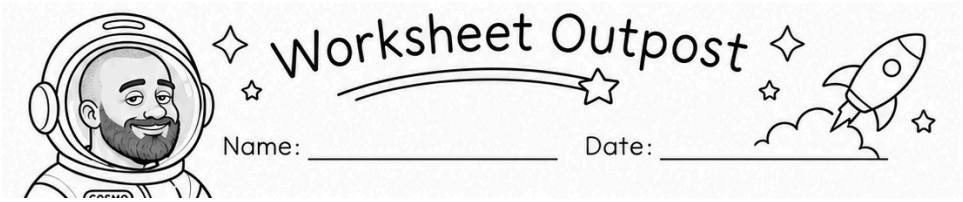
2. Join sun and set.

3. Join cup and cake.

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 | Kindergarten ELA**

# Blending Words

k-049-2 | Five questions

**Success criteria**
I can put the sounds together and say the whole 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. Join cup and cake.

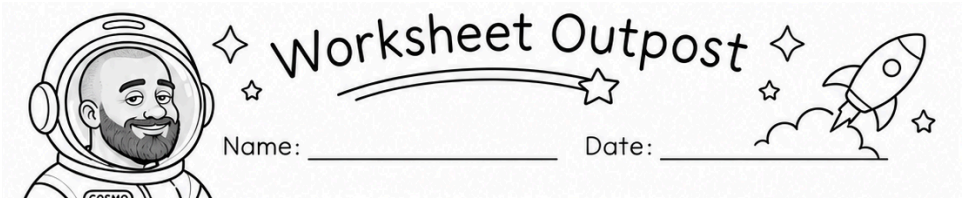
2. Join sun and set.

3. Join rain and coat.

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 | Kindergarten ELA**

# Consonants s, b

**Success criteria**
I can look at a letter and say its sound.

k-050-1 | Five questions

Name: _____ Date: _____

Letters: s b

1. Find s. Say each letter name and write it.

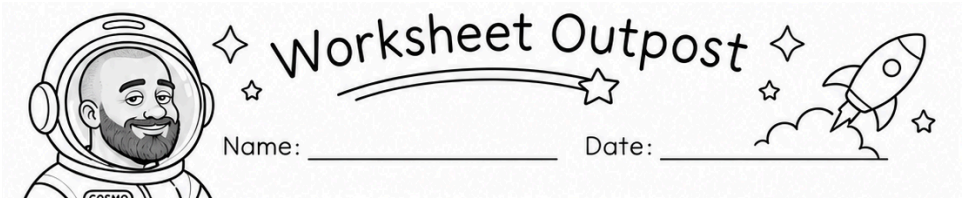
2. Find b. Say each letter name and write it.

3. Say a word that begins with the sound of s.

4. Write b from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonants s, b

**Success criteria**
I can look at a letter and say its sound.

k-050-2 | Five questions

Name: _____ Date: _____

Letters: s b

1. Find s. Say each letter name and write it.

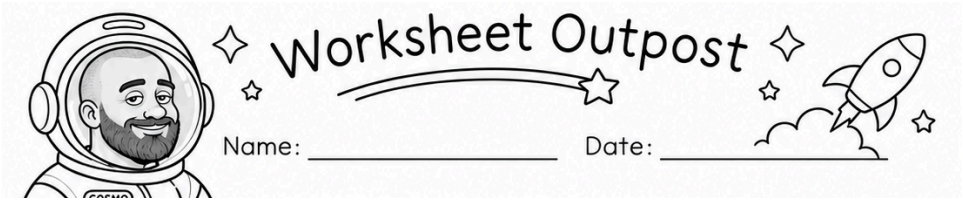
2. Find b. Say each letter name and write it.

3. Say a word that begins with the sound of s.

4. Write b from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: s, S, b, B

k-051-1 | 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 s. Copy the letter, then try again on your own.

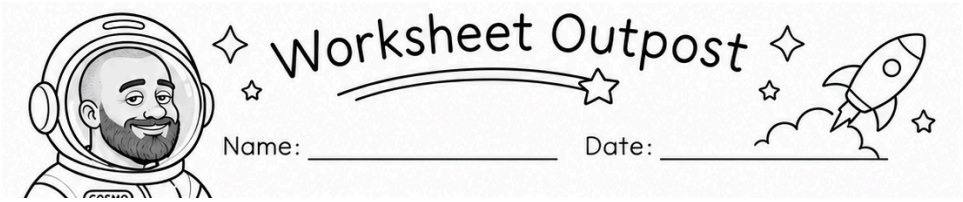
2. Watch an adult write b. Copy the letter, then try again on your own.

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

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

5. Watch an adult write s. 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 | Kindergarten ELA**

# Manuscript: s, S, b, B

k-051-2 | 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 S. Copy the letter, then try again on your own.

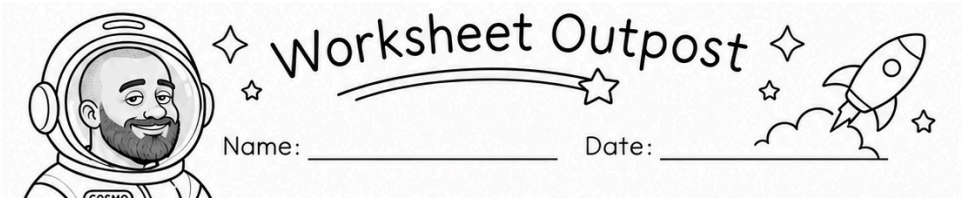
2. Watch an adult write B. Copy the letter, then try again on your own.

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

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

5. Watch an adult write S. 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 | Kindergarten ELA**

# as

k-052-1 | Five questions

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

Name: _____ Date: _____

Words: as

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

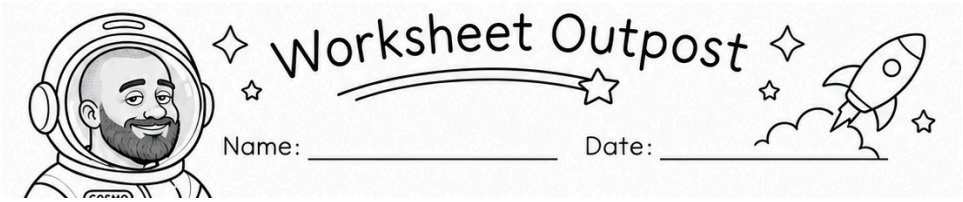
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# as

k-052-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: as

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

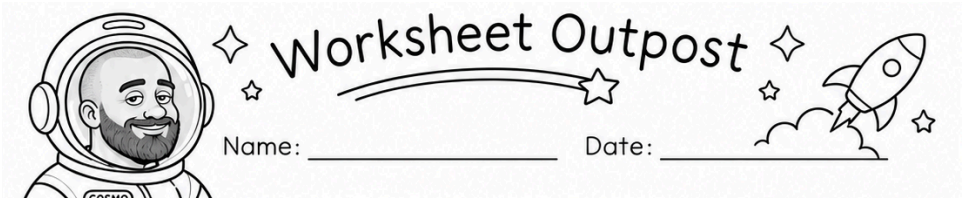
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Persuasive Texts

**Success criteria**
I can find a reason the author gives for an idea.

k-053-1 | Five questions

Name: _____ Date: _____

Our class should keep a scrap-paper box. We can use the paper for sketches. We can also test folded bridges. Reusing paper gives each piece another job.

1. What does the writer want?

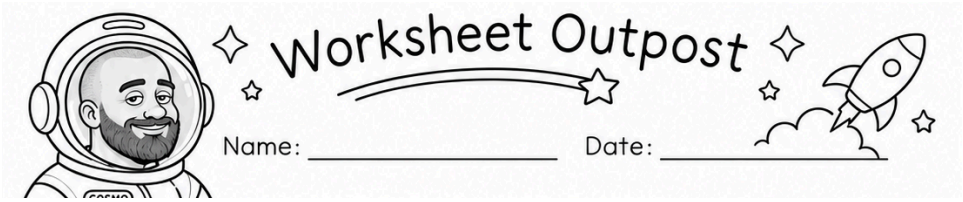
2. Give one reason.

3. Do you agree? Give your own reason.

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 | Kindergarten ELA**

# Persuasive Texts

k-053-2 | Five questions

**Success criteria**
I can find a reason the author gives for an idea.

Name: _____ Date: _____

I think a quiet reading corner would help our class. A soft mat gives readers a place to sit. A small shelf keeps books nearby. Let us make a reading corner.

1. Find the opinion.

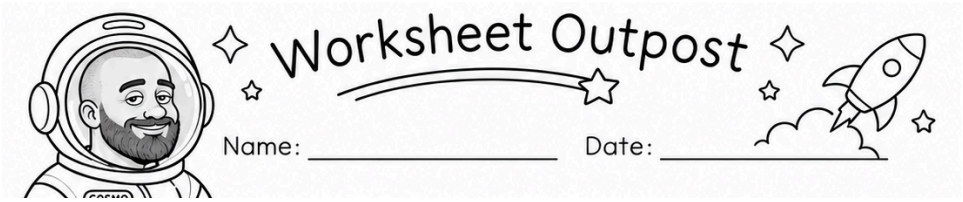
2. Name a supporting detail.

3. Write a reason of your own.

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 | Kindergarten ELA**

## Write a Sentence: Uppercase Letters, End Marks

k-054-1 | Five questions

**Success criteria**
I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

1. Draw someone building something. Write a complete sentence about the picture.

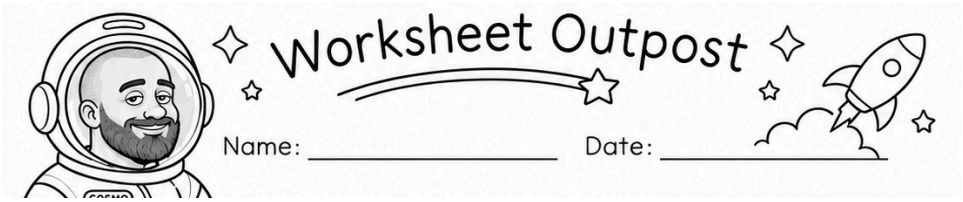
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Draw someone building something. Write a complete sentence about the picture.

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 | Kindergarten ELA**

## Write a Sentence: Uppercase Letters, End Marks

k-054-2 | Five questions

**Success criteria**
I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

1. Write a fresh version: Draw someone building something. Write a complete sentence about the picture.

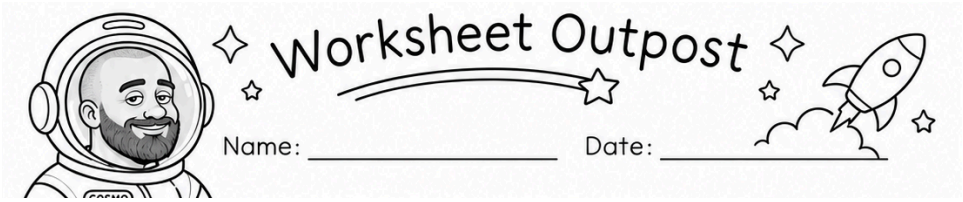
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Draw someone building something. Write a complete sentence about the picture.

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 | Kindergarten ELA**

# Punctuation

k-055-1 | 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. Fix the word order: rolls cart The

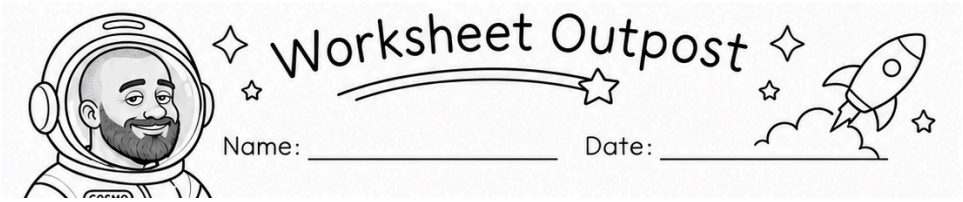
2. Is this complete? The little red bag

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 | Kindergarten ELA**

# Punctuation

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

k-055-2 | Five questions

Name: _____ Date: _____

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

1. Finish: The paper bridge ___.

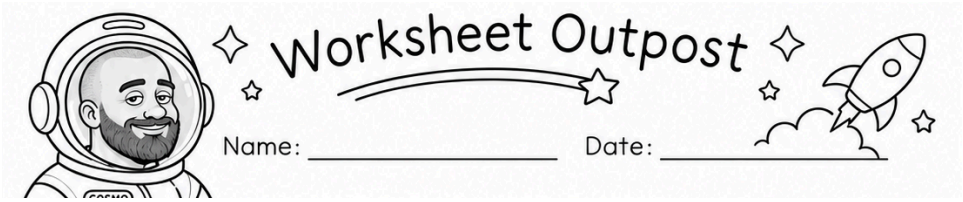
2. Label statement, question, command, or exclamation: Please hold this.

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.




**WORKSHEET OUTPOST | Kindergarten ELA**

# Analyze

k-056-1 | Five questions

**Success criteria**

I can tell how two things are alike or different and give an example.

Name: _____ Date: _____

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

1. Compare two ways to make a bridge stronger.

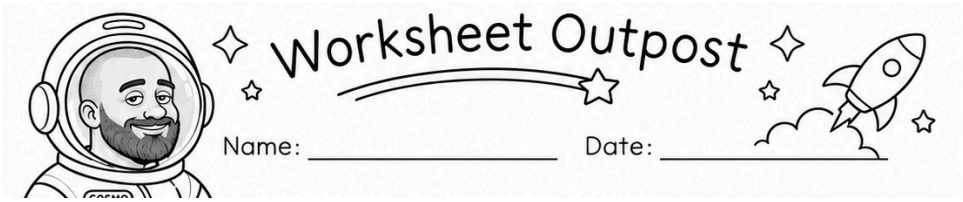
2. Listen to your partner and combine the best parts of both plans.

3. Explain the plan and why you chose it.

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 | Kindergarten ELA**

# Analyze

k-056-2 | Five questions

**Success criteria**
I can tell how two things are alike or different and give an example.

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.

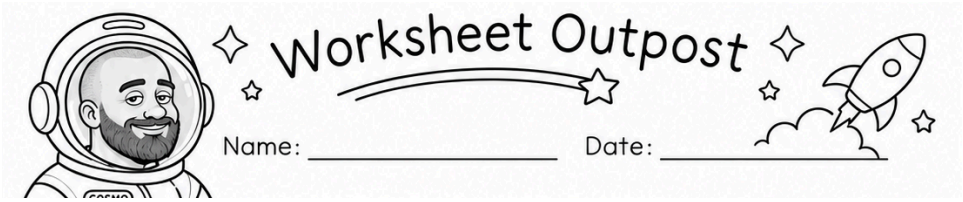
2. Write or draw one idea your partner shared.

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

4. Compare two ways to make a bridge stronger.

5. Listen to your partner and combine the best parts of both plans.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Social Communication: Asking for Help

k-057-1 | Five questions

**Success criteria**
I can ask for help in a clear, polite sentence.

Name: _____ Date: _____

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

1. Ask for help using a complete, polite sentence.

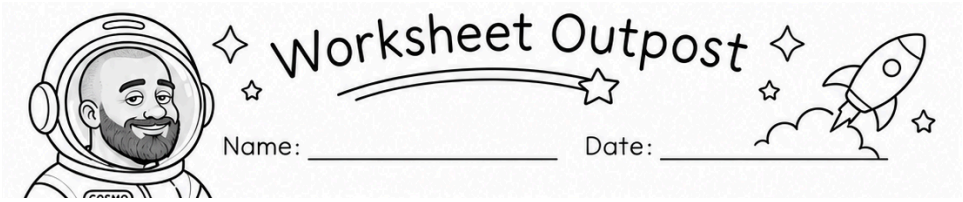
2. Tell exactly what you need.

3. Respond kindly when your partner asks you for help.

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 | Kindergarten ELA**

# Social Communication: Asking for Help

k-057-2 | Five questions

**Success criteria**
I can ask for help in a clear, polite sentence.

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.

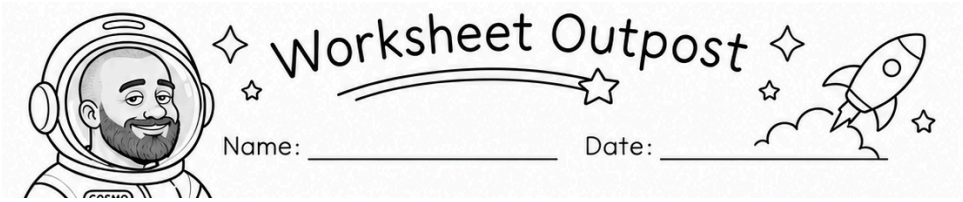
2. Write or draw one idea your partner shared.

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

4. Ask for help using a complete, polite sentence.

5. Tell exactly what you need.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Explore Word Relationships: Synonyms and Antonyms

k-058-1 | Five questions

**Success criteria**

I can choose a word that means the opposite.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Give a word that means the same as glad.

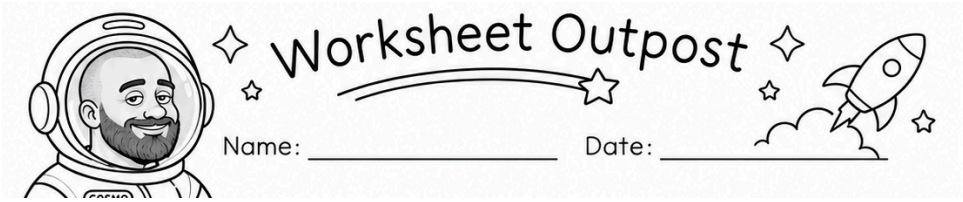
2. Give the opposite of empty.

3. Explain how synonyms and antonyms differ.

4. Give a word that means the same as quick.

5. Give the opposite of noisy.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Explore Word Relationships: Synonyms and Antonyms

k-058-2 | Five questions

**Success criteria**

I can choose a word that means the opposite.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Give a word that means the same as quick.

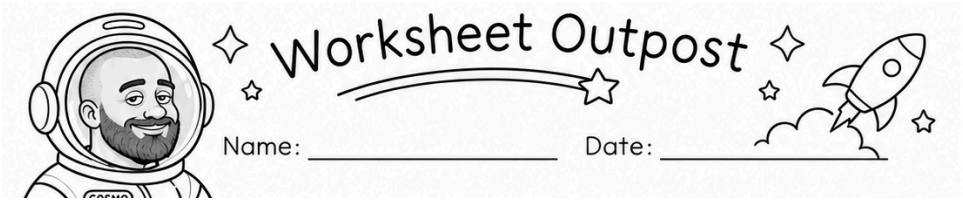
2. Give the opposite of noisy.

3. Make one synonym pair and one antonym pair.

4. Give a word that means the same as glad.

5. Give the opposite of empty.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Deleting Words

k-059-1 | 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 raincoat without rain.

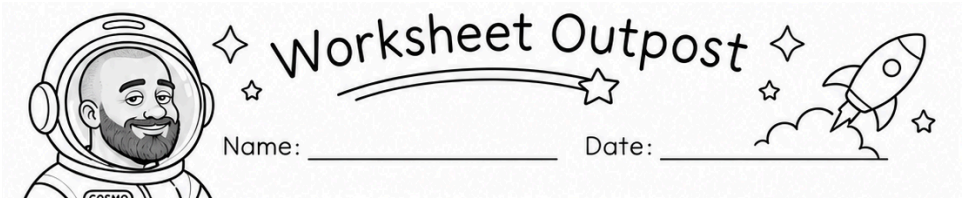
2. Say cupcake without cake.

3. Say sandbox without sand.

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 | Kindergarten ELA**

# Deleting Words

k-059-2 | 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 sandbox without sand.

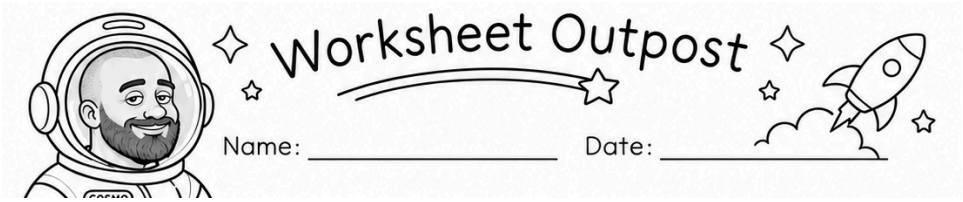
2. Say cupcake without cake.

3. Say raincoat without rain.

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 | Kindergarten ELA**

# Consonants n, d

**Success criteria**
I can look at a letter and say its sound.

k-060-1 | Five questions

Name: _____ Date: _____

Letters: n d

1. Find n. Say each letter name and write it.

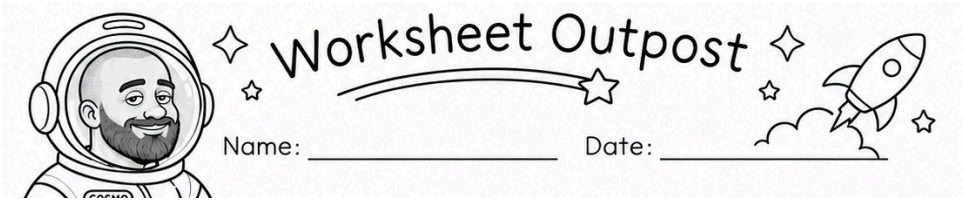
2. Find d. Say each letter name and write it.

3. Say a word that begins with the sound of n.

4. Write d from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonants n, d

**Success criteria**
I can look at a letter and say its sound.

k-060-2 | Five questions

Name: _____ Date: _____

Letters: n d

1. Find n. Say each letter name and write it.

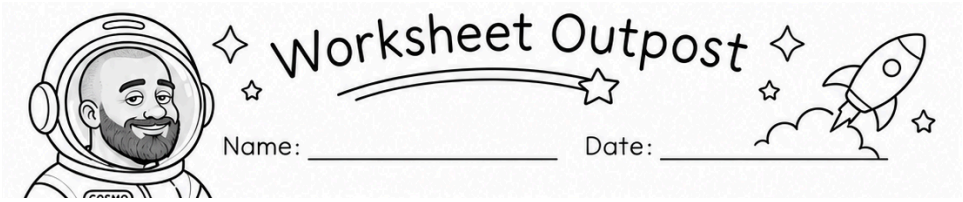
2. Find d. Say each letter name and write it.

3. Say a word that begins with the sound of n.

4. Write d from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: n, N, d, D

k-061-1 | 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 n. Copy the letter, then try again on your own.

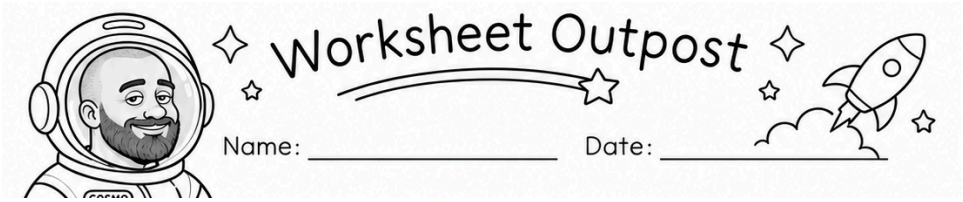
2. Watch an adult write d. Copy the letter, then try again on your own.

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

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

5. Watch an adult write n. 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 | Kindergarten ELA**

# Manuscript: n, N, d, D

k-061-2 | 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 N. Copy the letter, then try again on your own.

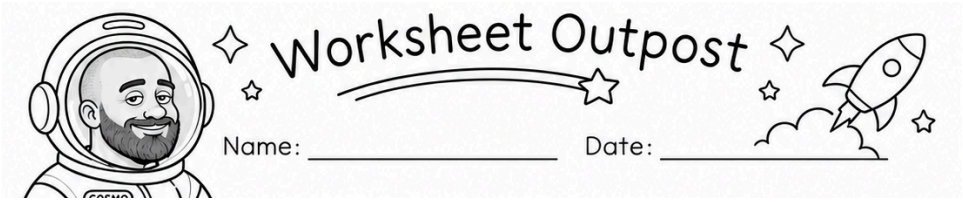
2. Watch an adult write D. Copy the letter, then try again on your own.

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

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

5. Watch an adult write N. 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 | Kindergarten ELA**

# to, do

k-062-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: to, do

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

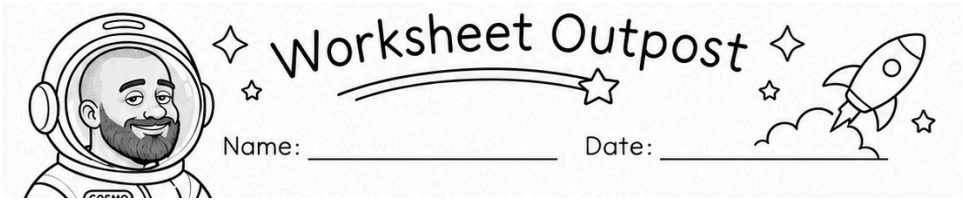
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# to, do

k-062-2 | Five questions

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

Name: _____ Date: _____

Words: to, do

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

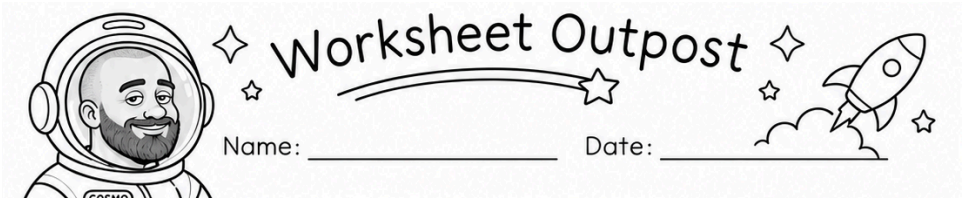
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Accuracy and Self-Correction

k-063-1 | 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.

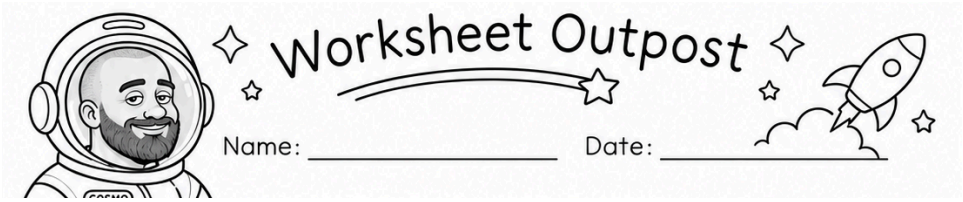
2. Check the letters, practice the word, and reread the sentence.

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 | Kindergarten ELA**

# Accuracy and Self-Correction

k-063-2 | 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.

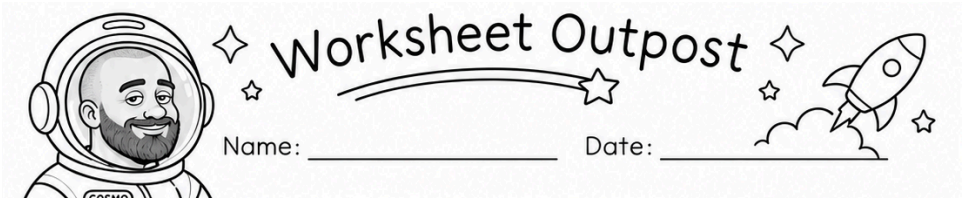
2. Tell what happens without looking.

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 | Kindergarten ELA**

# Character Clues

k-064-1 | Five questions

**Success criteria**
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

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

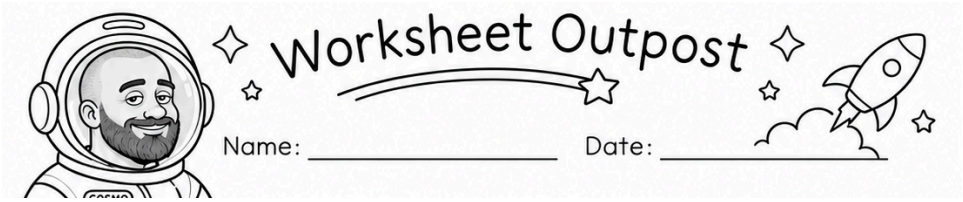
1. How does Nell feel at the end?

2. What clue supports your answer?

3. What does trying again show about Nell?

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 | Kindergarten ELA**

# Character Clues

k-064-2 | Five questions

**Success criteria**
I can name a character and use a story detail to describe what happens.

Name: _____ Date: _____

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

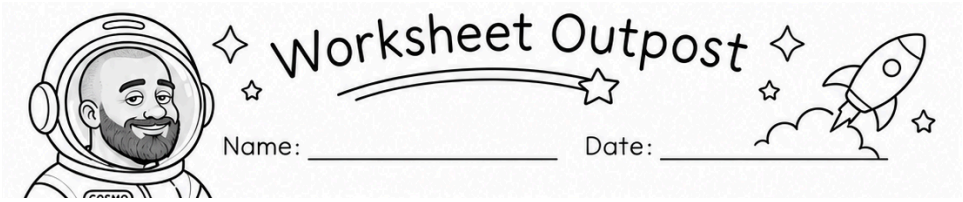
1. How might Rafi feel about Mei?

2. What clue supports that?

3. What does Mei do that shows kindness?

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 | Kindergarten ELA**

# Prepositions

k-065-1 | Five questions

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

Name: _____ Date: _____

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

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

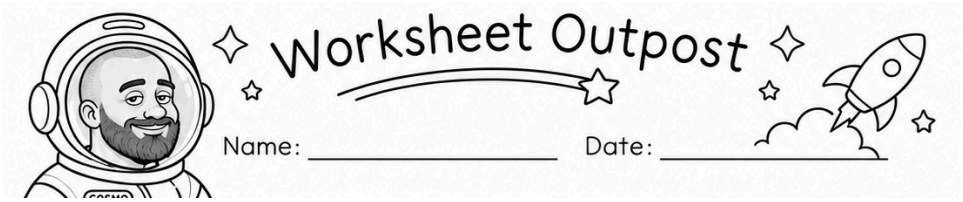
2. Circle when: We read after lunch.

3. Finish: The hat is ___ the box.

4. Circle where: Mei sits beside Rafi.

5. Circle when: We draw before dinner.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Prepositions

k-065-2 | Five questions

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

Name: _____ Date: _____

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

1. Circle where: Mei sits beside Rafi.

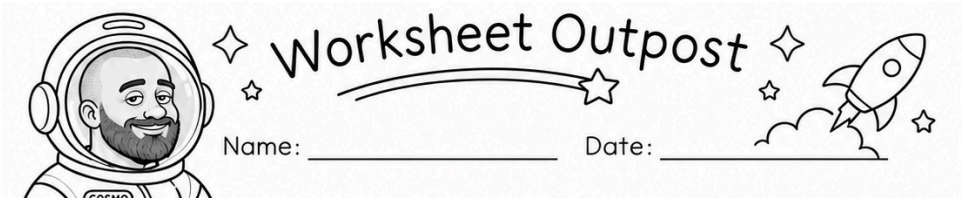
2. Circle when: We draw before dinner.

3. Write one where phrase and one when phrase.

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

5. Circle when: We read after lunch.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Blending and Deleting Words

k-066-1 | 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. Join rain and coat.

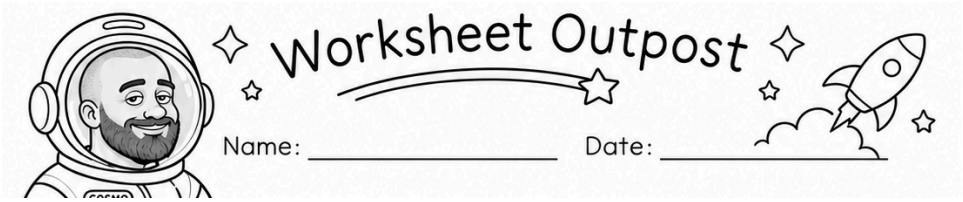
2. Say raincoat without rain.

3. Join sun and set.

4. Join cup and cake.

5. Say sandbox without sand.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Blending and Deleting Words

k-066-2 | 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. Join cup and cake.

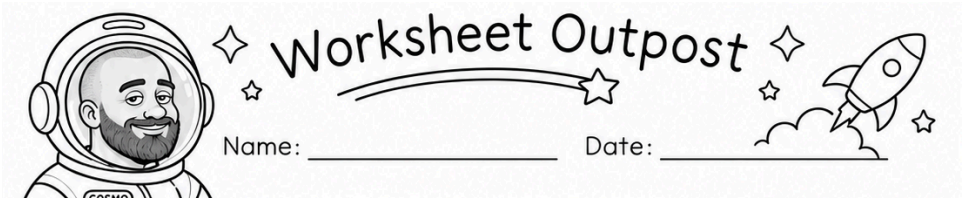
2. Say sandbox without sand.

3. Say cupcake without cake.

4. Join rain and coat.

5. Say raincoat without rain.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Short i

k-067-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: pin, sit, lid, fin, rip, wig.

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

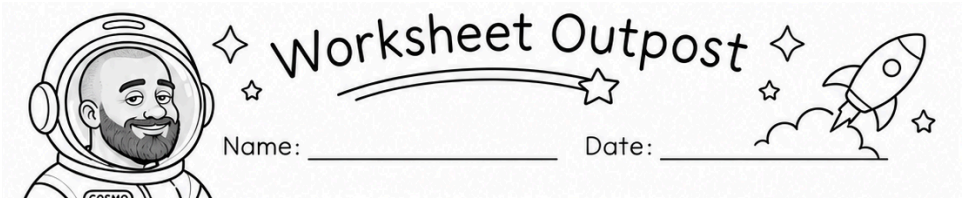
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Short i

k-067-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: wig, rip, fin, lid, sit, pin.

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

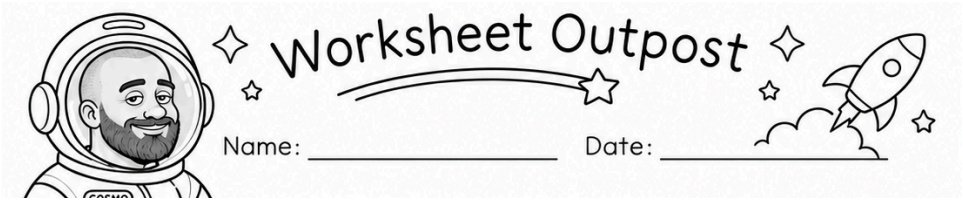
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# I, is

k-068-1 | Five questions

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

Name: _____ Date: _____

Words: I, is

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

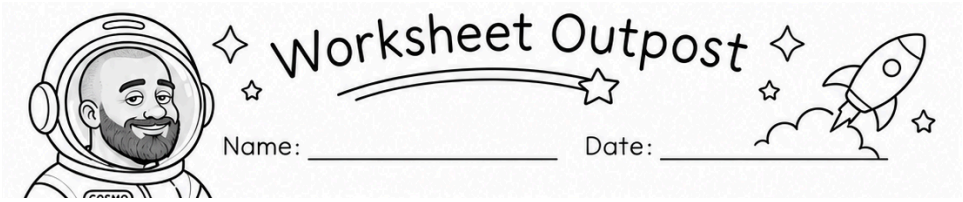
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# I, is

k-068-2 | Five questions

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

Name: _____ Date: _____

Words: I, is

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

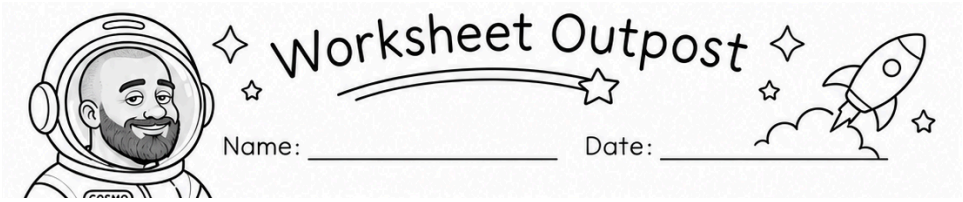
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Manuscript: i, I, b, B, d, D, n, N, s, S

k-069-1 | 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 i. Copy the letter, then try again on your own.

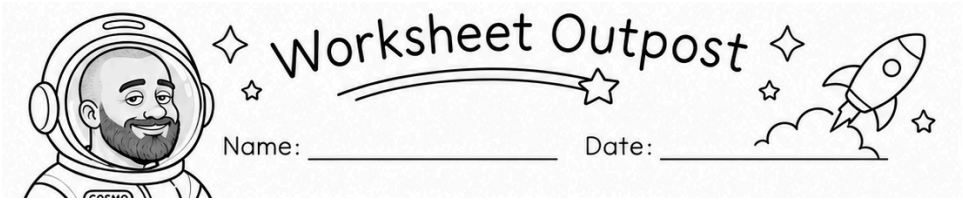
2. Watch an adult write b. Copy the letter, then try again on your own.

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

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

5. Watch an adult write s. 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 | Kindergarten ELA**

# Manuscript: i, I, b, B, d, D, n, N, s, S

k-069-2 | 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 I. Copy the letter, then try again on your own.

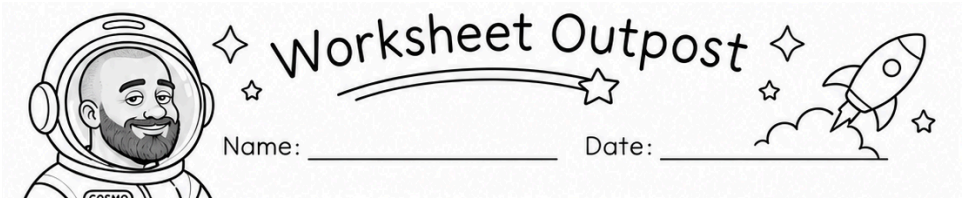
2. Watch an adult write B. Copy the letter, then try again on your own.

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

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

5. Watch an adult write S. 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 | Kindergarten ELA**

# Make Connections

k-070-1 | 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. Tell about a time you tried a new plan.

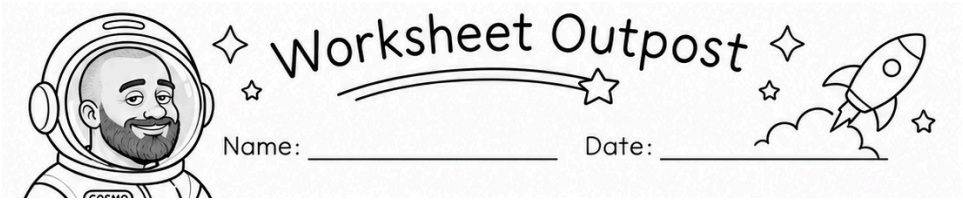
2. How is your experience like Nell's?

3. Which story detail helped you connect?

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 | Kindergarten ELA**

# Make Connections

k-070-2 | 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. Tell about giving or receiving help.

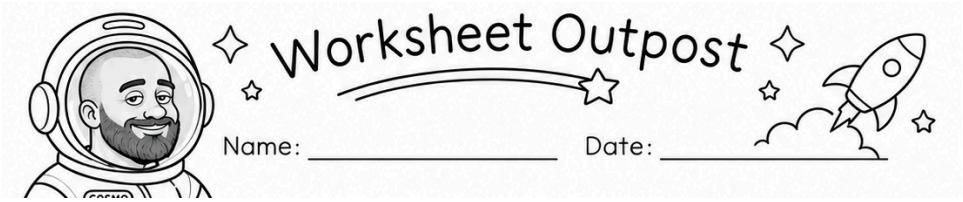
2. Connect it to Mei or Rafi.

3. What does the connection help you understand?

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 | Kindergarten ELA**

# Tell a Story: Sentences

k-071-1 | 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.

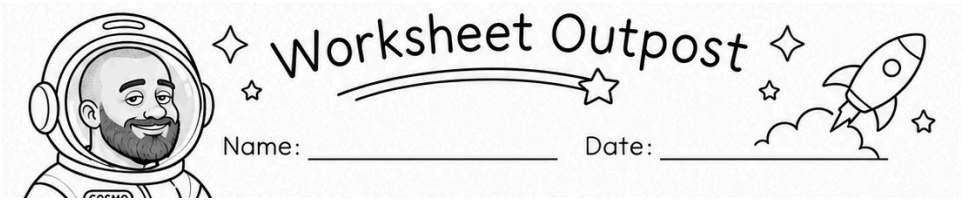
2. Plan: What is your main idea? Choose two or three details.

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 | Kindergarten ELA**

# Tell a Story: Sentences

k-071-2 | 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.

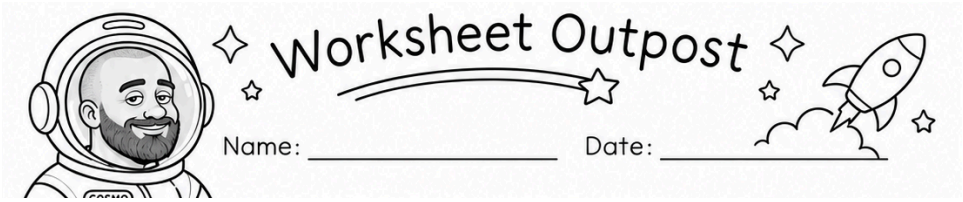
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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 | Kindergarten ELA**

# Pronouns

k-072-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

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

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

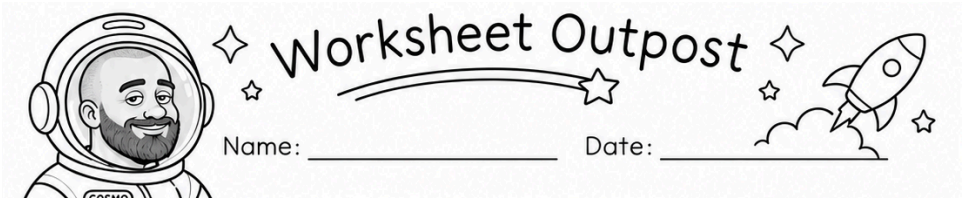
2. Replace the carts: The carts roll.

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

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Pronouns

k-072-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

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

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

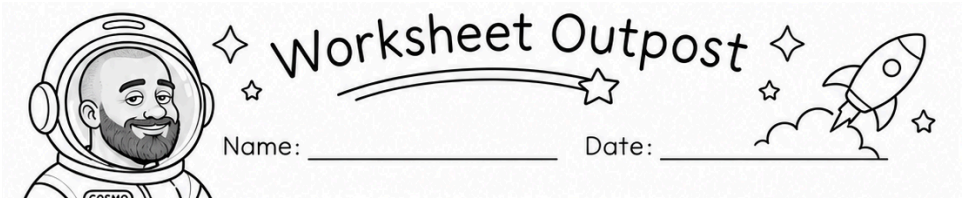
2. Choose: (She / Her) reads to us.

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

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

5. Replace the carts: The carts roll.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Describe

k-073-1 | Five questions

**Success criteria**
I can tell what happened in order and include a detail.

Name: _____ Date: _____

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

1. Tell about building or fixing something.

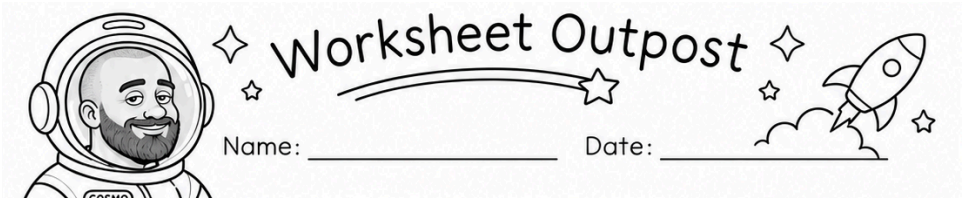
2. Include who, where, and what happened.

3. Ask your partner to retell one detail.

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 | Kindergarten ELA**

# Describe

k-073-2 | Five questions

**Success criteria**
I can tell what happened in order and include a detail.

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.

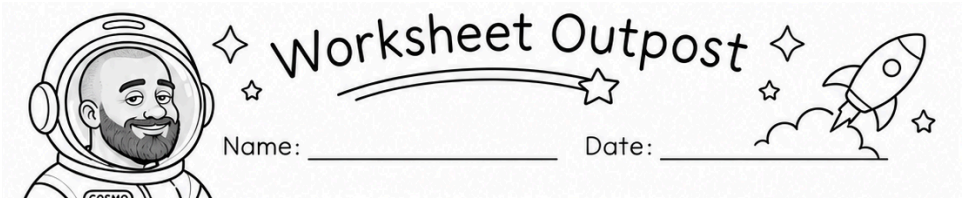
2. Write or draw one idea your partner shared.

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

4. Tell about building or fixing something.

5. Include who, where, and what happened.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonants p, c /k/

**Success criteria**
I can look at a letter and say its sound.

k-074-1 | Five questions

Name: _____ Date: _____

Letters: p c

1. Find p. Say each letter name and write it.

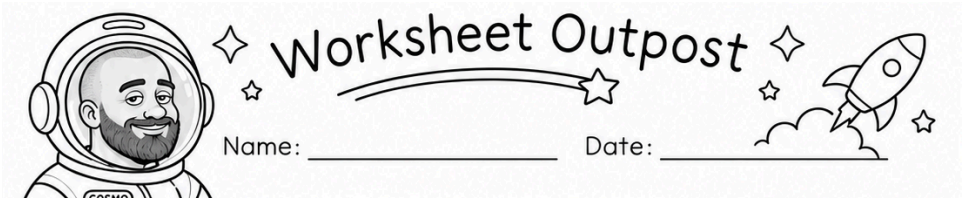
2. Find c. Say each letter name and write it.

3. Say a word that begins with the sound of p.

4. Write c from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonants p, c /k/

**Success criteria**
I can look at a letter and say its sound.

k-074-2 | Five questions

Name: _____ Date: _____

Letters: p c

1. Find p. Say each letter name and write it.

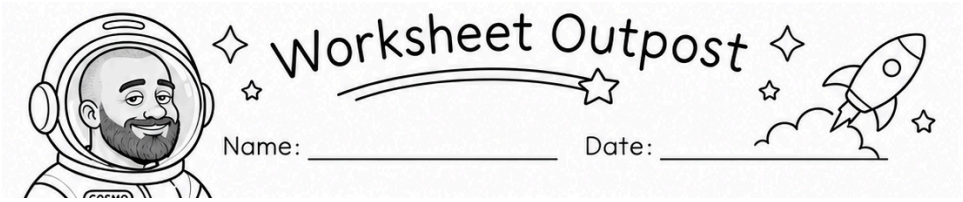
2. Find c. Say each letter name and write it.

3. Say a word that begins with the sound of p.

4. Write c from memory. Check it against the model.

5. Point to and name every letter on this page.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# was, you

k-075-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: was, you

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

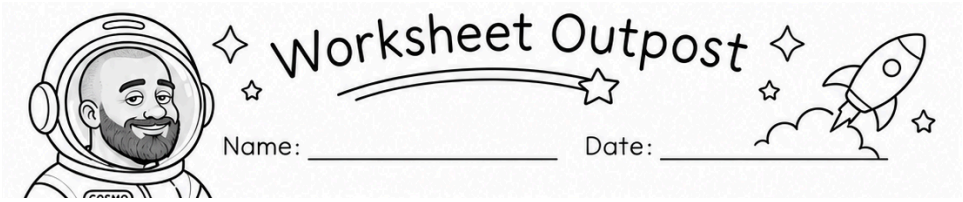
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# was, you

k-075-2 | Five questions

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

Name: _____ Date: _____

Words: was, you

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

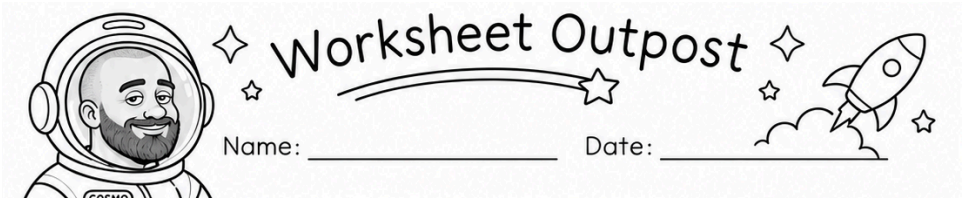
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Manuscript: p, P, c, C

k-076-1 | 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 p. Copy the letter, then try again on your own.

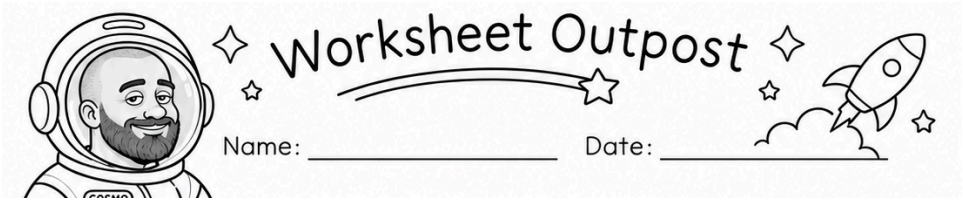
2. Watch an adult write c. Copy the letter, then try again on your own.

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

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

5. Watch an adult write p. 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 | Kindergarten ELA**

# Manuscript: p, P, c, C

k-076-2 | 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 P. Copy the letter, then try again on your own.

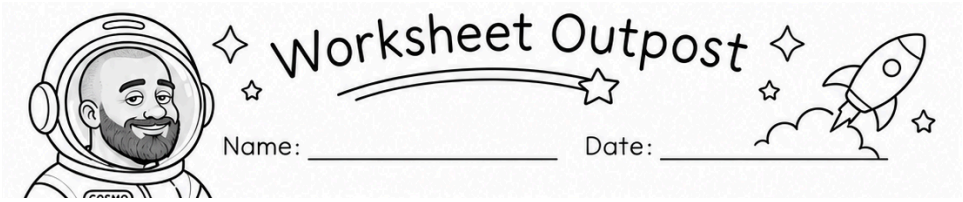
2. Watch an adult write C. Copy the letter, then try again on your own.

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

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

5. Watch an adult write P. 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 | Kindergarten ELA**

# Fables

k-077-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

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

1. What happens that is imaginary?

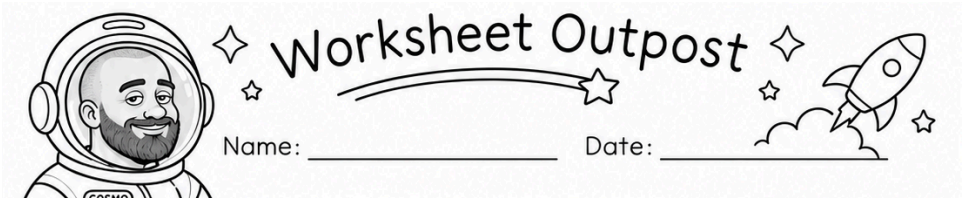
2. What lesson does Moss learn?

3. Retell the tale aloud.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Fables

k-077-2 | Five questions

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

Name: _____ Date: _____

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

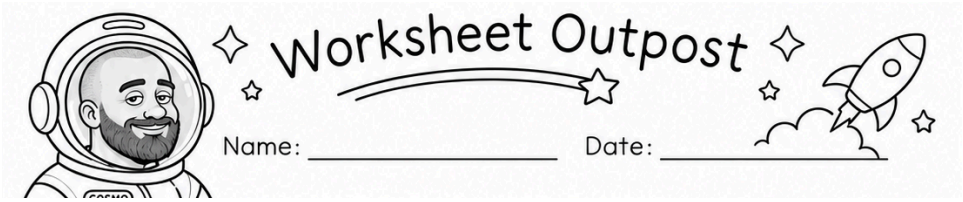
1. Who gives a gift first?

2. What does the flower give back?

3. Tell the lesson in your own words.

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Verbs: Present, Past, Future

k-078-1 | Five questions

**Success criteria**
I can use a verb that shows when the action happens.

Name: _____ Date: _____

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

1. Change to yesterday: I help Mei.

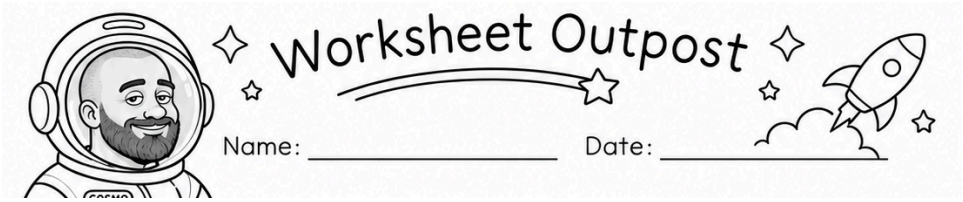
2. Change to tomorrow using will: We test the cart.

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 | Kindergarten ELA**

# Verbs: Present, Past, Future

k-078-2 | Five questions

**Success criteria**
I can use a verb that shows when the action happens.

Name: _____ Date: _____

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

1. Change to yesterday: Nell jumps.

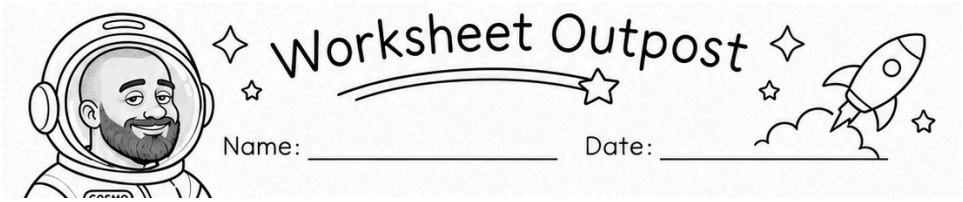
2. Change to tomorrow using going to: Rafi reads.

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 | Kindergarten ELA**

# Blending Syllables

k-079-1 | Five questions

**Success criteria**

I can put the word parts together and say the whole 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 pic - nic.

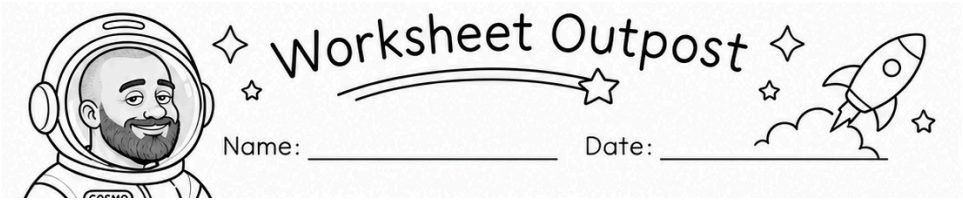
2. Blend ro - bot.

3. Blend ba - na - na.

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 | Kindergarten ELA**

# Blending Syllables

k-079-2 | Five questions

**Success criteria**
I can put the word parts together and say the whole 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 ba - na - na.

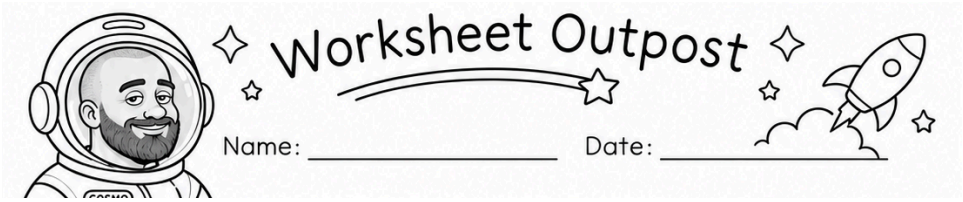
2. Blend ro - bot.

3. Blend pic - nic.

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 | Kindergarten ELA**

# Consonant r

**Success criteria**
I can look at a letter and say its sound.

k-080-1 | Five questions

Name: _____ Date: _____

Letters: r

1. Find r. Say each letter name and write it.

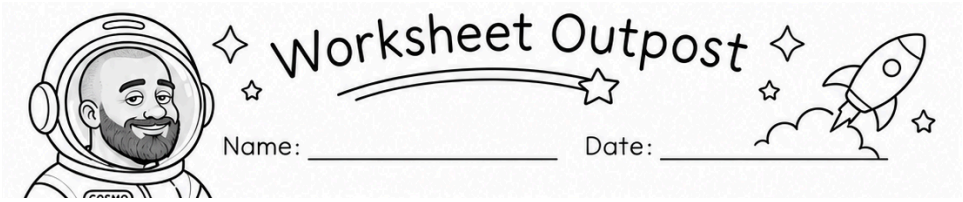
2. Say a word that begins with the sound of r.

3. Write r from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant r

**Success criteria**
I can look at a letter and say its sound.

k-080-2 | Five questions

Name: _____ Date: _____

Letters: r

1. Find r. Say each letter name and write it.

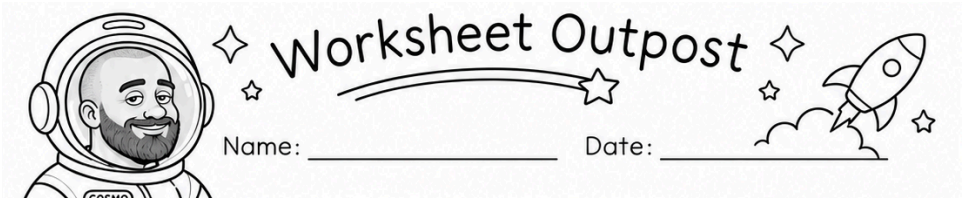
2. Say a word that begins with the sound of r.

3. Write r from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant f

**Success criteria**
I can look at a letter and say its sound.

k-081-1 | Five questions

Name: _____ Date: _____

Letters: f

1. Find f. Say each letter name and write it.

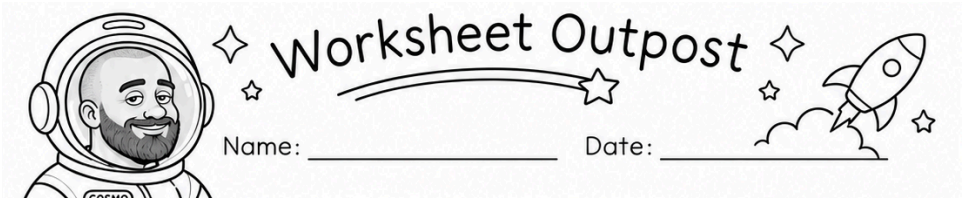
2. Say a word that begins with the sound of f.

3. Write f from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant f

**Success criteria**
I can look at a letter and say its sound.

k-081-2 | Five questions

Name: _____ Date: _____

Letters: f

1. Find f. Say each letter name and write it.

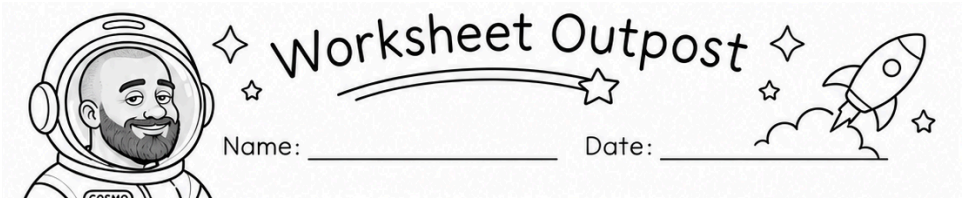
2. Say a word that begins with the sound of f.

3. Write f from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: r, R, f, F

k-082-1 | 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 r. Copy the letter, then try again on your own.

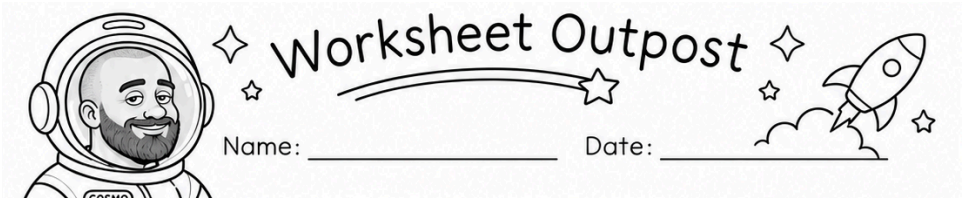
2. Watch an adult write f. Copy the letter, then try again on your own.

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

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

5. Watch an adult write r. 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 | Kindergarten ELA**

# Manuscript: r, R, f, F

k-082-2 | 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 R. Copy the letter, then try again on your own.

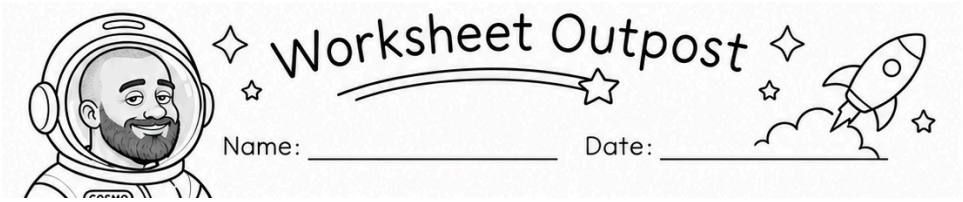
2. Watch an adult write F. Copy the letter, then try again on your own.

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

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

5. Watch an adult write R. 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 | Kindergarten ELA**

# of, for

k-083-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: of, for

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

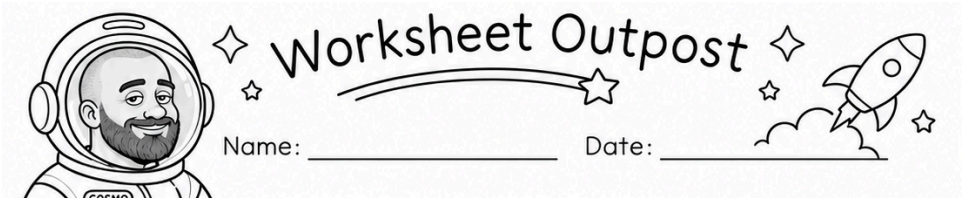
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# of, for

k-083-2 | Five questions

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

Name: _____ Date: _____

Words: of, for

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

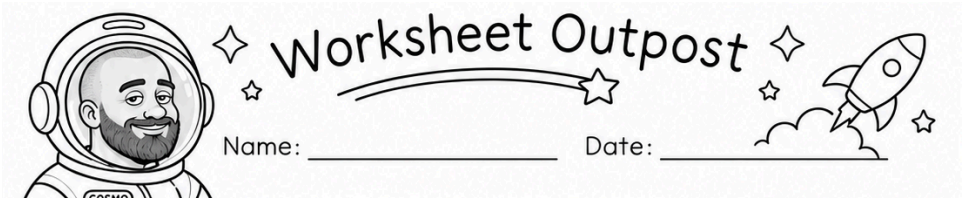
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Give a Summary

k-084-1 | 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. Tell the beginning.

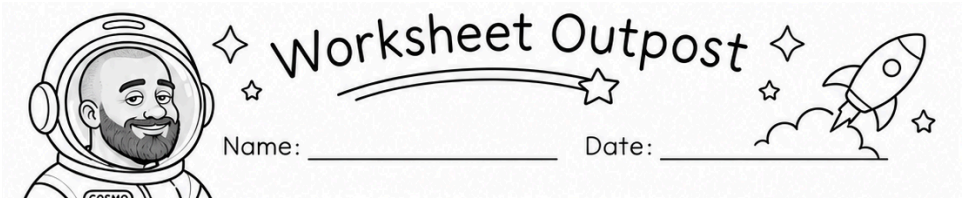
2. Tell the problem and solution.

3. Give a one-sentence summary.

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 | Kindergarten ELA**

# Give a Summary

k-084-2 | 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. Tell the problem first.

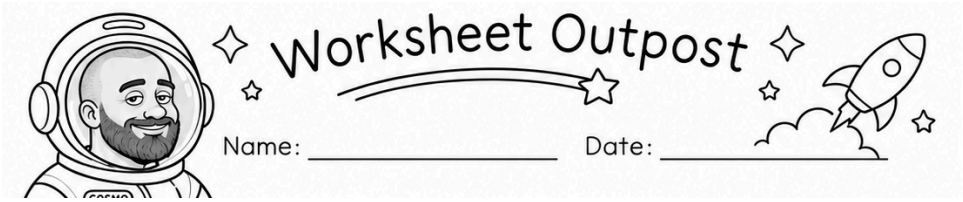
2. Tell how it is solved.

3. Retell the ending.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Ask a Question

k-085-1 | Five questions

**Success criteria**

I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

1. Draw a surprising object. Write two questions about it.

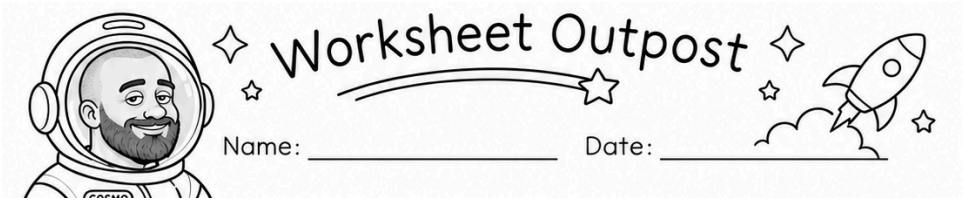
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Draw a surprising object. Write two questions about it.

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 | Kindergarten ELA**

# Ask a Question

k-085-2 | Five questions

**Success criteria**
I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

1. Write a fresh version: Draw a surprising object. Write two questions about it.

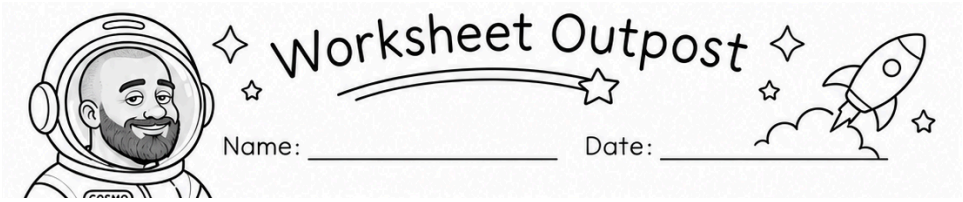
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Draw a surprising object. Write two questions about it.

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 | Kindergarten ELA**

# Questions

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

k-086-1 | Five questions

Name: _____ Date: _____

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

1. Fix: where is the cart

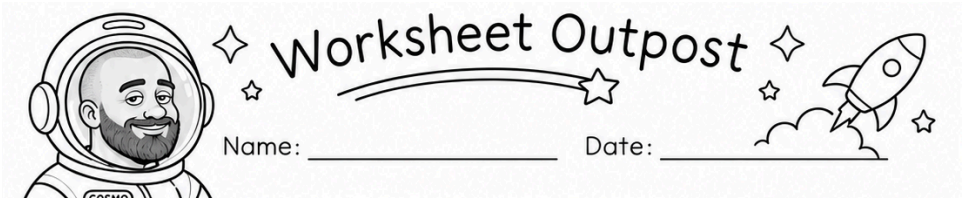
2. Turn into a question: The bag is blue.

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 | Kindergarten ELA**

# Questions

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

k-086-2 | Five questions

Name: _____ Date: _____

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

1. Fix: can we try again

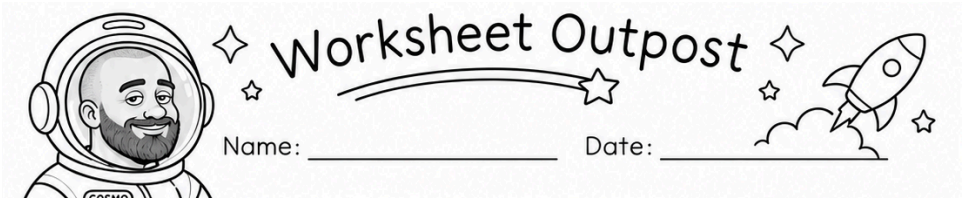
2. Ask a question beginning with who.

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.




**WORKSHEET OUTPOST | Kindergarten ELA**

## Collaborative Discussion: Active Listening

k-087-1 | Five questions

**Success criteria**
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

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

1. Share an idea in a complete sentence.

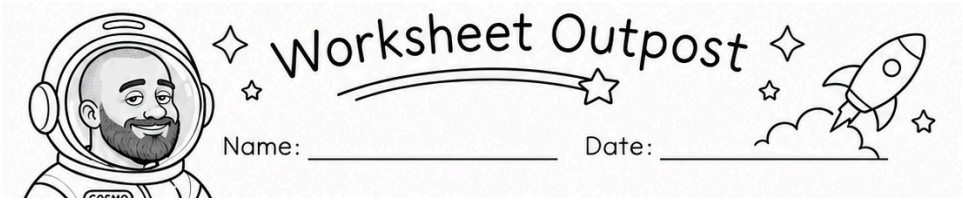
2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

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 | Kindergarten ELA**

## Collaborative Discussion: Active Listening

k-087-2 | Five questions

**Success criteria**
I can share an idea, listen to a partner, and ask a question about 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.

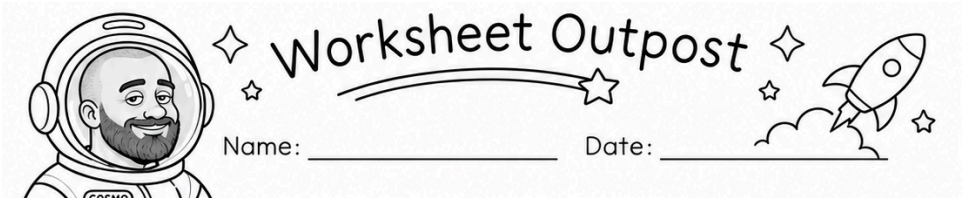
2. Write or draw one idea your partner shared.

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

4. Share an idea in a complete sentence.

5. Ask a question about your partner's idea.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Explore Word Relationships: Sorting and Grouping Words

k-088-1 | Five questions

Name: _____ Date: _____

**Success criteria**

I can sort words into groups and explain what the words in each group have in common.

Use the examples to explain what the words mean.

1. Sort: apple, pear, hammer, saw. Name both groups.

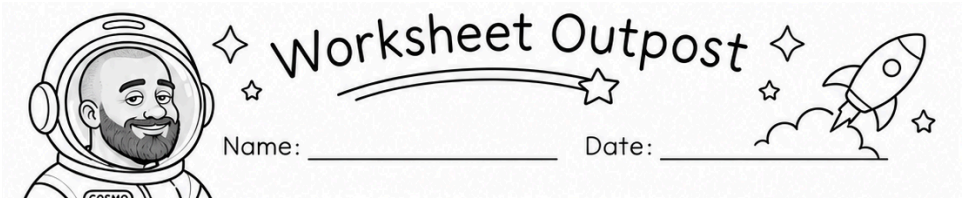
2. Add one word to each group.

3. Explain your sorting rule.

4. Sort: run, jump, red, blue.

5. Add one to each group.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Explore Word Relationships: Sorting and Grouping Words

k-088-2 | Five questions

Name: _____ Date: _____

**Success criteria**

I can sort words into groups and explain what the words in each group have in common.



Use the examples to explain what the words mean.

1. Sort: run, jump, red, blue.

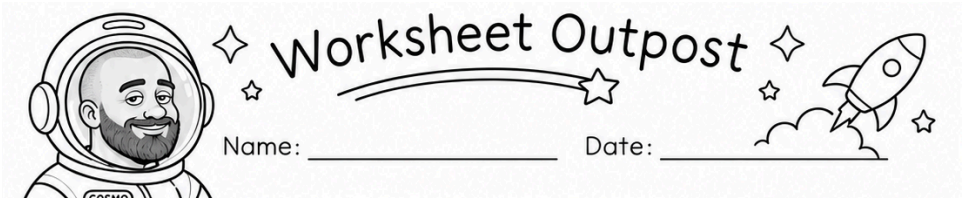
2. Add one to each group.

3. Can a word belong to more than one group? Explain.

4. Sort: apple, pear, hammer, saw. Name both groups.

5. Add one word to each group.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Deleting and Segmenting Syllables

k-089-1 | Five questions

**Success criteria**
I can clap each word part and tell how many syllables I hear.

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.

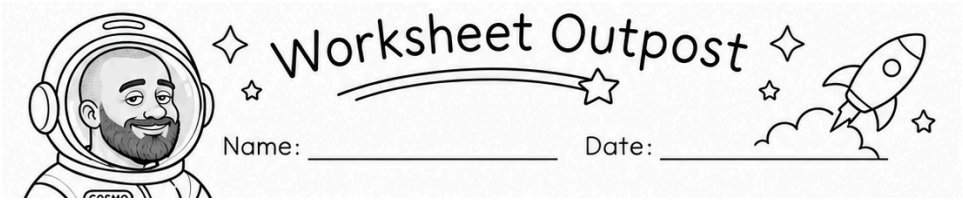
2. Say "rabbit" and clap each syllable. How many syllables do you hear?

3. Say rainbow without bow.

4. Say sunshine without shine.

5. Say "fish" and clap each syllable. How many syllables do you hear?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Deleting and Segmenting Syllables

k-089-2 | Five questions

**Success criteria**
I can clap each word part and tell how many syllables I hear.

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.

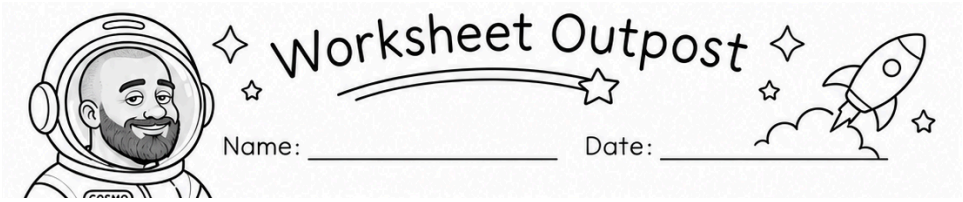
2. Say "fish" and clap each syllable. How many syllables do you hear?

3. Say "elephant" and clap each syllable. How many syllables do you hear?

4. Say cowboy without cow.

5. Say "rabbit" and clap each syllable. How many syllables do you hear?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Short o

k-090-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: log, pot, fox, mop, hop, nod.

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

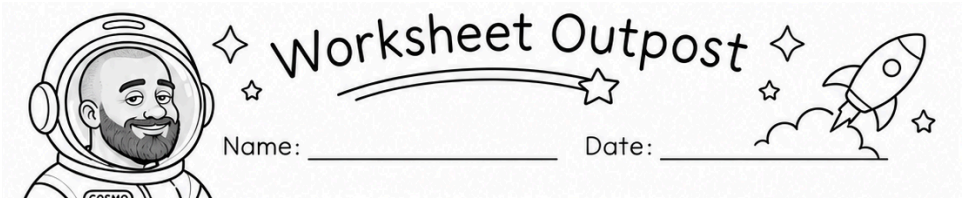
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Short o

k-090-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: nod, hop, mop, fox, pot, log.

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

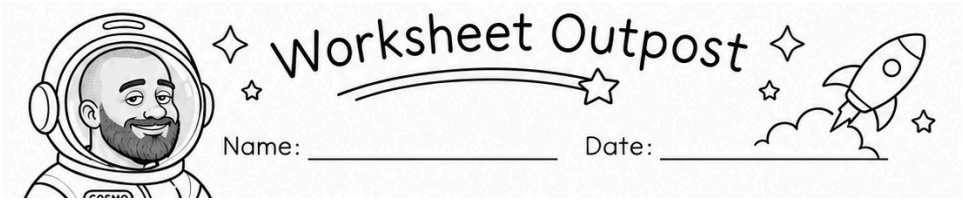
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: o, O, p, P, c, C, r, R, f, F

k-091-1 | 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 o. Copy the letter, then try again on your own.

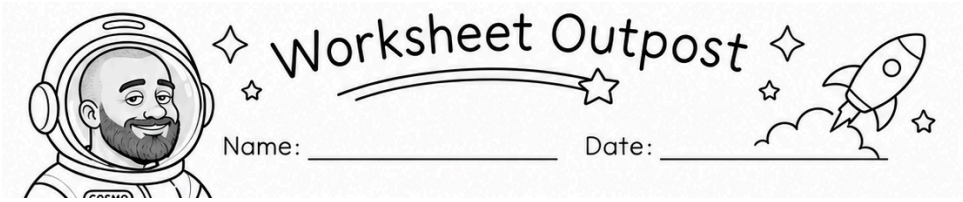
2. Watch an adult write p. Copy the letter, then try again on your own.

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

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

5. Watch an adult write f. 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 | Kindergarten ELA**

# Manuscript: o, O, p, P, c, C, r, R, f, F

k-091-2 | 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 O. Copy the letter, then try again on your own.

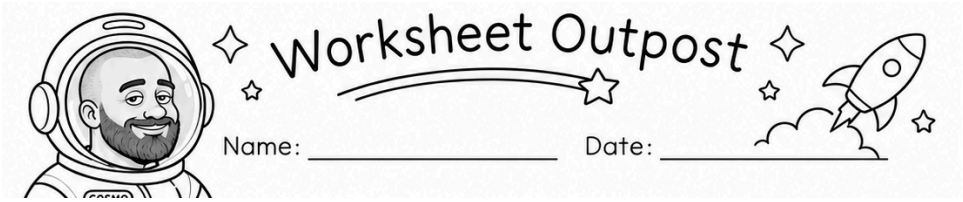
2. Watch an adult write P. Copy the letter, then try again on your own.

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

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

5. Watch an adult write F. 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 | Kindergarten ELA**

# from, your

k-092-1 | Five questions

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

Name: _____ Date: _____

Words: from, your

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

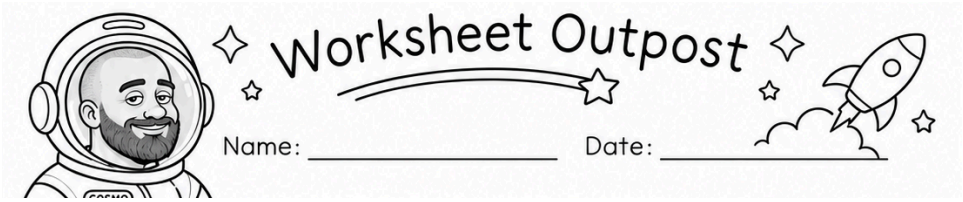
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# from, your

k-092-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: from, your

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

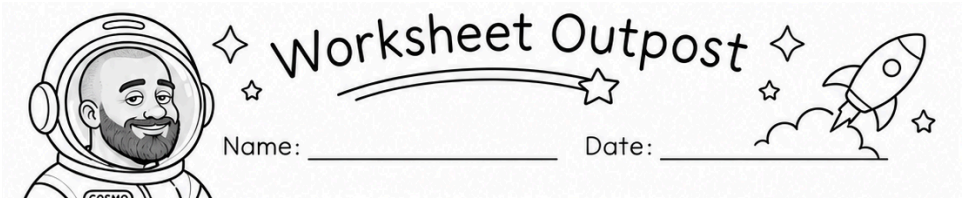
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Make and Check Predictions

k-093-1 | 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.

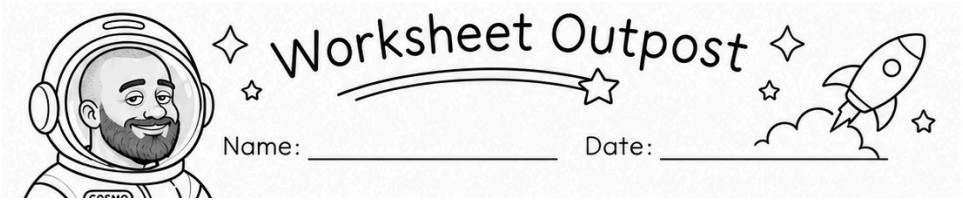
2. Read the rest. Was your prediction confirmed?

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 | Kindergarten ELA**

# Make and Check Predictions

k-093-2 | 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.

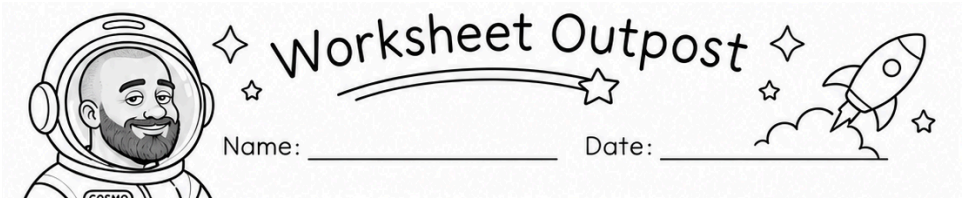
2. Read on. What really happens?

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 | Kindergarten ELA**

# Possessives

k-094-1 | Five questions

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

Name: _____ Date: _____

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

1. Show ownership: the bag of Mei

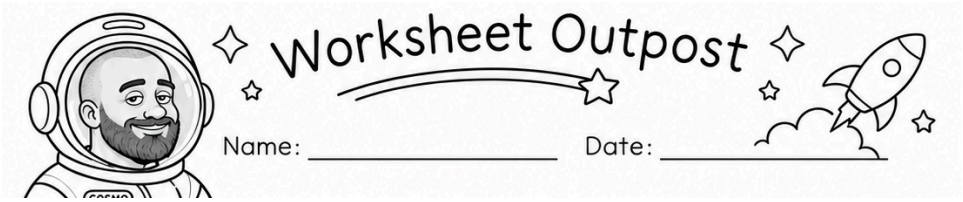
2. Show ownership: the carts of the boys

3. Choose: One cat has a dish. It is the (cat's / cats') dish.

4. Show ownership: the hat of Rafi

5. Show ownership: the room of the teachers

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Possessives

k-094-2 | Five questions

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

Name: _____ Date: _____

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

1. Show ownership: the hat of Rafi

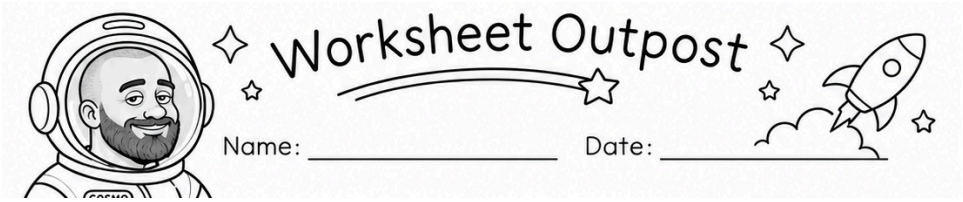
2. Show ownership: the room of the teachers

3. Write about something two dogs own.

4. Show ownership: the bag of Mei

5. Show ownership: the carts of the boys

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Deleting Syllables

k-095-1 | 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.

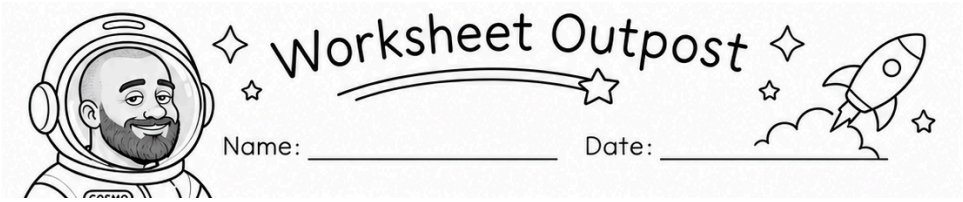
2. Say rainbow without bow.

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 | Kindergarten ELA**

# Deleting Syllables

k-095-2 | 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.

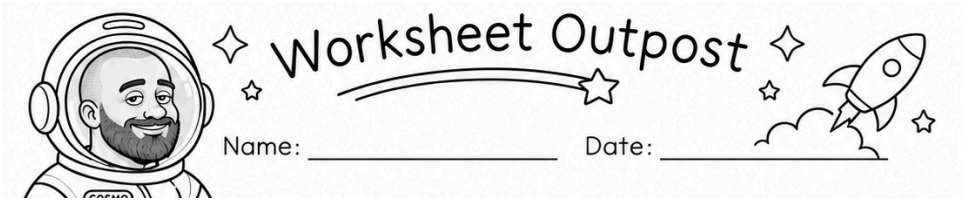
2. Say rainbow without bow.

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 | Kindergarten ELA**

# Consonant g

**Success criteria**
I can look at a letter and say its sound.

k-096-1 | Five questions

Name: _____ Date: _____

Letters: g

1. Find g. Say each letter name and write it.

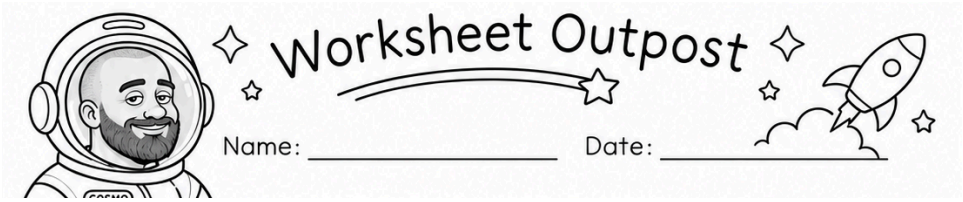
2. Say a word that begins with the sound of g.

3. Write g from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant g

**Success criteria**
I can look at a letter and say its sound.

k-096-2 | Five questions

Name: _____ Date: _____

Letters: g

1. Find g. Say each letter name and write it.

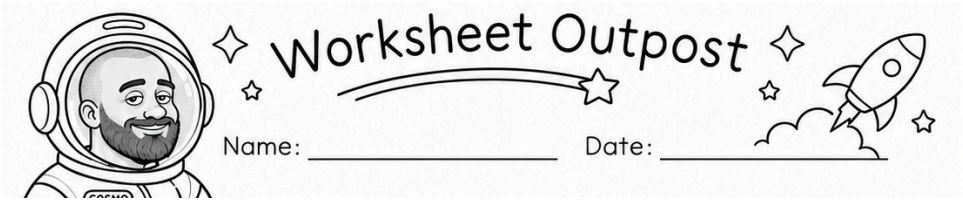
2. Say a word that begins with the sound of g.

3. Write g from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant h

**Success criteria**
I can look at a letter and say its sound.

k-097-1 | Five questions

Name: _____ Date: _____

Letters: h

1. Find h. Say each letter name and write it.

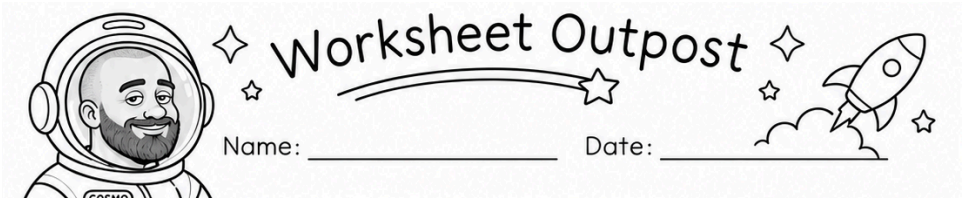
2. Say a word that begins with the sound of h.

3. Write h from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant h

**Success criteria**
I can look at a letter and say its sound.

k-097-2 | Five questions

Name: _____ Date: _____

Letters: h

1. Find h. Say each letter name and write it.

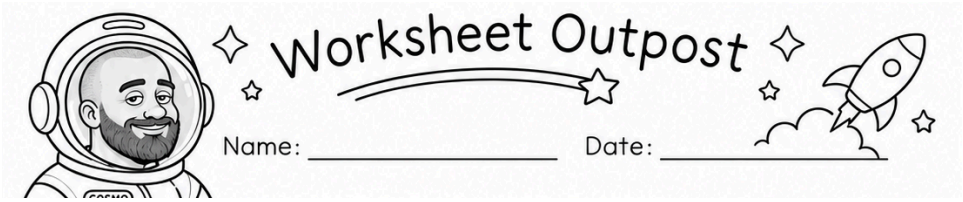
2. Say a word that begins with the sound of h.

3. Write h from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: g, G, h, H

k-098-1 | 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 g. Copy the letter, then try again on your own.

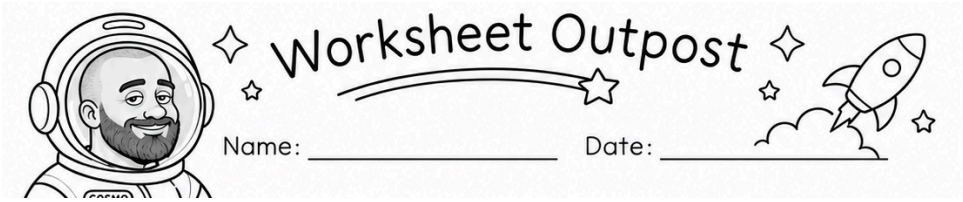
2. Watch an adult write h. Copy the letter, then try again on your own.

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

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

5. Watch an adult write g. 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 | Kindergarten ELA**

# Manuscript: g, G, h, H

k-098-2 | 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 G. Copy the letter, then try again on your own.

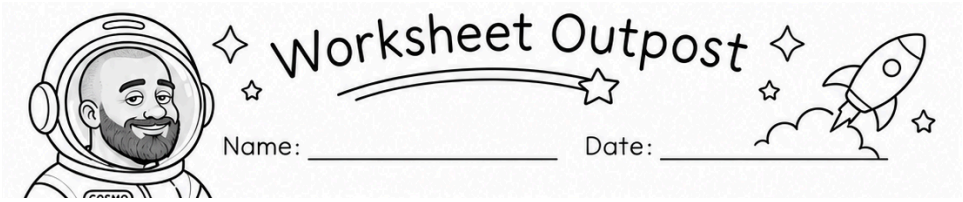
2. Watch an adult write H. Copy the letter, then try again on your own.

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

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

5. Watch an adult write G. 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 | Kindergarten ELA**

# said

k-099-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: said

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

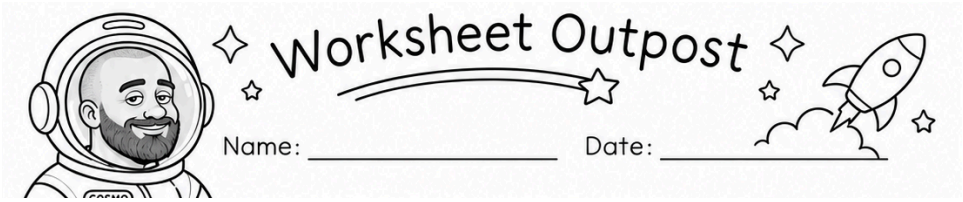
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# said

k-099-2 | Five questions

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

Name: _____ Date: _____

Words: said

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

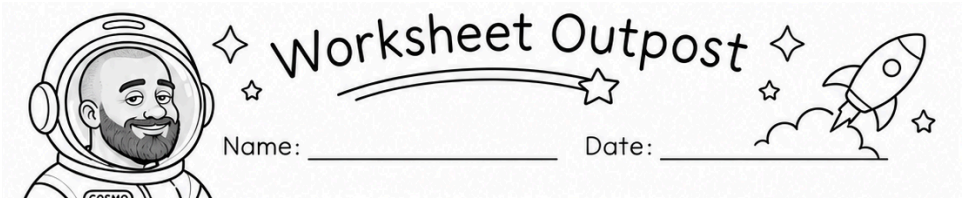
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Expression

k-100-1 | Five questions

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

Name: _____ Date: _____

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

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

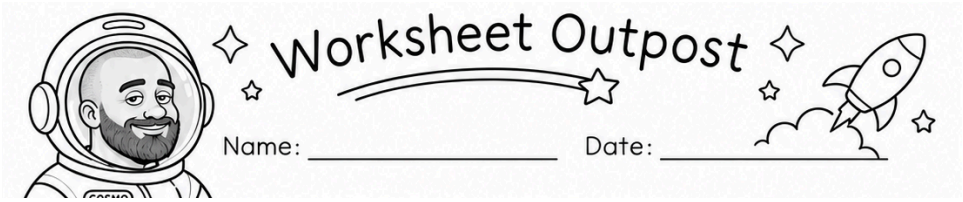
2. Check the letters, practice the word, and reread the sentence.

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

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

5. Tell what happens without looking.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Expression

k-100-2 | Five questions

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

Name: _____ Date: _____

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

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

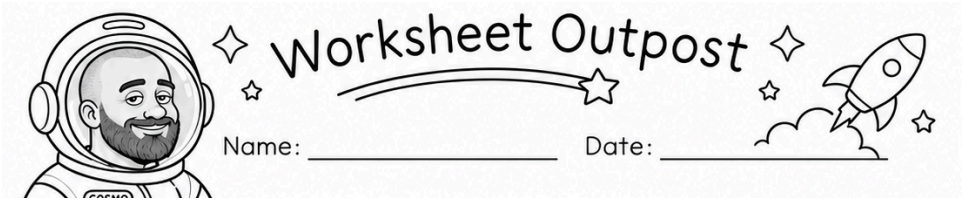
2. Tell what happens without looking.

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

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Subject-Verb Agreement

k-101-1 | 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.

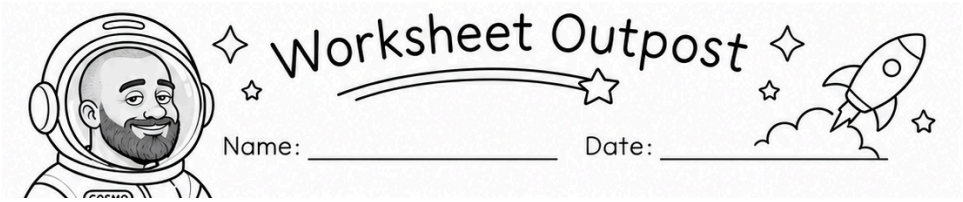
2. Choose: The carts (roll / rolls).

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 | Kindergarten ELA**

# Subject-Verb Agreement

k-101-2 | 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.

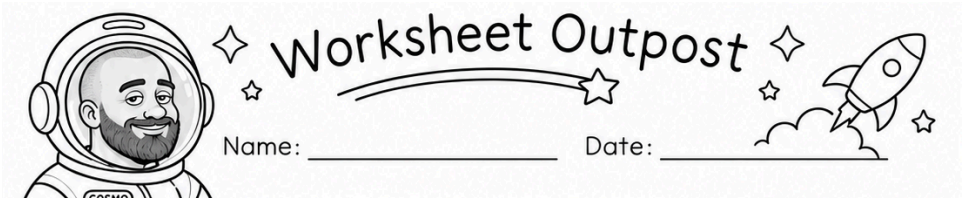
2. Choose: She (carry / carries) books.

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 | Kindergarten ELA**

# Consonant j

**Success criteria**
I can look at a letter and say its sound.

k-102-1 | Five questions

Name: _____ Date: _____

Letters: j

1. Find j. Say each letter name and write it.

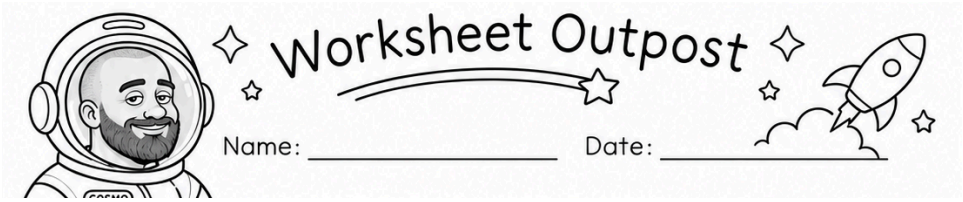
2. Say a word that begins with the sound of j.

3. Write j from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant j

**Success criteria**
I can look at a letter and say its sound.

k-102-2 | Five questions

Name: _____ Date: _____

Letters: j

1. Find j. Say each letter name and write it.

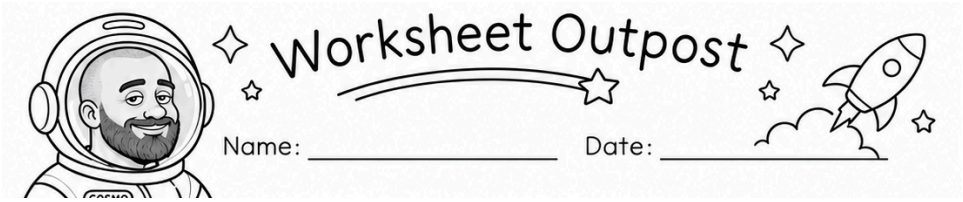
2. Say a word that begins with the sound of j.

3. Write j from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant l

**Success criteria**
I can look at a letter and say its sound.

k-103-1 | Five questions

Name: _____ Date: _____

Letters: l

1. Find l. Say each letter name and write it.

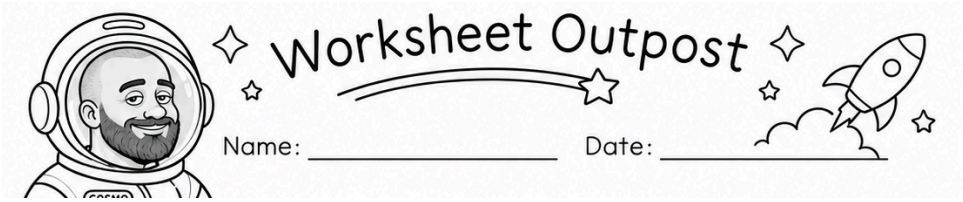
2. Say a word that begins with the sound of l.

3. Write l from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant l

k-103-2 | Five questions

**Success criteria**
I can look at a letter and say its sound.

Name: _____ Date: _____

Letters: l

1. Find l. Say each letter name and write it.

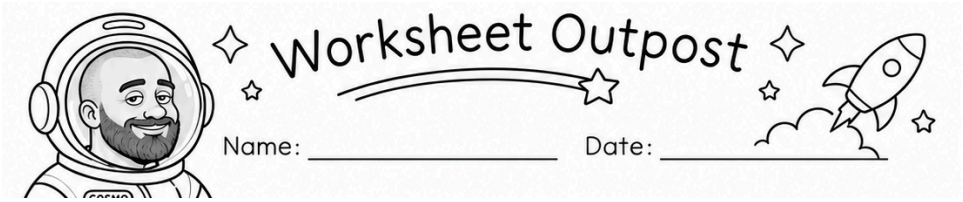
2. Say a word that begins with the sound of l.

3. Write l from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: j, J, l, L

k-104-1 | 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 j. Copy the letter, then try again on your own.

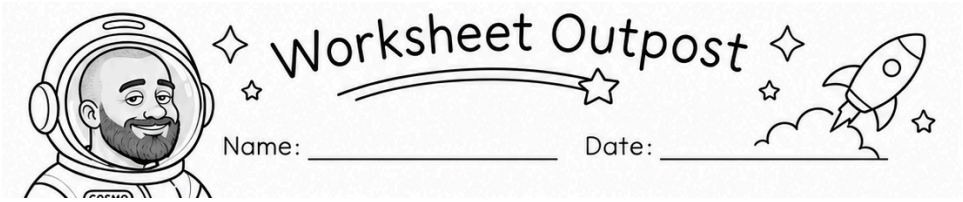
2. Watch an adult write l. Copy the letter, then try again on your own.

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

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

5. Watch an adult write j. 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 | Kindergarten ELA**

# Manuscript: j, J, l, L

k-104-2 | 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 J. Copy the letter, then try again on your own.

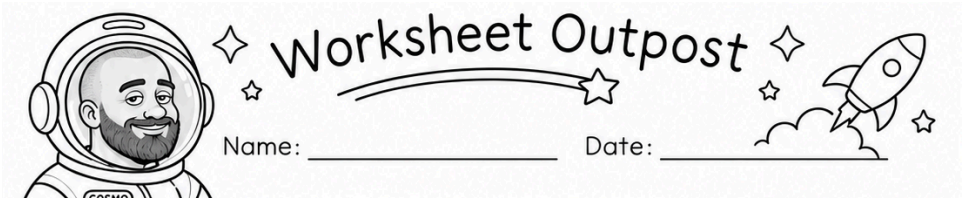
2. Watch an adult write L. Copy the letter, then try again on your own.

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

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

5. Watch an adult write J. 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 | Kindergarten ELA**

# all

k-105-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: all

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

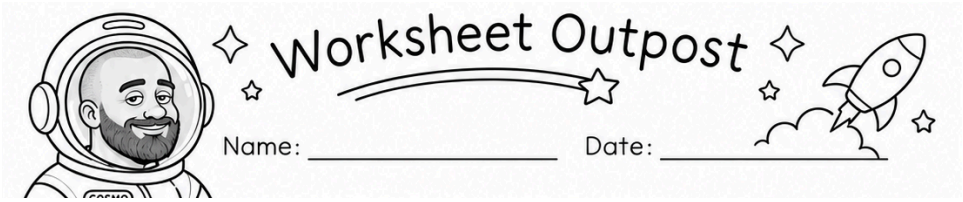
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# all

k-105-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: all

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

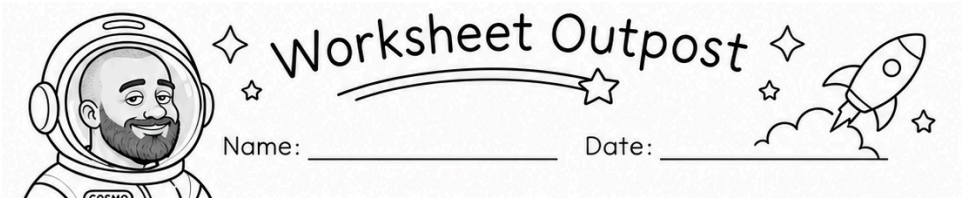
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Short u

k-106-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: cup, sun, rug, tub, mud, bug.

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

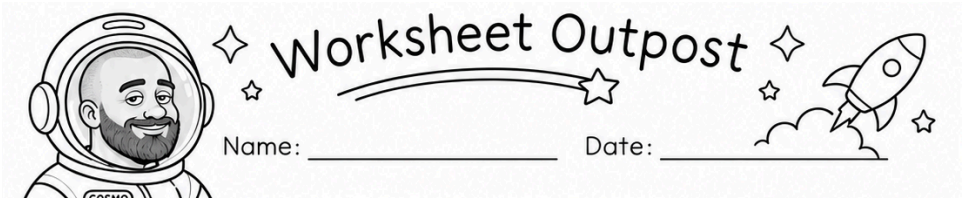
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Short u

k-106-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: bug, mud, tub, rug, sun, cup.

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

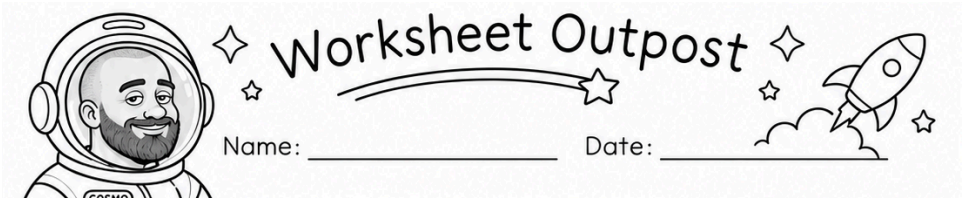
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: u, U

k-107-1 | 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 u. Copy the letter, then try again on your own.

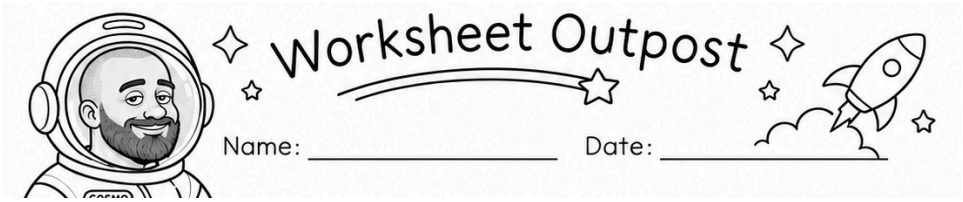
2. Watch an adult write u. Copy the letter, then try again on your own.

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

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

5. Watch an adult write u. 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 | Kindergarten ELA**

# Manuscript: u, U

k-107-2 | 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 U. Copy the letter, then try again on your own.

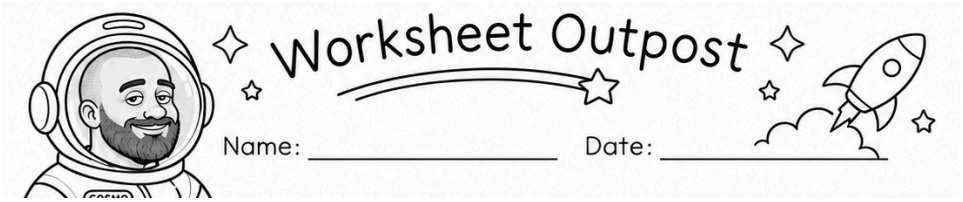
2. Watch an adult write U. Copy the letter, then try again on your own.

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

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

5. Watch an adult write U. 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 | Kindergarten ELA**

# put

k-108-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: put

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

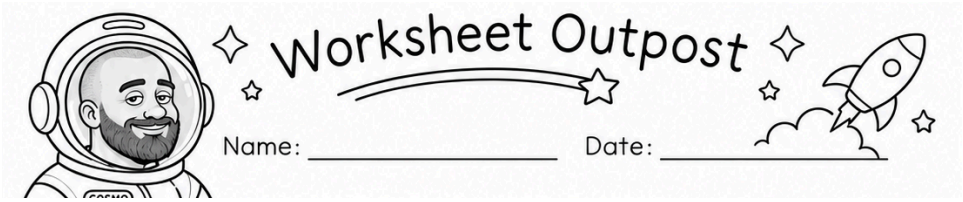
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# put

k-108-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: put

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

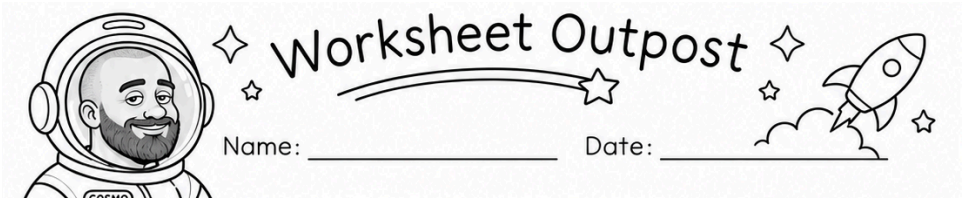
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Ask and Answer Questions

k-109-1 | Five questions

**Success criteria**
I can share an idea, listen to a partner, and ask a question about it.

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. Ask a who question and answer it.

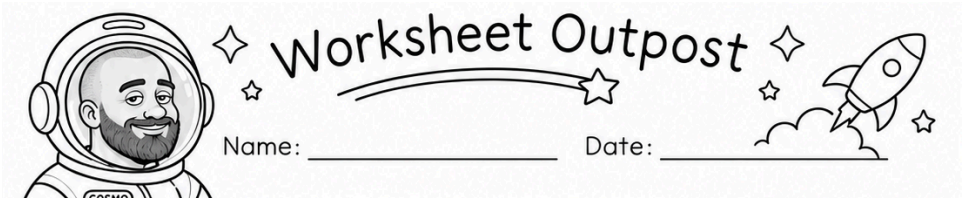
2. Ask why Nell changes the paper.

3. Write a question the story does not answer.

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 | Kindergarten ELA**

# Ask and Answer Questions

k-109-2 | Five questions

**Success criteria**
I can share an idea, listen to a partner, and ask a question about it.

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. Ask where Rafi goes. Answer it.

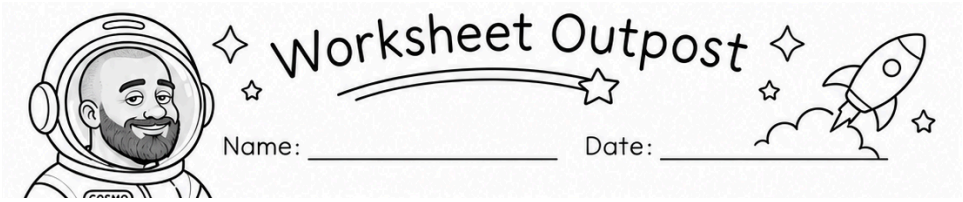
2. Ask who helps him. Answer it.

3. Ask a question you would like to ask Mei.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Commas in Lists

k-110-1 | 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.

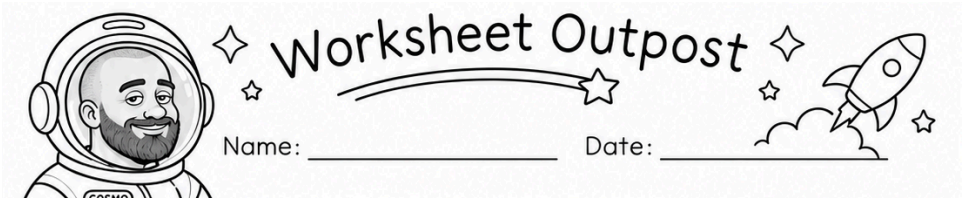
2. Add commas: Nell cuts folds and tests.

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 | Kindergarten ELA**

# Commas in Lists

k-110-2 | 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.

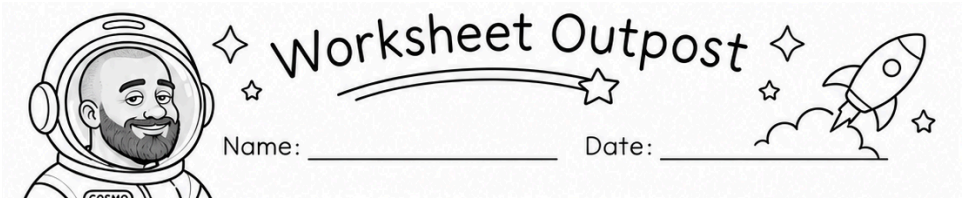
2. Add commas: Mei reads draws and sings.

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 | Kindergarten ELA**

# Cause and Effect

**Success criteria**
I can tell what happened and what made it happen.

k-111-1 | Five questions

Name: _____ Date: _____

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

1. Predict what may happen if the cart is heavier.

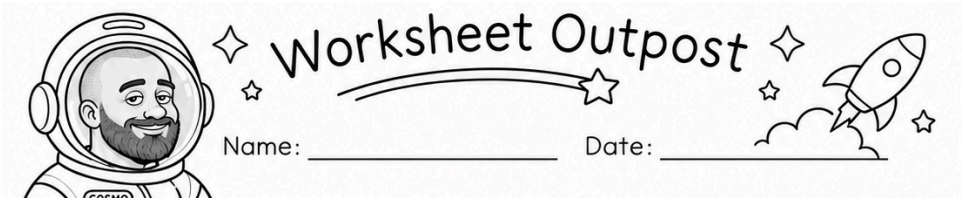
2. Give a clue or reason.

3. Listen to another prediction and explain a difference.

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 | Kindergarten ELA**

# Cause and Effect

k-111-2 | Five questions

**Success criteria**
I can tell what happened and what made it happen.

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.

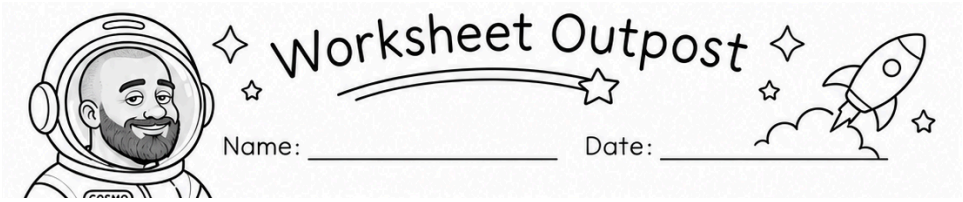
2. Write or draw one idea your partner shared.

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

4. Predict what may happen if the cart is heavier.

5. Give a clue or reason.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Explore Word Relationships: Shades of Meaning

k-112-1 | Five questions

Name: _____ Date: _____

**Success criteria**

I can compare two similar words and choose the one that best fits.

Use the examples to explain what the words mean.

1. Order from least to most strong: boiling, warm, hot

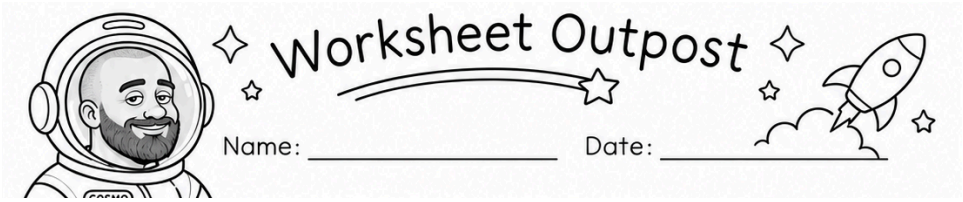
2. Which is stronger: like or love?

3. Use the stronger word in a sentence.

4. Order by loudness: shout, whisper, speak

5. Which moves faster: stroll or sprint?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Explore Word Relationships: Shades of Meaning

k-112-2 | Five questions

Name: _____ Date: _____

**Success criteria**

I can compare two similar words and choose the one that best fits.

Use the examples to explain what the words mean.

1. Order by loudness: shout, whisper, speak

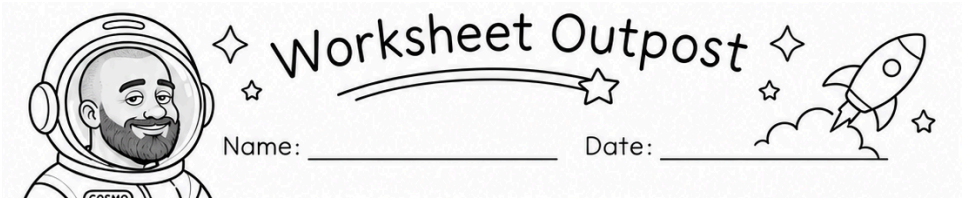
2. Which moves faster: stroll or sprint?

3. Tell why the exact word matters.

4. Order from least to most strong: boiling, warm, hot

5. Which is stronger: like or love?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant k

**Success criteria**
I can look at a letter and say its sound.

k-113-1 | Five questions

Name: _____ Date: _____

Letters: k

1. Find k. Say each letter name and write it.

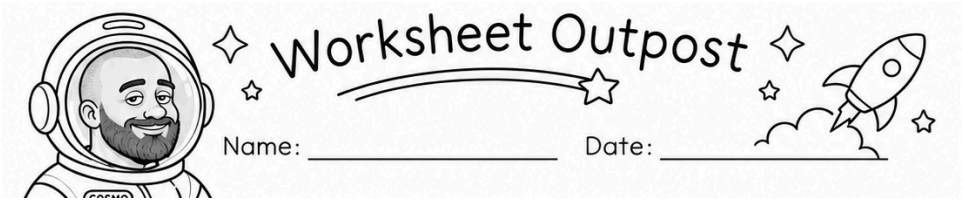
2. Say a word that begins with the sound of k.

3. Write k from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant k

**Success criteria**
I can look at a letter and say its sound.

k-113-2 | Five questions

Name: _____ Date: _____

Letters: k

1. Find k. Say each letter name and write it.

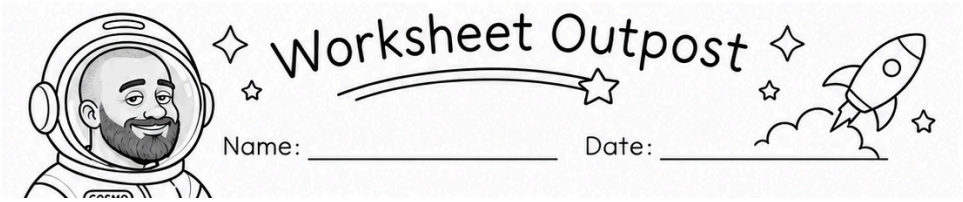
2. Say a word that begins with the sound of k.

3. Write k from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant -s /s/

**Success criteria**
I can look at a letter and say its sound.

k-114-1 | Five questions

Name: _____ Date: _____

Words: cats cups caps mats hats maps

1. Read each word. Listen to the last sound.

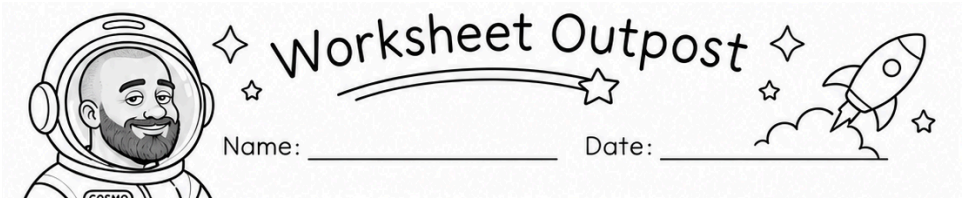
2. Underline the letter for the last sound.

3. Write two words and read them aloud.

4. Have an adult say the words. Tell the last sound.

5. Choose two words. Draw more than one of each item.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant -s /s/

**Success criteria**
I can look at a letter and say its sound.

k-114-2 | Five questions

Name: _____ Date: _____

Words: cats cups caps mats hats maps

1. Have an adult say the words. Tell the last sound.

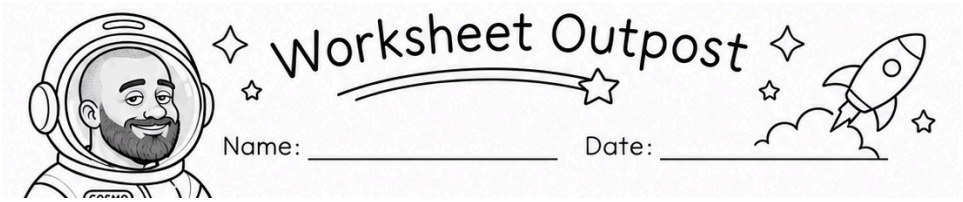
2. Choose two words. Draw more than one of each item.

3. Use one word in a sentence.

4. Read each word. Listen to the last sound.

5. Underline the letter for the last sound.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant -s /z/

**Success criteria**
I can look at a letter and say its sound.

k-115-1 | Five questions

Name: _____ Date: _____

Words: dogs bags fans pens beds rugs

1. Read each word. Listen to the last sound.

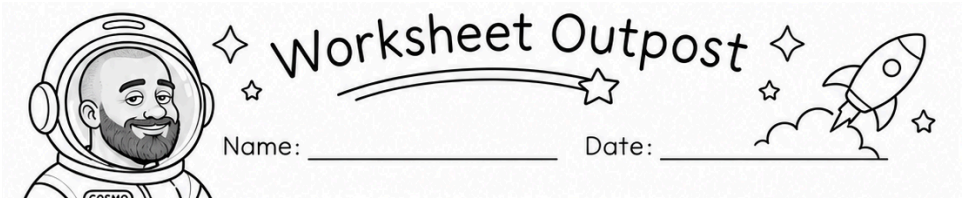
2. Underline the letter for the last sound.

3. Write two words and read them aloud.

4. Have an adult say the words. Tell the last sound.

5. Choose two words. Draw more than one of each item.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant -s /z/

**Success criteria**
I can look at a letter and say its sound.

k-115-2 | Five questions

Name: _____ Date: _____

Words: dogs bags fans pens beds rugs

1. Have an adult say the words. Tell the last sound.

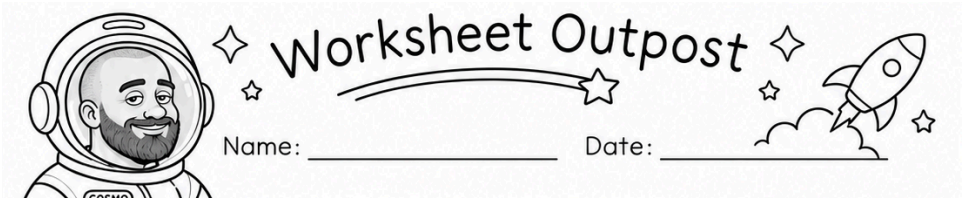
2. Choose two words. Draw more than one of each item.

3. Use one word in a sentence.

4. Read each word. Listen to the last sound.

5. Underline the letter for the last sound.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: k, K, s, S

k-116-1 | 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 k. Copy the letter, then try again on your own.

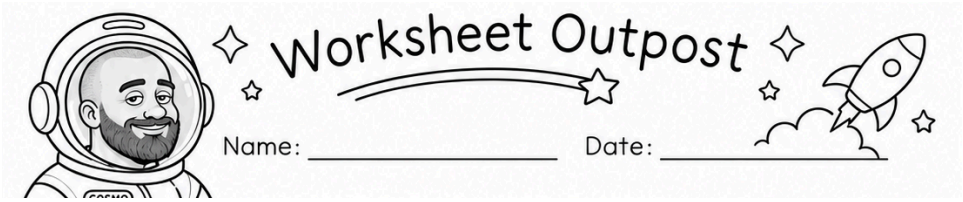
2. Watch an adult write s. Copy the letter, then try again on your own.

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

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

5. Watch an adult write k. 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 | Kindergarten ELA**

# Manuscript: k, K, s, S

k-116-2 | 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 K. Copy the letter, then try again on your own.

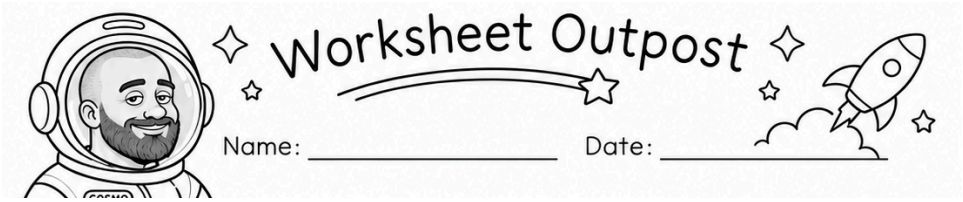
2. Watch an adult write S. Copy the letter, then try again on your own.

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

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

5. Watch an adult write K. 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 | Kindergarten ELA**

# are, does

k-117-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: are, does

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

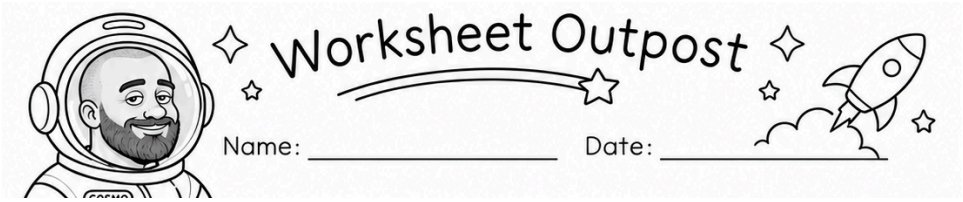
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# are, does

k-117-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: are, does

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

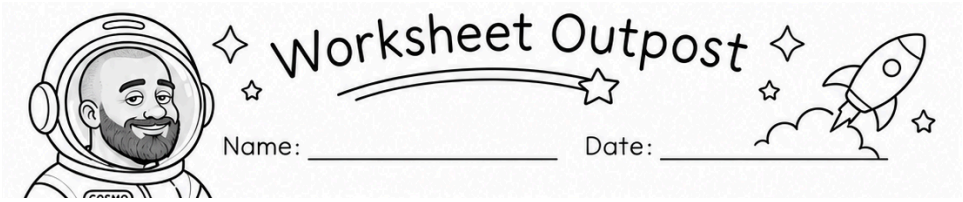
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Author's Craft

k-118-1 | Five questions

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

Name: _____ Date: _____

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

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

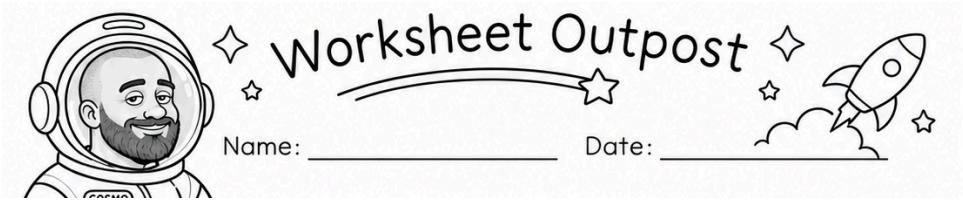
2. Name a detail that helps explain the fan.

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

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Author's Craft

k-118-2 | Five questions

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

Name: _____ Date: _____

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

1. Why might someone read this story?

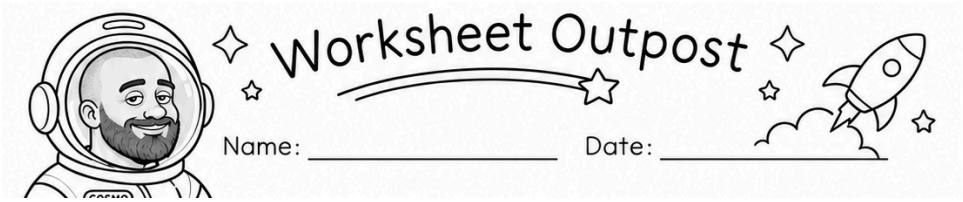
2. Which action shows gratitude without naming it?

3. How does that detail help the ending?

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Conjunctions

k-119-1 | Five questions

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

Name: _____ Date: _____

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

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

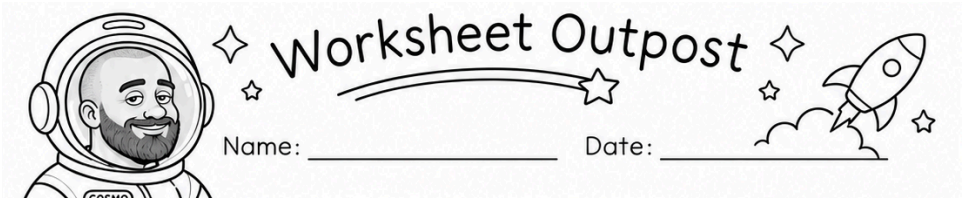
2. Join with but: The bag is small. It holds three books.

3. Join two questions using or.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Conjunctions

k-119-2 | Five questions

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

Name: _____ Date: _____

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

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

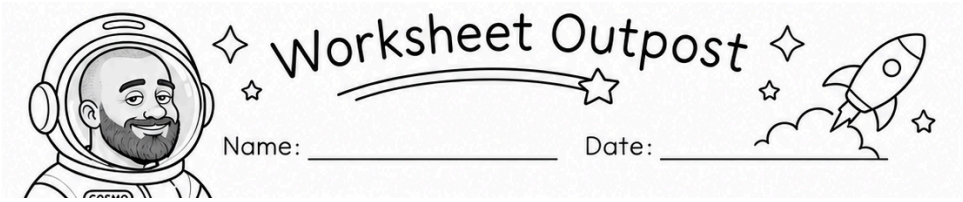
2. Choose and, but, or or: You may draw ___ read.

3. Write a compound statement and a compound question.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant y

**Success criteria**
I can look at a letter and say its sound.

k-120-1 | Five questions

Name: _____ Date: _____

Letters: y

1. Find y. Say each letter name and write it.

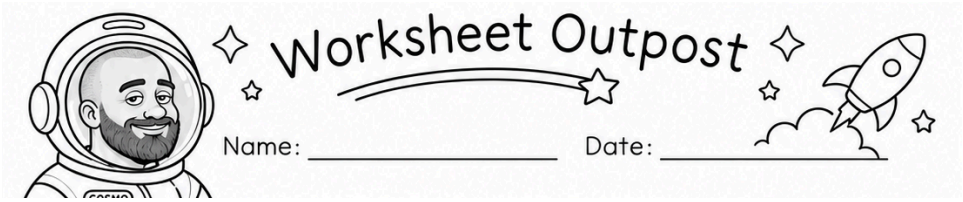
2. Say a word that begins with the sound of y.

3. Write y from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant y

**Success criteria**
I can look at a letter and say its sound.

k-120-2 | Five questions

Name: _____ Date: _____

Letters: y

1. Find y. Say each letter name and write it.

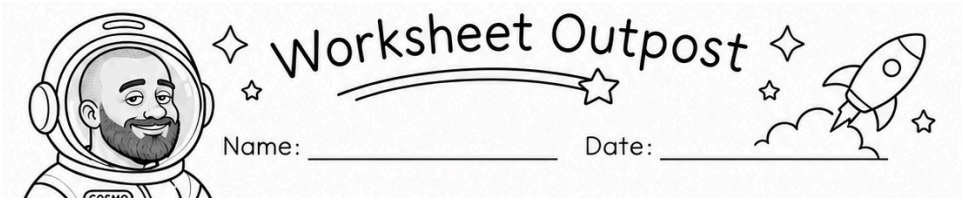
2. Say a word that begins with the sound of y.

3. Write y from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant x

**Success criteria**
I can look at a letter and say its sound.

k-121-1 | Five questions

Name: _____ Date: _____

Letters: x

1. Find x. Say each letter name and write it.

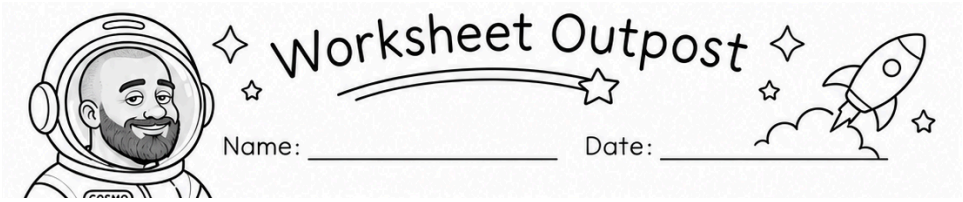
2. Say a word that begins with the sound of x.

3. Write x from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant x

**Success criteria**
I can look at a letter and say its sound.

k-121-2 | Five questions

Name: _____ Date: _____

Letters: x

1. Find x. Say each letter name and write it.

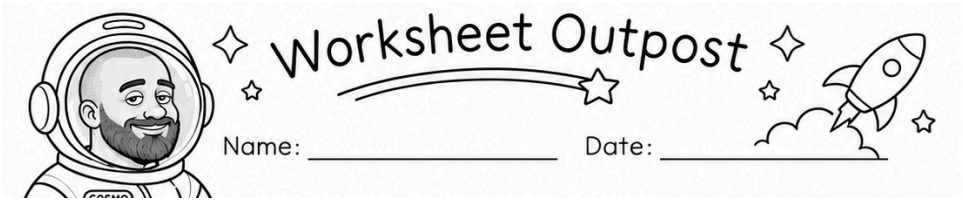
2. Say a word that begins with the sound of x.

3. Write x from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: y, Y, x, X

k-122-1 | 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 y. Copy the letter, then try again on your own.

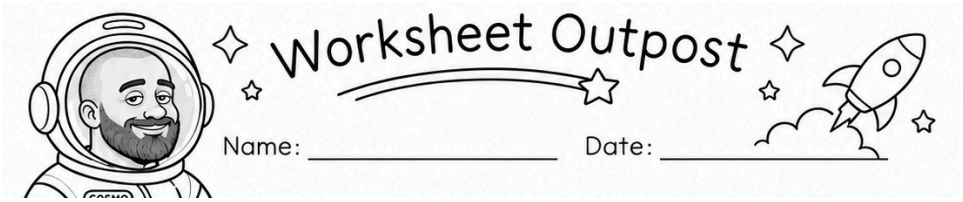
2. Watch an adult write x. Copy the letter, then try again on your own.

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

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

5. Watch an adult write y. 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 | Kindergarten ELA**

# Manuscript: y, Y, x, X

k-122-2 | 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 Y. Copy the letter, then try again on your own.

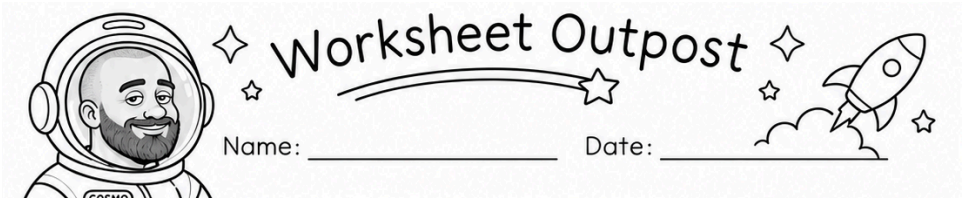
2. Watch an adult write X. Copy the letter, then try again on your own.

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

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

5. Watch an adult write Y. 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 | Kindergarten ELA**

# Review

k-123-1 | 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.

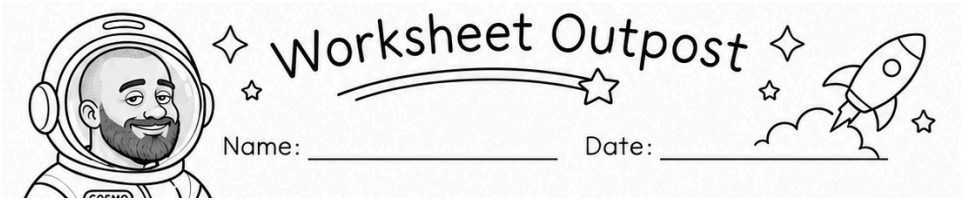
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# Review

k-123-2 | 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.

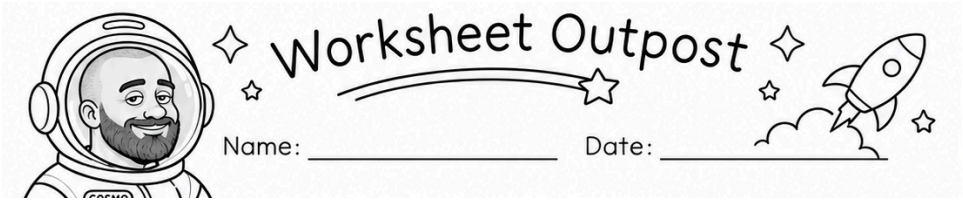
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# What Do You Think?

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

k-124-1 | Five questions

Name: _____ Date: _____

1. Tell whether you prefer drawing or building. Give a reason.

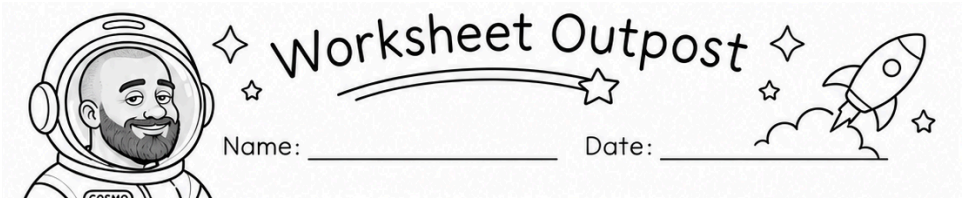
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Tell whether you prefer drawing or building. 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 | Kindergarten ELA**

# What Do You Think?

k-124-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Tell whether you prefer drawing or building. Give a reason.

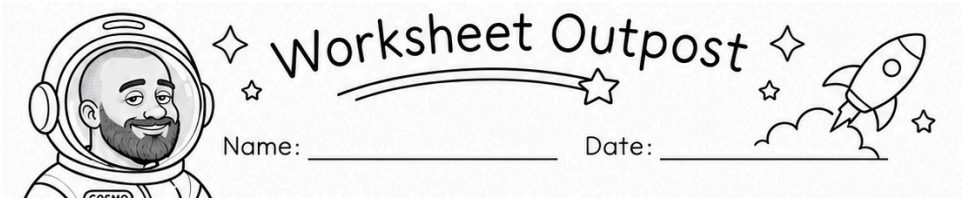
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Tell whether you prefer drawing or building. 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 | Kindergarten ELA**

# Short e

k-125-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: net, hen, peg, red, bed, web.

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

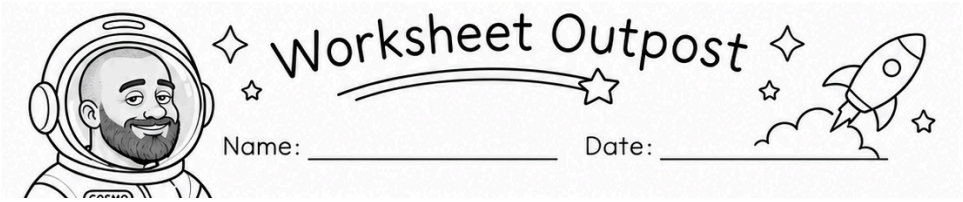
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Short e

k-125-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: web, bed, red, peg, hen, net.

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

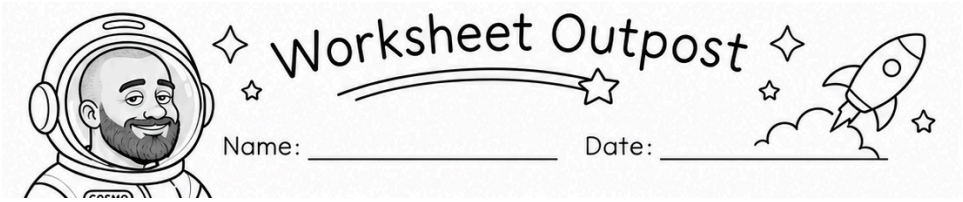
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: e, E

k-126-1 | 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 e. Copy the letter, then try again on your own.

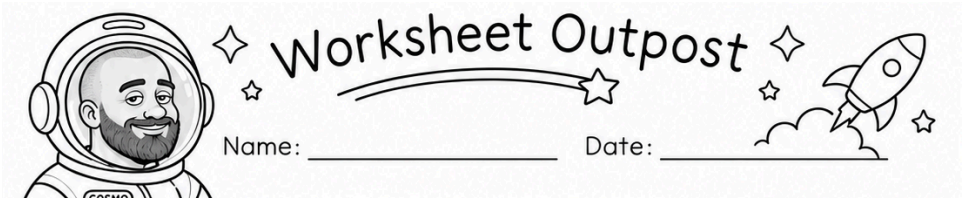
2. Watch an adult write e. Copy the letter, then try again on your own.

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

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

5. Watch an adult write e. 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 | Kindergarten ELA**

# Manuscript: e, E

k-126-2 | 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 E. Copy the letter, then try again on your own.

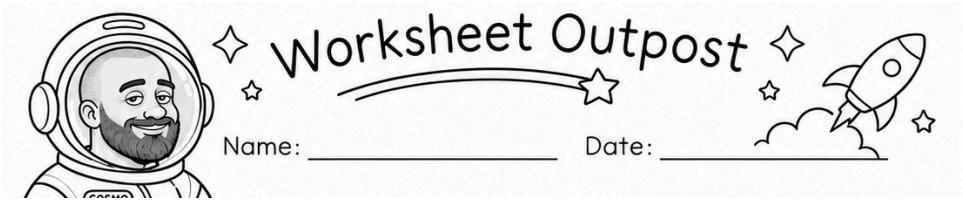
2. Watch an adult write E. Copy the letter, then try again on your own.

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

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

5. Watch an adult write E. 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 | Kindergarten ELA**

# see

k-127-1 | Five questions

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

Name: _____ Date: _____

Words: see

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

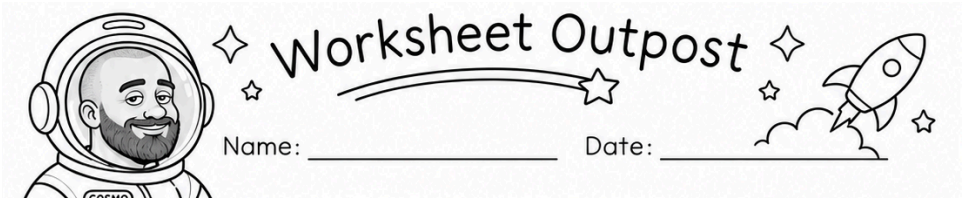
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# see

k-127-2 | Five questions

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

Name: _____ Date: _____

Words: see

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

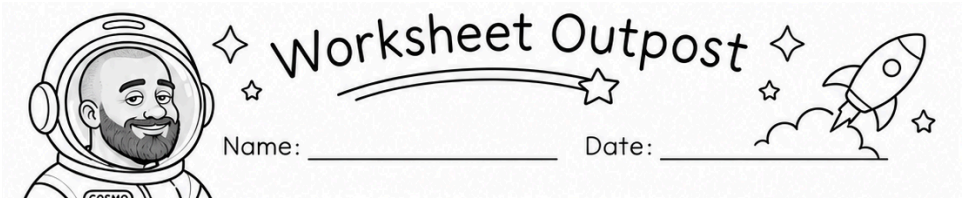
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Make Connections

k-128-1 | 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.
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. Read the bridge story. Draw your favorite event and write or dictate why you chose it.

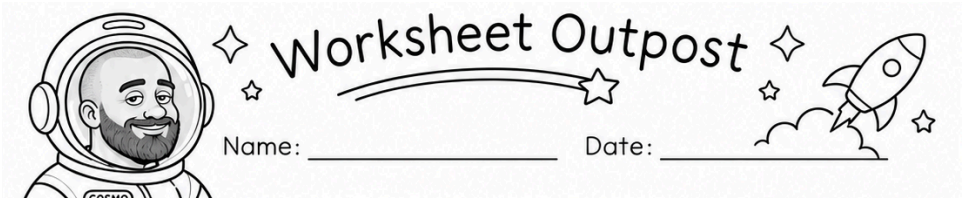
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Read the bridge story. Draw your favorite event and write or dictate why you chose it.

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 | Kindergarten ELA**

# Make Connections

k-128-2 | 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.
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: Read the bridge story. Draw your favorite event and write or dictate why you chose it.

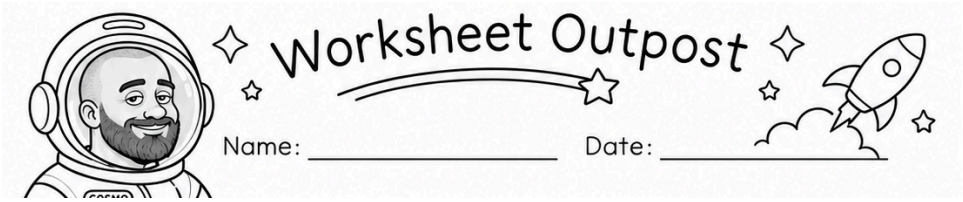
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Read the bridge story. Draw your favorite event and write or dictate why you chose it.

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 | Kindergarten ELA**

# Complex Sentences

k-129-1 | Five questions

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

Name: _____ Date: _____

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

1. Join with because: We stayed inside. It rained.

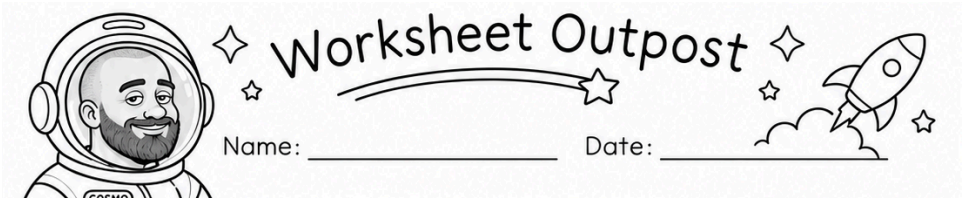
2. Finish: When the glue dries, ___.

3. Circle the part that cannot stand alone: Before we test it, we check the fold.

4. Join with when: The bell rings. We put the books away.

5. Finish: Although the bag is small, ___.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Complex Sentences

k-129-2 | Five questions

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

Name: _____ Date: _____

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

1. Join with when: The bell rings. We put the books away.

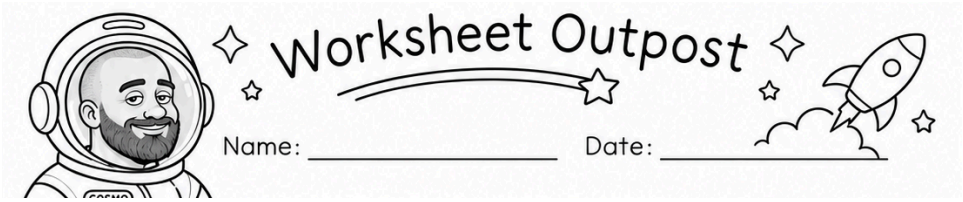
2. Finish: Although the bag is small, ___.

3. Write a sentence with if.

4. Join with because: We stayed inside. It rained.

5. Finish: When the glue dries, ___.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant q(u)

**Success criteria**
I can look at a letter and say its sound.

k-130-1 | Five questions

Name: _____ Date: _____

Letters: q

1. Find q. Say each letter name and write it.

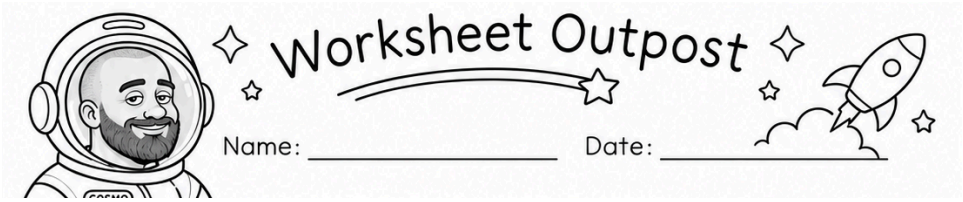
2. Say a word that begins with the sound of q.

3. Write q from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant q(u)

**Success criteria**
I can look at a letter and say its sound.

k-130-2 | Five questions

Name: _____ Date: _____

Letters: q

1. Find q. Say each letter name and write it.

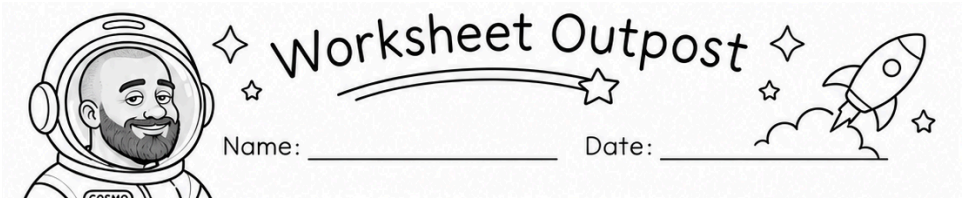
2. Say a word that begins with the sound of q.

3. Write q from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant w

**Success criteria**
I can look at a letter and say its sound.

k-131-1 | Five questions

Name: _____ Date: _____

Letters: w

1. Find w. Say each letter name and write it.

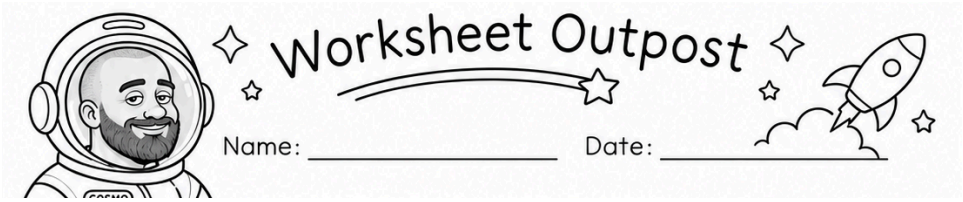
2. Say a word that begins with the sound of w.

3. Write w from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant w

**Success criteria**
I can look at a letter and say its sound.

k-131-2 | Five questions

Name: _____ Date: _____

Letters: w

1. Find w. Say each letter name and write it.

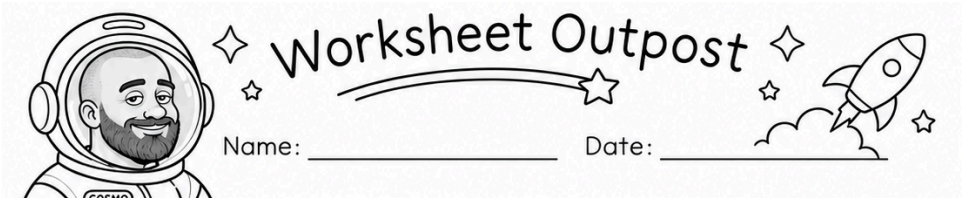
2. Say a word that begins with the sound of w.

3. Write w from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: q, Q, w, W

k-132-1 | 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 q. Copy the letter, then try again on your own.

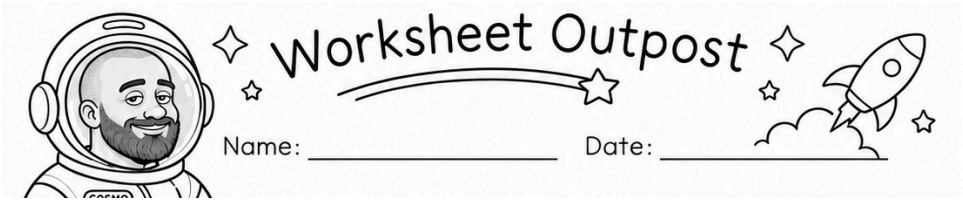
2. Watch an adult write w. Copy the letter, then try again on your own.

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

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

5. Watch an adult write q. 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 | Kindergarten ELA**

# Manuscript: q, Q, w, W

k-132-2 | 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 Q. Copy the letter, then try again on your own.

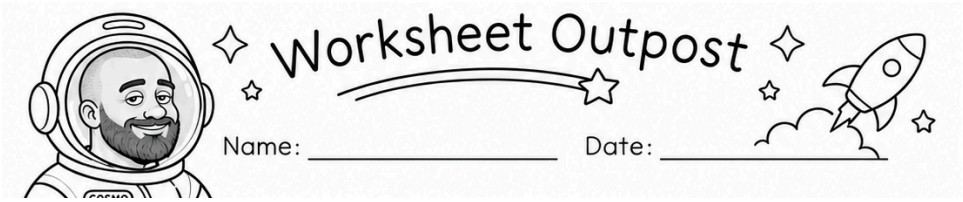
2. Watch an adult write W. Copy the letter, then try again on your own.

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

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

5. Watch an adult write Q. 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 | Kindergarten ELA**

# Narrative

k-133-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

1. Tell a story about a paper bridge and a toy cart.

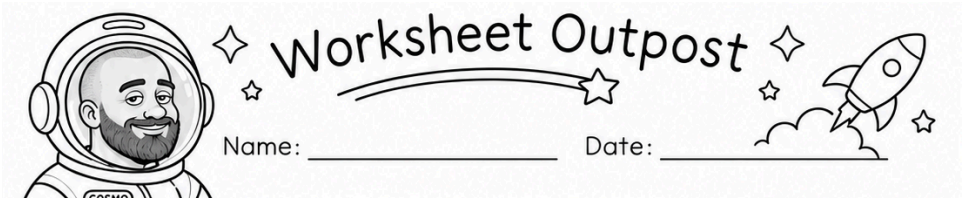
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Tell a story about a paper bridge and a toy cart.

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 | Kindergarten ELA**

# Narrative

k-133-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Tell a story about a paper bridge and a toy cart.

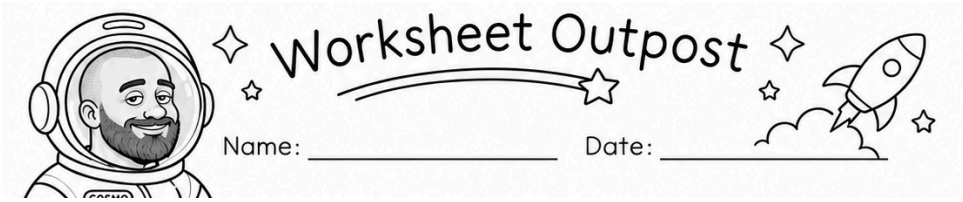
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Tell a story about a paper bridge and a toy cart.

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 | Kindergarten ELA**

# Dialogue

k-134-1 | Five questions

**Success criteria**

I can put quotation marks around the words someone says.

Name: _____ Date: _____

Quotation marks surround a speaker's exact words. Example: Mei said, "I can help."

1. Add punctuation: Nell said I made a bridge

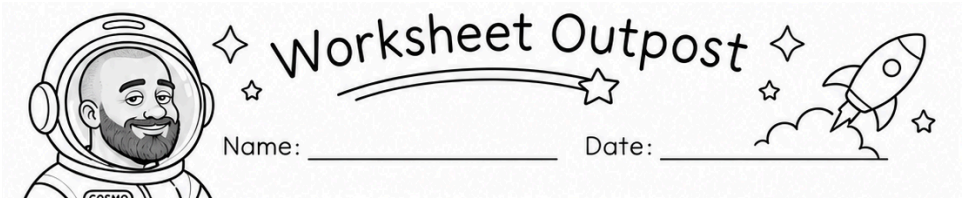
2. Who speaks? "Try again," Omar said.

3. Write one line Nell could say.

4. Add punctuation: Rafi asked May I use the bag

5. Write a reply from Mei.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Dialogue

k-134-2 | Five questions

**Success criteria**

I can put quotation marks around the words someone says.

Name: _____ Date: _____

Quotation marks surround a speaker's exact words. Example: Mei said, "I can help."

1. Add punctuation: Rafi asked May I use the bag

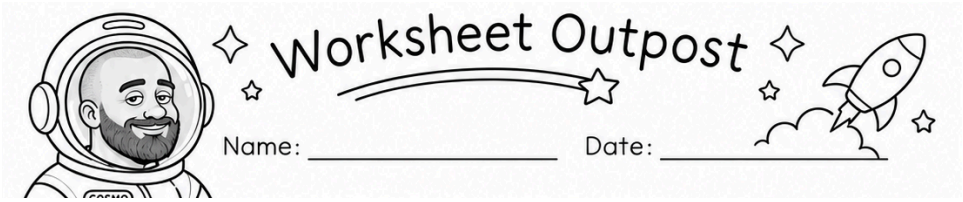
2. Write a reply from Mei.

3. Circle the words spoken: Mei said, "Yes, you may."

4. Add punctuation: Nell said I made a bridge

5. Who speaks? "Try again," Omar said.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Seek Information

k-135-1 | Five questions

**Success criteria**
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

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

1. Share an idea in a complete sentence.

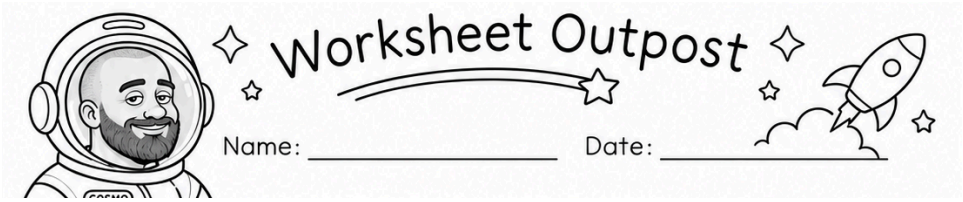
2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

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 | Kindergarten ELA**

# Seek Information

k-135-2 | Five questions

**Success criteria**
I can find a fact in a source and tell how it answers my question.

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.

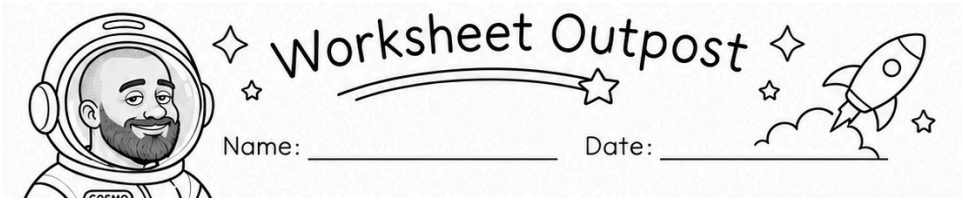
2. Write or draw one idea your partner shared.

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

4. Share an idea in a complete sentence.

5. Ask a question about your partner's idea.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Determine Word Meaning: Multiple- Meaning Words

k-136-1 | Five questions

**Success criteria**

I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Explain bat in: A bat flew. I swung a bat.

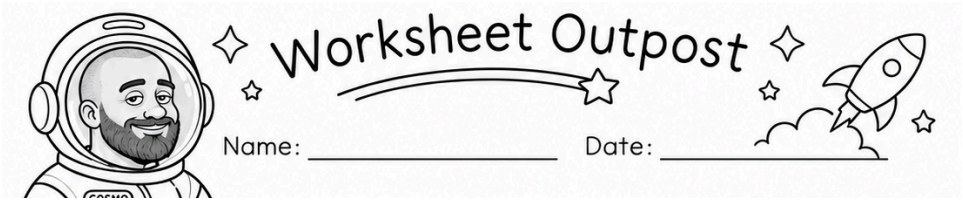
2. Explain ring in: A ring is on my hand. I hear the bell ring.

3. Draw both meanings of one word.

4. Explain light in: The bag is light. Turn on the light.

5. Explain park as a place and an action.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Determine Word Meaning: Multiple- Meaning Words

k-136-2 | Five questions

**Success criteria**

I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Explain light in: The bag is light. Turn on the light.

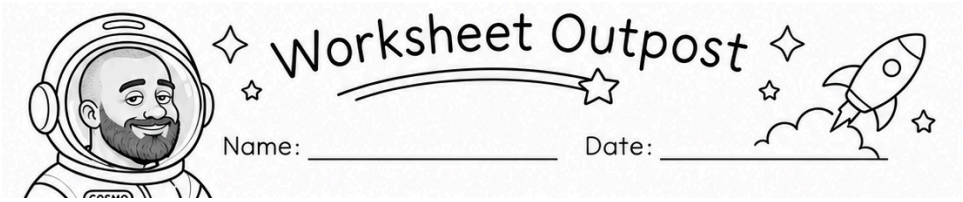
2. Explain park as a place and an action.

3. Write two sentences with different meanings of a word.

4. Explain bat in: A bat flew. I swung a bat.

5. Explain ring in: A ring is on my hand. I hear the bell ring.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant v

**Success criteria**
I can look at a letter and say its sound.

k-137-1 | Five questions

Name: _____ Date: _____

Letters: v

1. Find v. Say each letter name and write it.

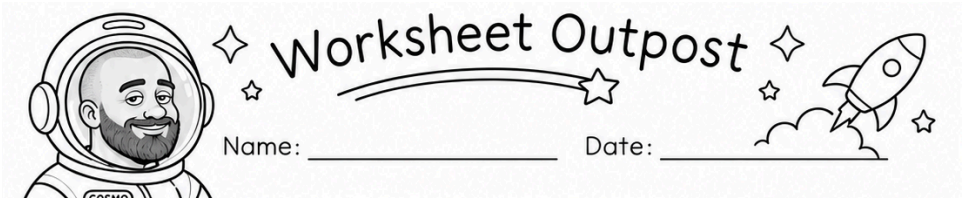
2. Say a word that begins with the sound of v.

3. Write v from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant v

**Success criteria**
I can look at a letter and say its sound.

k-137-2 | Five questions

Name: _____ Date: _____

Letters: v

1. Find v. Say each letter name and write it.

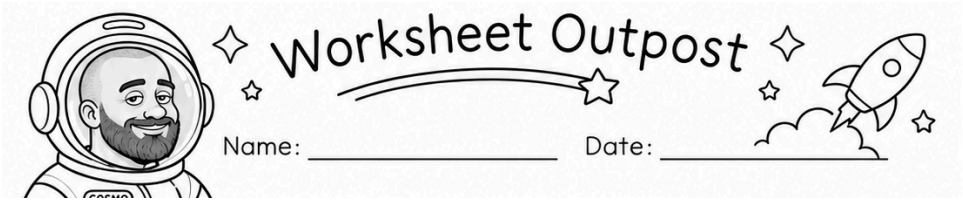
2. Say a word that begins with the sound of v.

3. Write v from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant z

**Success criteria**
I can look at a letter and say its sound.

k-138-1 | Five questions

Name: _____ Date: _____

Letters: z

1. Find z. Say each letter name and write it.

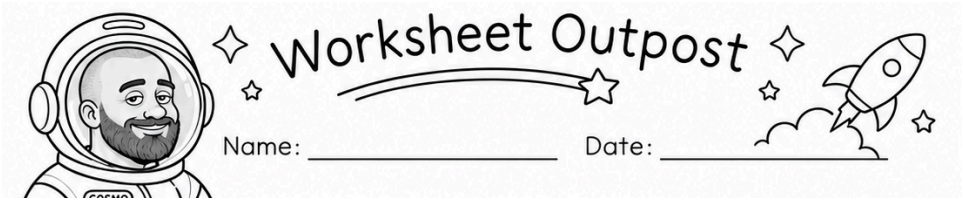
2. Say a word that begins with the sound of z.

3. Write z from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Consonant z

**Success criteria**
I can look at a letter and say its sound.

k-138-2 | Five questions

Name: _____ Date: _____

Letters: z

1. Find z. Say each letter name and write it.

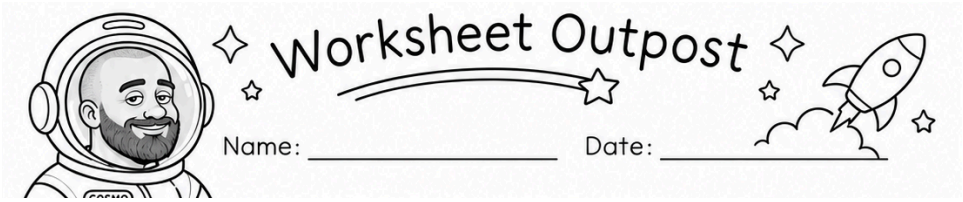
2. Say a word that begins with the sound of z.

3. Write z from memory. Check it against the model.

4. Point to and name every letter on this page.

5. Think of another example like one on this page. Explain it to an adult.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: v, V, z, Z

k-139-1 | 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 v. Copy the letter, then try again on your own.

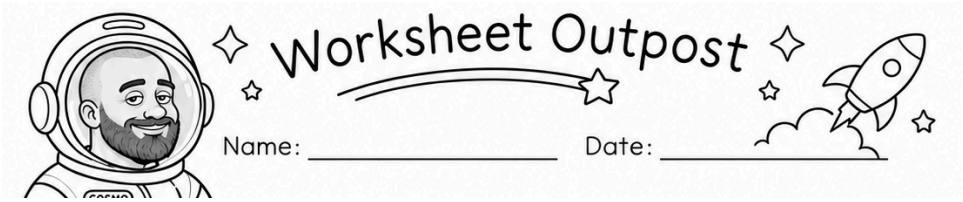
2. Watch an adult write z. Copy the letter, then try again on your own.

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

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

5. Watch an adult write v. 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 | Kindergarten ELA**

# Manuscript: v, V, z, Z

k-139-2 | 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 V. Copy the letter, then try again on your own.

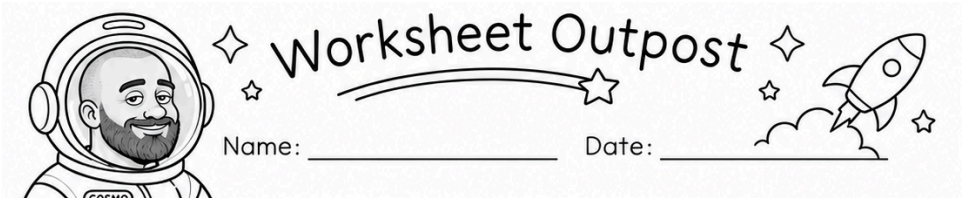
2. Watch an adult write Z. Copy the letter, then try again on your own.

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

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

5. Watch an adult write V. 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 | Kindergarten ELA**

# have, love

k-140-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: have, love

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

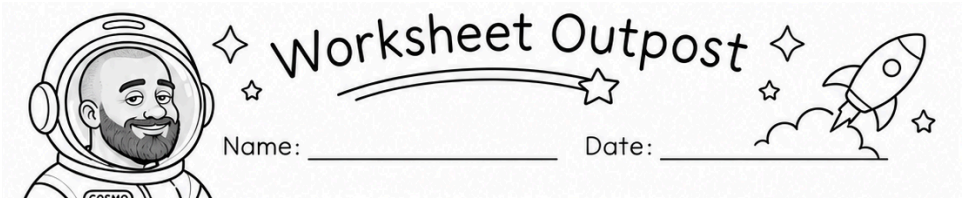
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# have, love

k-140-2 | Five questions

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

Name: _____ Date: _____

Words: have, love

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

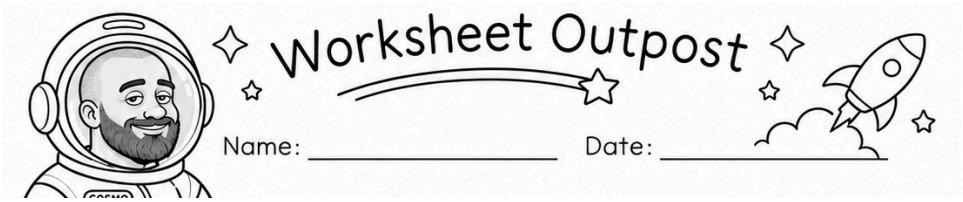
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Plays

k-141-1 | Five questions

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

Name: _____ Date: _____

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

1. Name the two speakers.

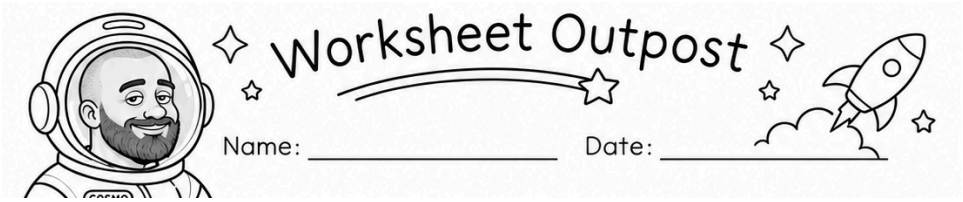
2. Circle a stage direction.

3. Read the lines with a partner.

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 | Kindergarten ELA**

# Plays

k-141-2 | Five questions

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

Name: _____ Date: _____

RAFI: My bag has a hole! (He catches a book.)
MEI: Use my cloth bag.
RAFI: Thank you. May I return it tomorrow?
MEI: Yes. (She hands him the bag.)

1. Who asks a question?

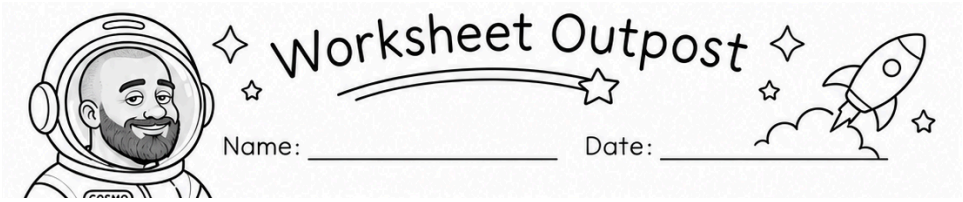
2. Underline words to be spoken, not acted.

3. Act the last stage direction.

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 | Kindergarten ELA**

# Compare Characters

**Success criteria**
I can tell one way two stories are alike or different.

k-142-1 | 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.
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. How are Nell and Rafi alike?

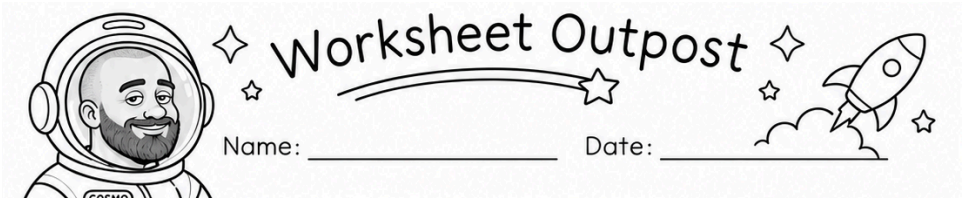
2. How are their problems different?

3. Who receives help from another person?

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 | Kindergarten ELA**

# Compare Characters

**Success criteria**
I can tell one way two stories are alike or different.

k-142-2 | Five questions

Name: _____ Date: _____

Nell folds paper to build a bridge. Rafi folds paper to make a card. Both use paper to solve a problem or share an idea.

1. What material do both use?

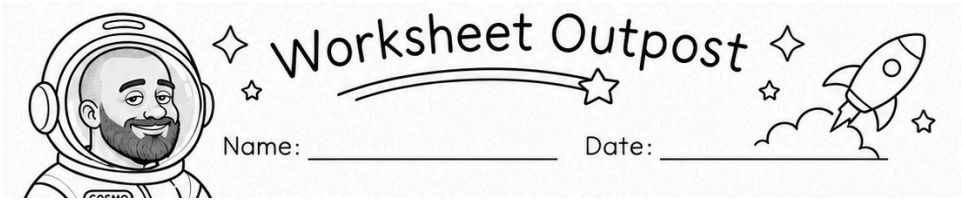
2. How are their purposes different?

3. Use both and but to compare them.

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 | Kindergarten ELA**

# Reading a Play

k-143-1 | Five questions

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

Name: _____ Date: _____

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

1. Name the two speakers.

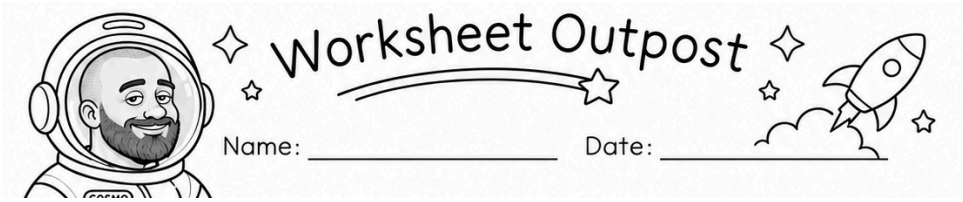
2. Circle a stage direction.

3. Read the lines with a partner.

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 | Kindergarten ELA**

# Reading a Play

k-143-2 | Five questions

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

Name: _____ Date: _____

RAFI: My bag has a hole! (He catches a book.)
MEI: Use my cloth bag.
RAFI: Thank you. May I return it tomorrow?
MEI: Yes. (She hands him the bag.)

1. Who asks a question?

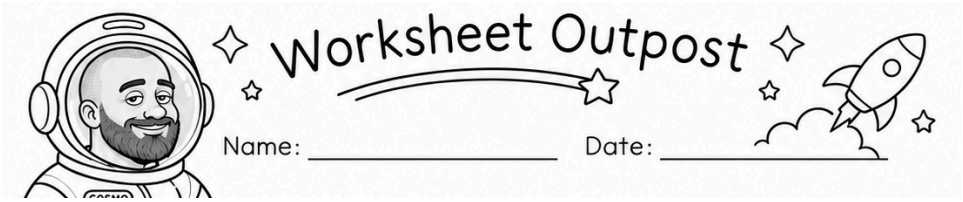
2. Underline words to be spoken, not acted.

3. Act the last stage direction.

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 | Kindergarten ELA**

# Review All Short Vowels

k-144-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: map, net, pin, log, cup, fan, hen, sit, pot, sun.

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

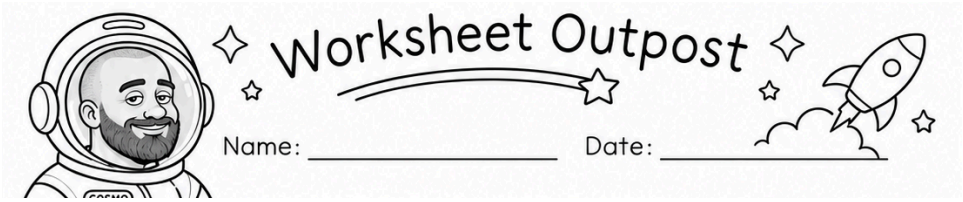
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Review All Short Vowels

k-144-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: bag, peg, lid, fox, rug, cap, red, fin, mop, tub.

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

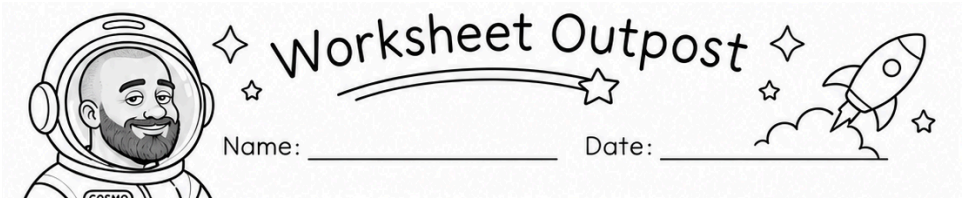
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: Review Aa-Zz

k-145-1 | 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.

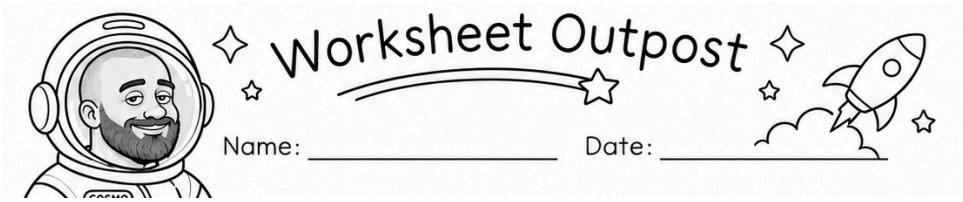
2. Watch an adult write B G L Q V. Copy the letters, then try again on your own.

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 | Kindergarten ELA**

# Manuscript: Review Aa-Zz

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

k-145-2 | Five questions

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.

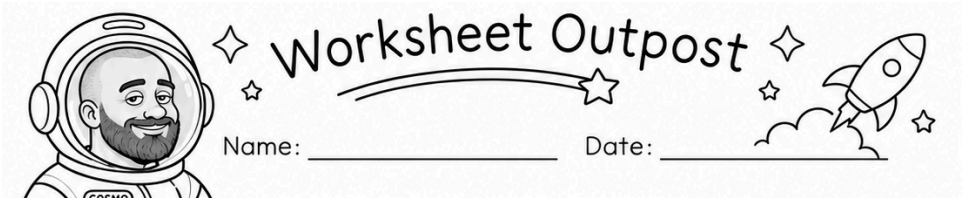
2. Watch an adult write b g l q v. Copy the letters, then try again on your own.

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 | Kindergarten ELA**

# Personal Narrative

k-146-1 | Five questions

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

Name: _____ Date: _____

1. Tell about a time you tried again or helped someone. Draw or write only what you remember.

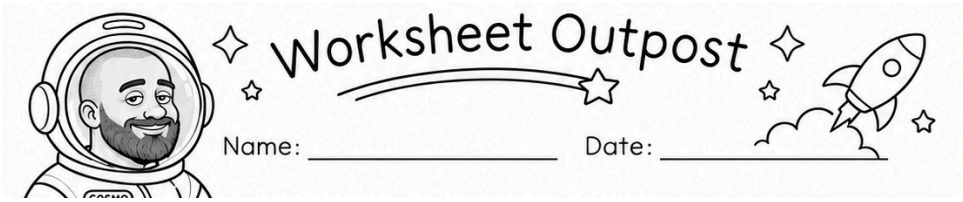
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Tell about a time you tried again or helped someone. Draw or write only what you remember.

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 | Kindergarten ELA**

# Personal Narrative

k-146-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Tell about a time you tried again or helped someone. Draw or write only what you remember.

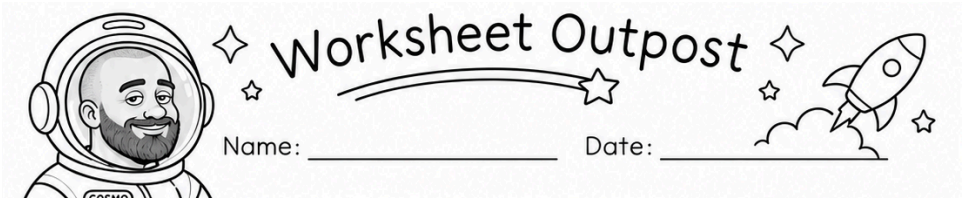
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Tell about a time you tried again or helped someone. Draw or write only what you remember.

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 | Kindergarten ELA**

# Long a

k-147-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: cake, game, name, late, tape, gate.

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

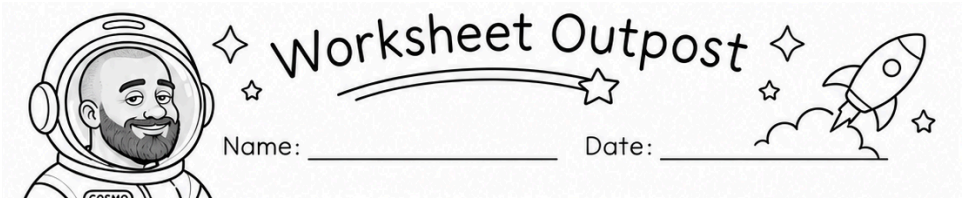
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Long a

k-147-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: gate, tape, late, name, game, cake.

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

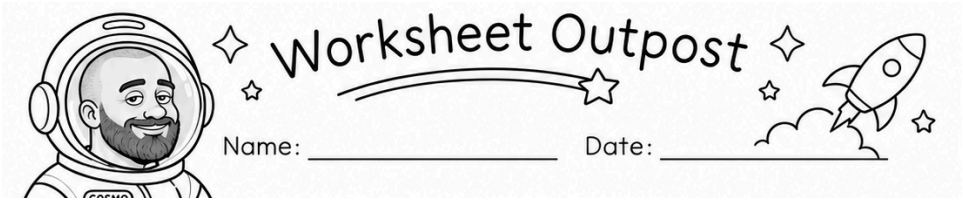
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Long i

k-148-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: kite, five, bike, time, ride, lime.

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

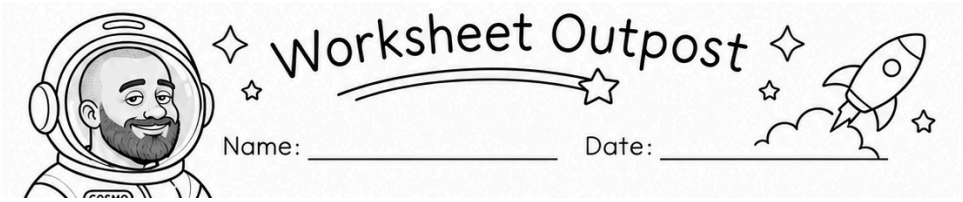
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Long i

k-148-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: lime, ride, time, bike, five, kite.

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

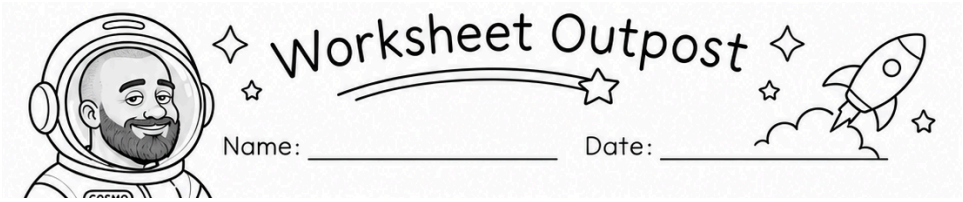
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Vowels a and i

k-149-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: map, cake, pin, kite, net, these, log, home, cup, cube, fan, game, sit, five, hen, theme, pot, rope, sun, cute.

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

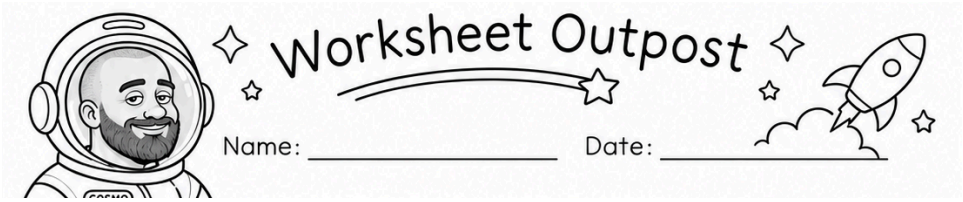
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Vowels a and i

k-149-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: bag, name, lid, bike, peg, gene, fox, note, rug, mule, cap, late, fin, time, red, scene, mop, bone, tub, tube.

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

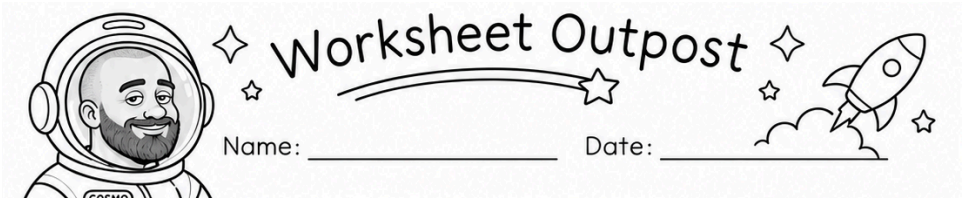
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: L, l, T, t, I, i

k-150-1 | 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.

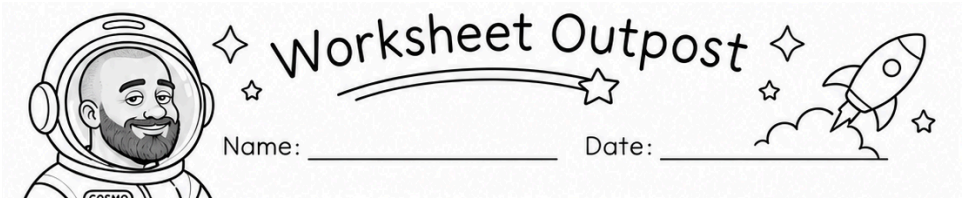
2. Watch an adult write T. Copy the letter, then try again on your own.

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

4. Watch an adult write L. 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 | Kindergarten ELA**

# Manuscript: L, l, T, t, I, i

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

k-150-2 | Five questions

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.

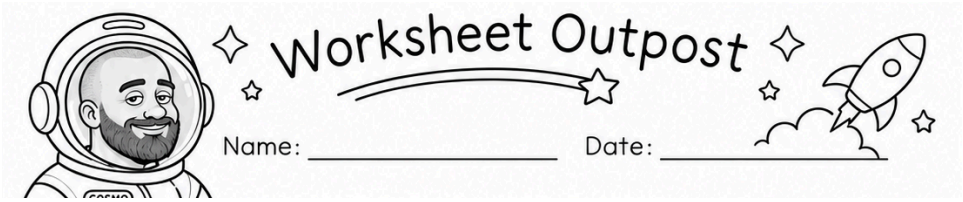
2. Watch an adult write t. Copy the letter, then try again on your own.

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

4. Watch an adult write l. 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 | Kindergarten ELA**

# by, my

k-151-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: by, my

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

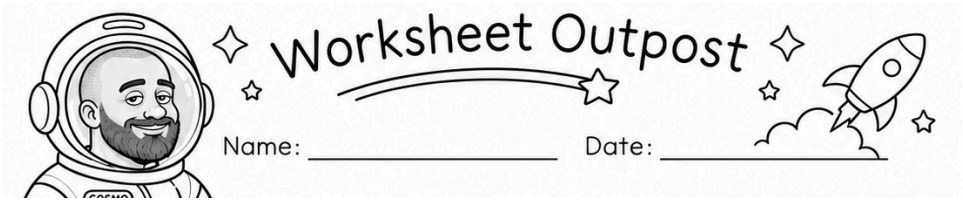
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# by, my

k-151-2 | Five questions

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

Name: _____ Date: _____

Words: by, my

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

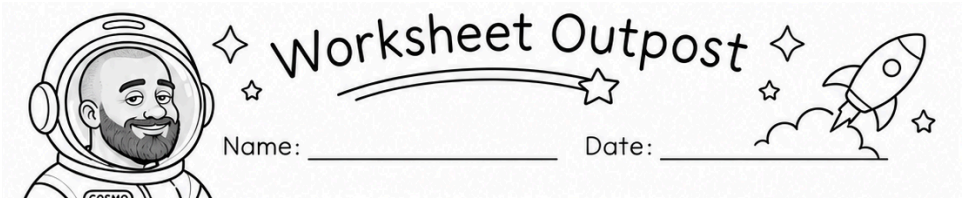
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Biography

k-152-1 | Five questions

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

Name: _____ Date: _____

In 1903, Orville Wright piloted an early powered airplane in North Carolina. His brother Wilbur helped develop the airplane. They tested designs and worked to improve them.

1. Which real person is described?

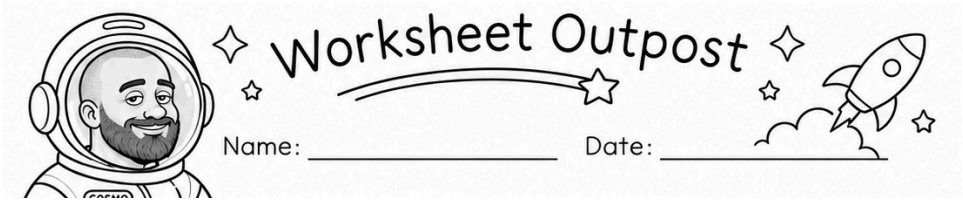
2. Name one event in his life.

3. Why is this a biography excerpt?

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 | Kindergarten ELA**

# Biography

k-152-2 | Five questions

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

Name: _____ Date: _____

In 1992, Mae Jemison traveled into space aboard the shuttle Endeavour. Before she became an astronaut, she trained as a doctor. Her work included science and caring for people.

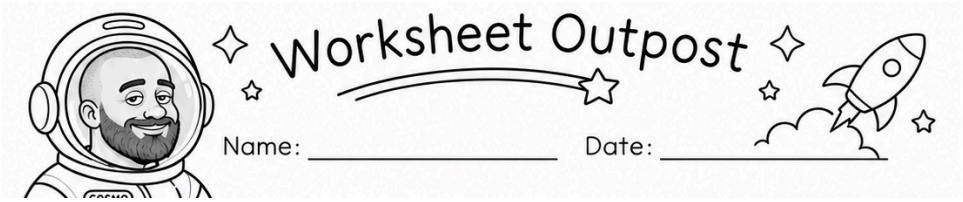
1. Which real person is described?

2. Which job came before astronaut?

3. What year did she travel into space?

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 | Kindergarten ELA**

# Transition/Signal Words

k-153-1 | Five questions

**Success criteria**
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

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

1. Order these words: last, first, next

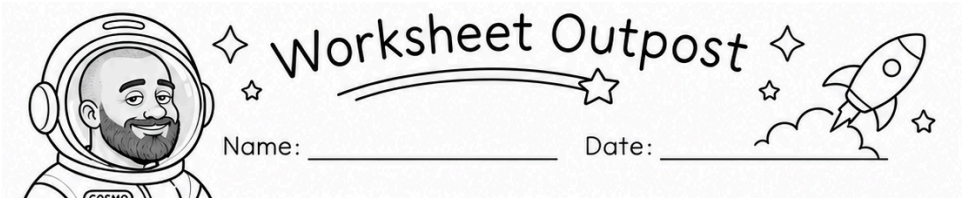
2. Finish: ___ fold the paper. Then test it.

3. Write two steps using next and last.

4. Finish: It rained, ___ we stayed inside.

5. Finish: I tried again ___ the first bridge fell.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Transition/Signal Words

k-153-2 | Five questions

**Success criteria**
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

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

1. Finish: It rained, ___ we stayed inside.

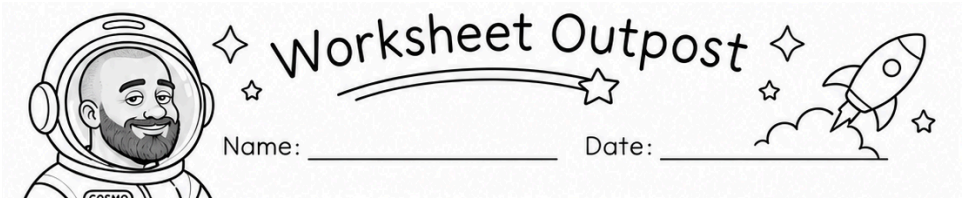
2. Finish: I tried again ___ the first bridge fell.

3. Write a sentence with but.

4. Order these words: last, first, next

5. Finish: ___ fold the paper. Then test it.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Isolating Initial and Medial Sounds

k-154-1 | Five questions

**Success criteria**
I can say the sound I hear in the part of the word I am asked about.

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 cup. What sound is in the middle?

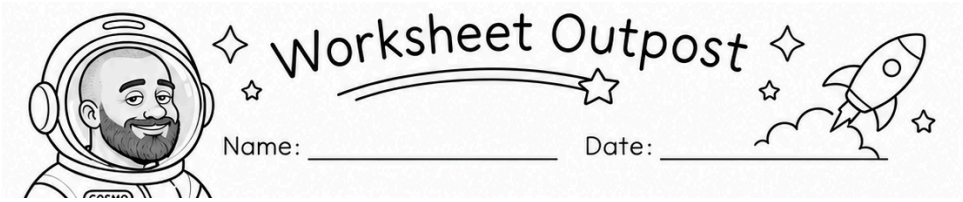
2. Say net. What sound is last?

3. Say log. What sound is first?

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 | Kindergarten ELA**

# Isolating Initial and Medial Sounds

k-154-2 | Five questions

**Success criteria**
I can say the sound I hear in the part of the word I am asked about.

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 log. What sound is first?

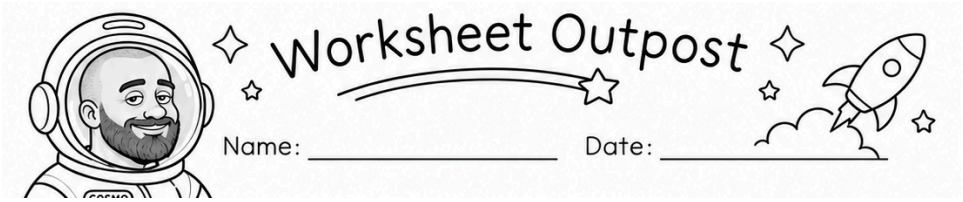
2. Say net. What sound is last?

3. Say cup. What sound is in the middle?

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 | Kindergarten ELA**

## Isolating, Blending, Segmenting, and Substituting Phonemes

k-155-1 | 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 cup. What sound is in the middle?

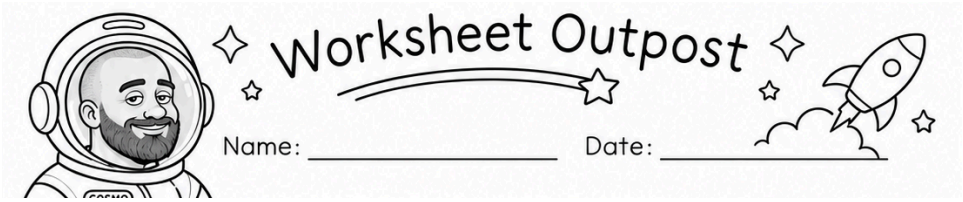
2. Blend /s/ /u/ /n/. Use the short u sound.

3. Say fish. Push one counter for each sound.

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

5. Say net. What sound is last?

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Isolating, Blending, Segmenting, and Substituting Phonemes

k-155-2 | 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 log. What sound is first?

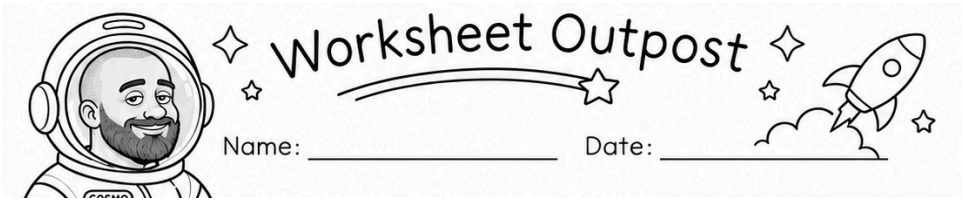
2. Blend /sh/ /i/ /p/. Use the short i sound.

3. Say stop. Count the sounds.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Long e

k-156-1 | 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.

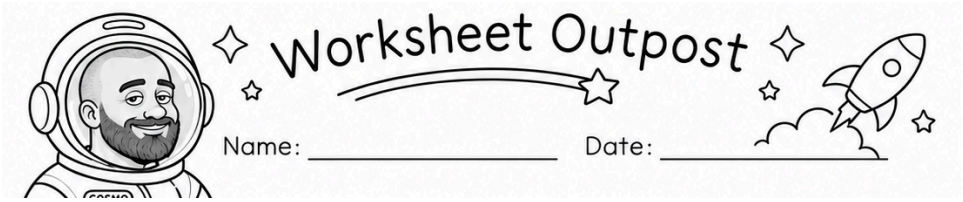
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Long e

k-156-2 | 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.

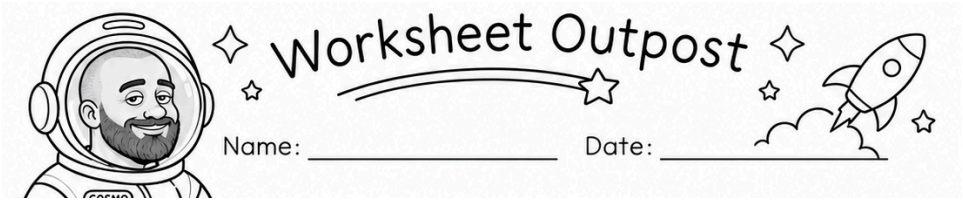
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Long o

k-157-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: home, rope, note, bone, cone, hope.

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

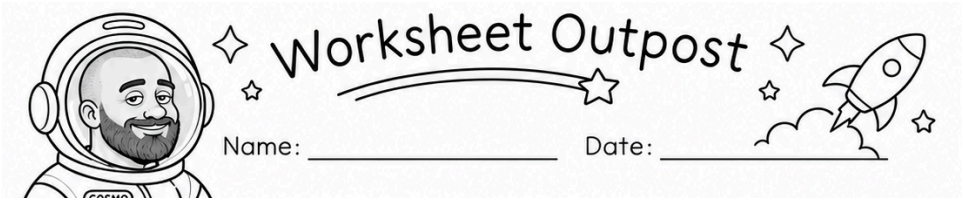
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Long o

k-157-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: hope, cone, bone, note, rope, home.

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

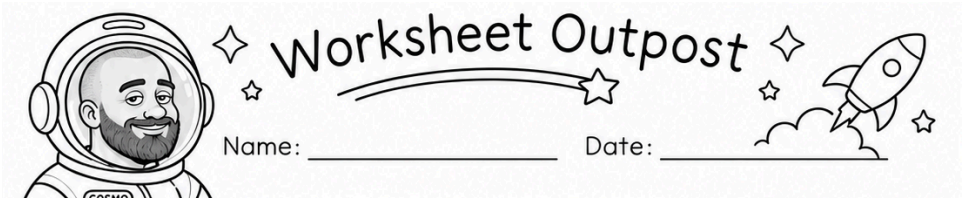
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: J, j, U, u, Y, y

k-158-1 | 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 J. Copy the letter, then try again on your own.

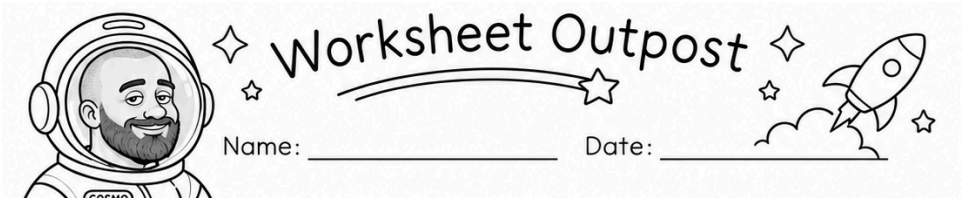
2. Watch an adult write U. Copy the letter, then try again on your own.

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

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

5. Watch an adult write U. 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 | Kindergarten ELA**

# Manuscript: J, j, U, u, Y, y

k-158-2 | 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 j. Copy the letter, then try again on your own.

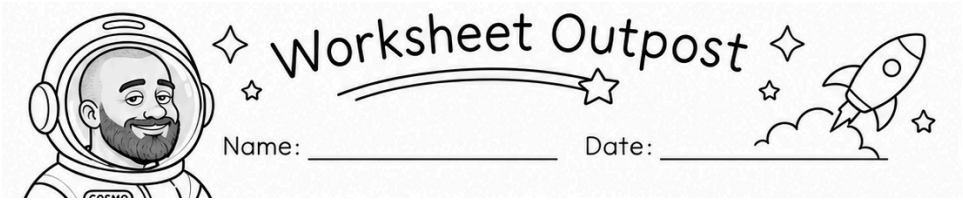
2. Watch an adult write u. Copy the letter, then try again on your own.

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

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

5. Watch an adult write u. 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 | Kindergarten ELA**

# who, two

k-159-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: who, two

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

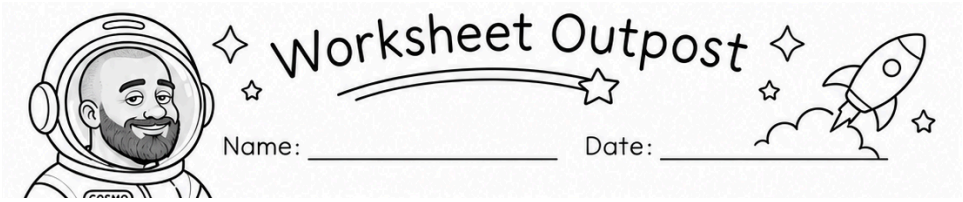
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# who, two

k-159-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: who, two

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

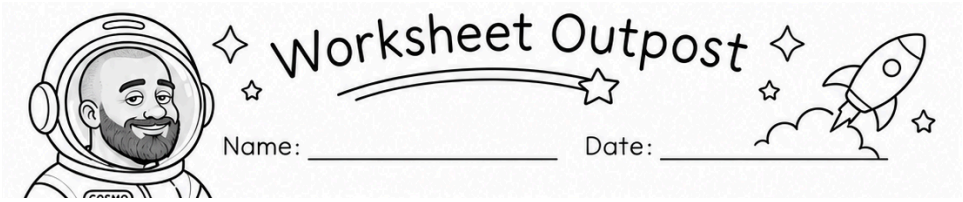
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Visualize a scene

k-160-1 | Five questions

**Success criteria**
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

A tiny cart rolls down the track.
I push it out; it rolls right back.
Its silver wheels go click, click, click.
I build a ramp with one flat brick.

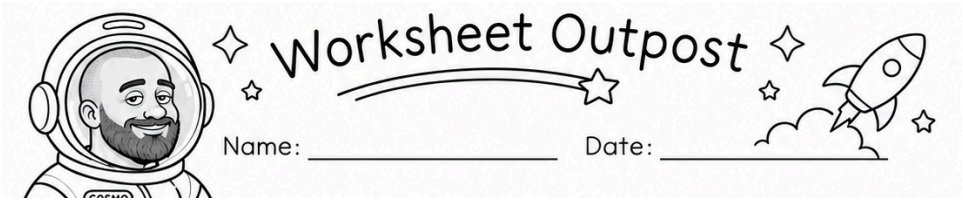
1. Draw what you imagine.

2. Copy a phrase that helped.

3. What sound do you imagine?

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 | Kindergarten ELA**

# Visualize a scene

k-160-2 | Five questions

**Success criteria**
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

My paper boat floats in a tray.
I blow it gently on its way.
It bumps the edge and turns around.
Its folded sail makes not a sound.

1. Sketch the scene.

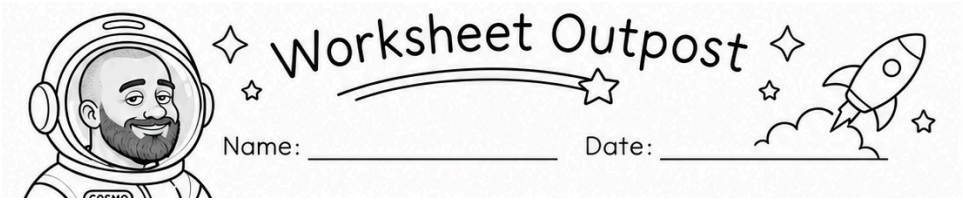
2. Which words describe motion?

3. What do you imagine hearing?

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 | Kindergarten ELA**

# Describe Connections

k-161-1 | 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?

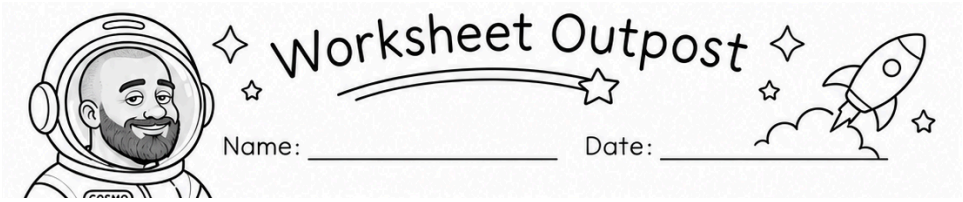
2. What new information does Text 2 add?

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 | Kindergarten ELA**

# Describe Connections

k-161-2 | 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?

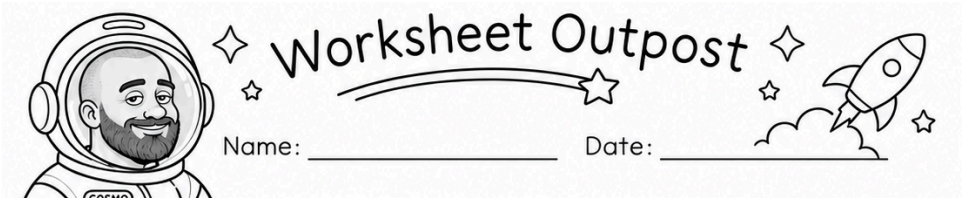
2. How could Text 2 help solve the problem?

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 | Kindergarten ELA**

# Poetry

k-162-1 | Five questions

**Success criteria**
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

1. Write a four-line poem about something you can see or hear.

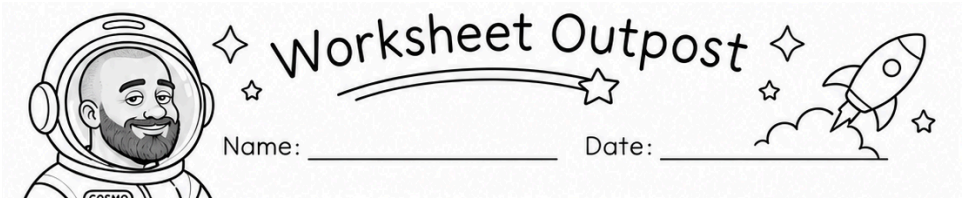
2. Plan: What is your main idea? Choose two or three details.

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

4. Write another version. Write a four-line poem about something you can see or hear.

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 | Kindergarten ELA**

# Poetry

k-162-2 | Five questions

**Success criteria**
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

1. Write another version. Write a four-line poem about something you can see or hear.

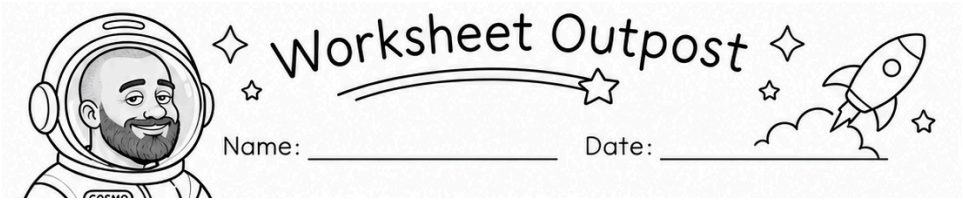
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a four-line poem about something you can see or hear.

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 | Kindergarten ELA**

# Irregular Plural Nouns

k-163-1 | Five questions

**Success criteria**
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

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

1. Write more than one: child; foot; mouse

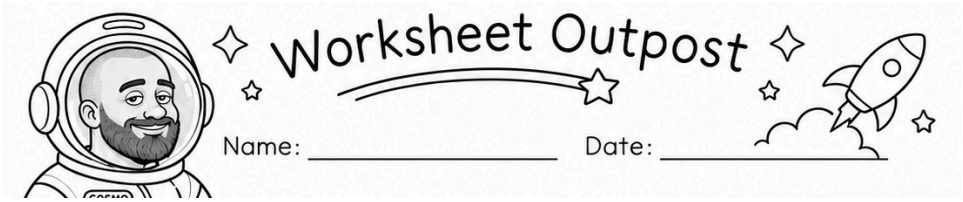
2. Choose: Two (mans / men) wave.

3. Use teeth in a sentence.

4. Write more than one: tooth; person; goose

5. Choose: Three (womans / women) read.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Irregular Plural Nouns

k-163-2 | Five questions

**Success criteria**
I can write the noun that shows whether there is one or more than one.

Name: _____ Date: _____

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

1. Write more than one: tooth; person; goose

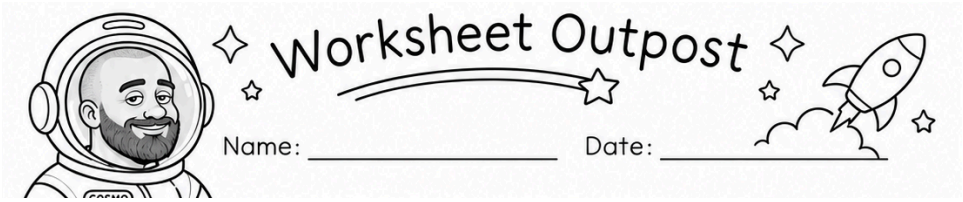
2. Choose: Three (womans / women) read.

3. Use children in a sentence.

4. Write more than one: child; foot; mouse

5. Choose: Two (mans / men) wave.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Give Instructions

k-164-1 | Five questions

**Success criteria**
I can give directions in order so a partner can follow them.

Name: _____ Date: _____

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

1. Give three steps for stacking books safely on a table.

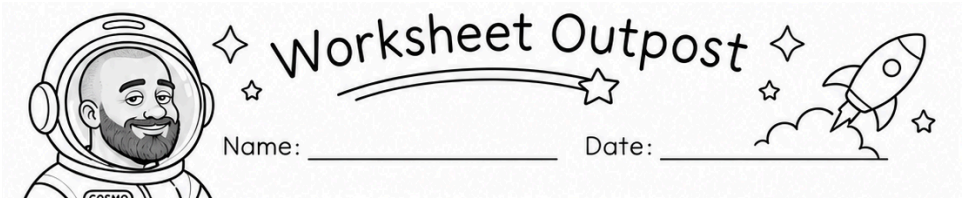
2. Listen to your partner and repeat the steps.

3. Follow the steps, then switch roles.

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 | Kindergarten ELA**

# Give Instructions

k-164-2 | Five questions

**Success criteria**
I can give directions in order so a partner can follow them.

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.

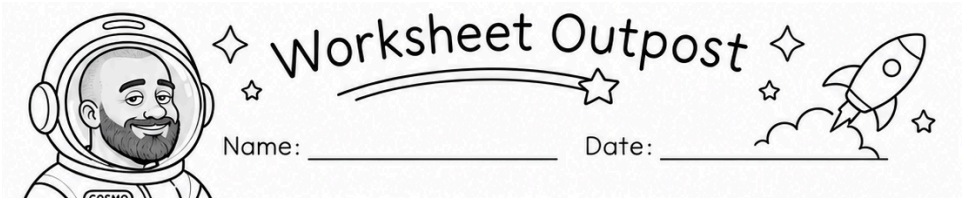
2. Write or draw one idea your partner shared.

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

4. Give three steps for stacking books safely on a table.

5. Listen to your partner and repeat the steps.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Long u

k-165-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: cube, cute, mule, tube, rule, flute.

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

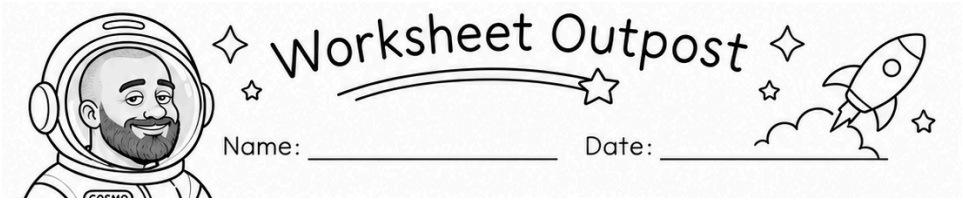
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Long u

k-165-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: flute, rule, tube, mule, cute, cube.

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

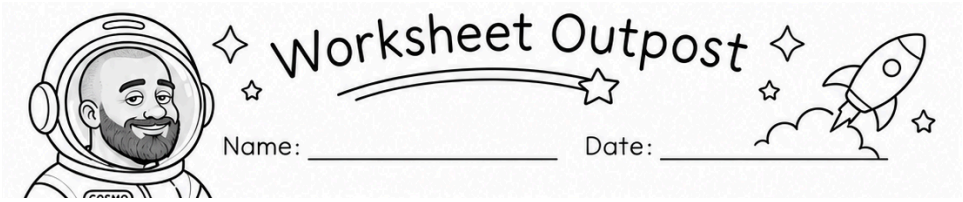
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: R, r, N, n, M, m

k-166-1 | 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 R. Copy the letter, then try again on your own.

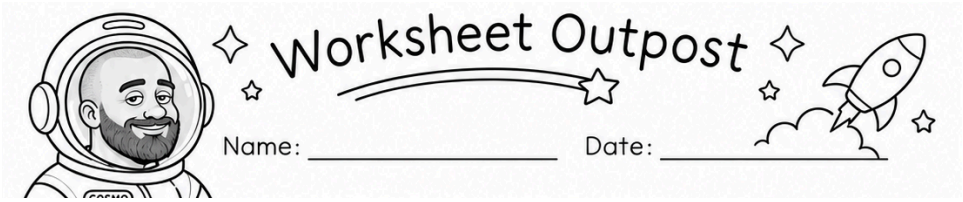
2. Watch an adult write N. Copy the letter, then try again on your own.

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

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

5. Watch an adult write N. 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 | Kindergarten ELA**

# Manuscript: R, r, N, n, M, m

k-166-2 | 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 r. Copy the letter, then try again on your own.

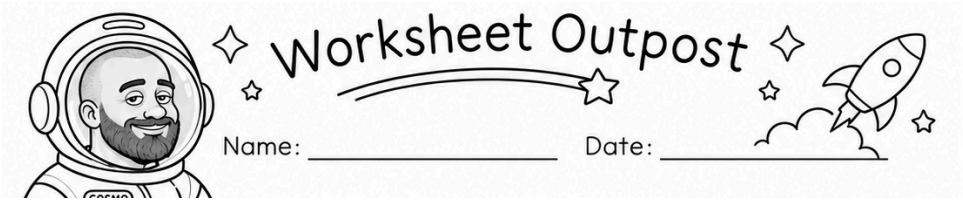
2. Watch an adult write n. Copy the letter, then try again on your own.

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

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

5. Watch an adult write n. 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 | Kindergarten ELA**

# Digraph sh

k-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: ship, shop, shell, fish, dish, rush.

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

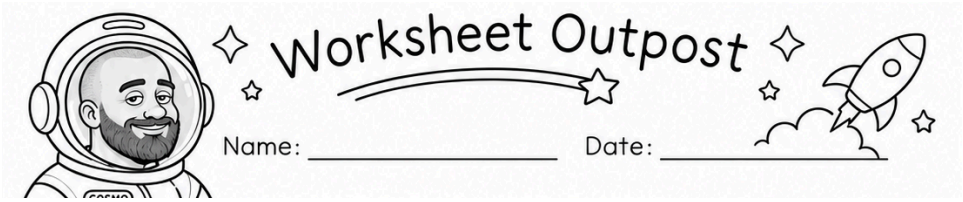
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph sh

k-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: rush, dish, fish, shell, shop, ship.

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

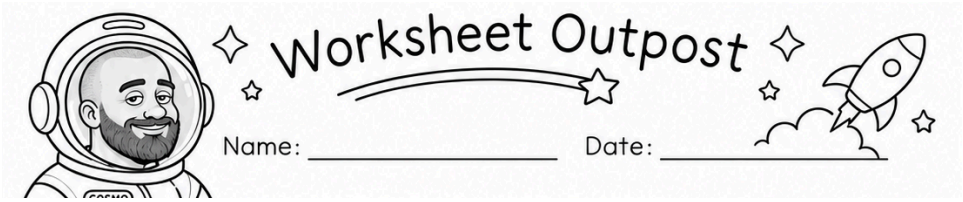
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: H, h, B, b, P, p

k-168-1 | 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 H. Copy the letter, then try again on your own.

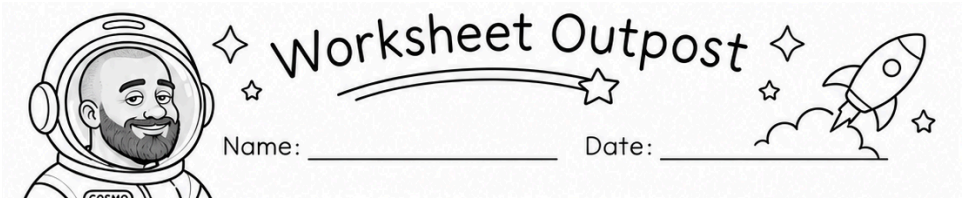
2. Watch an adult write B. Copy the letter, then try again on your own.

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

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

5. Watch an adult write B. 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 | Kindergarten ELA**

# Manuscript: H, h, B, b, P, p

k-168-2 | 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 h. Copy the letter, then try again on your own.

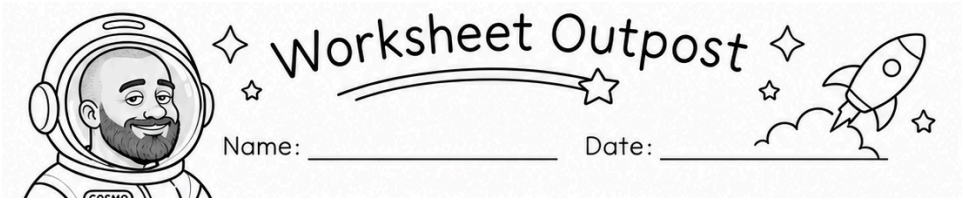
2. Watch an adult write b. Copy the letter, then try again on your own.

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

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

5. Watch an adult write b. 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 | Kindergarten ELA**

# Biography

k-169-1 | Five questions

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

Name: _____ Date: _____

1. Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

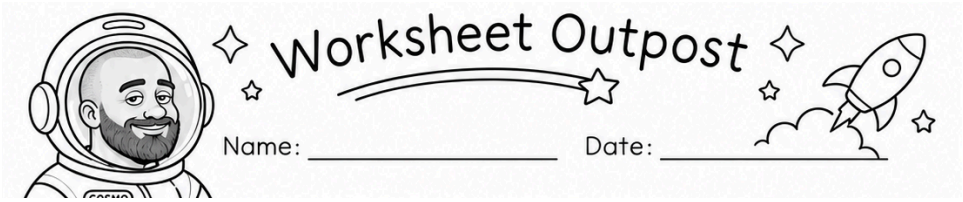
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

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 | Kindergarten ELA**

# Biography

k-169-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

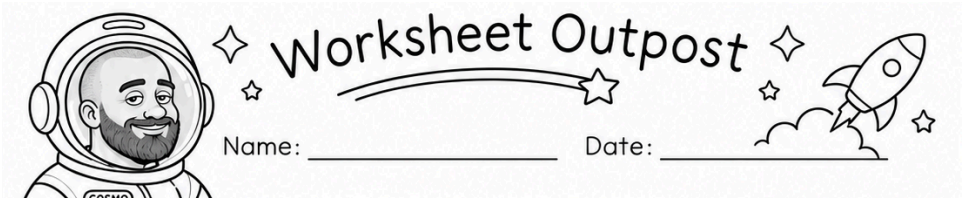
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

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 | Kindergarten ELA**

# Review Nouns

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

k-170-1 | Five questions

Name: _____ Date: _____

Nouns name people, animals, places, and things.

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

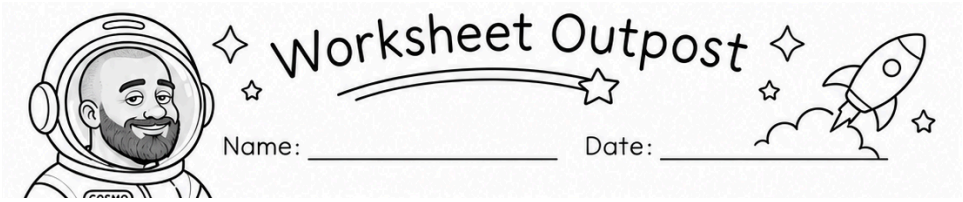
2. Circle the nouns: The dog carries a stick.

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 | Kindergarten ELA**

# Review Nouns

k-170-2 | 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.

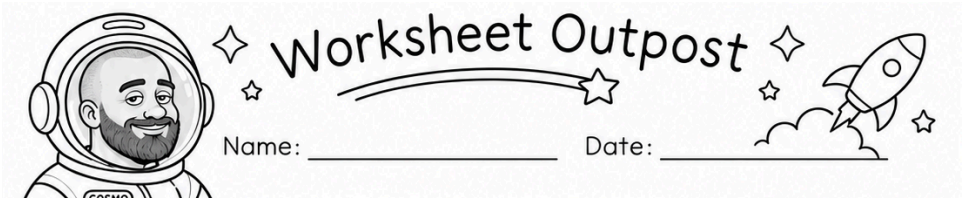
2. Circle the nouns: A child opens the gate.

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 | Kindergarten ELA**

# Digraph th /TH/

k-171-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: this, that, them, then, than, these.

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

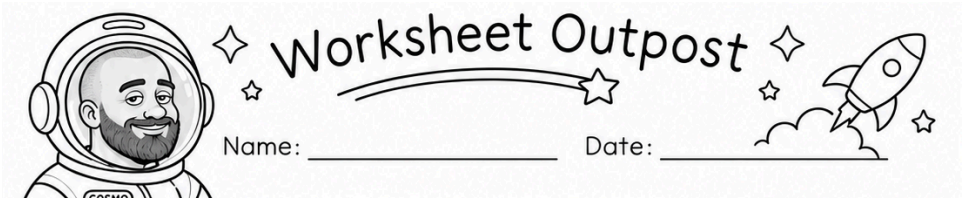
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph th /TH/

k-171-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: these, than, then, them, that, this.

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

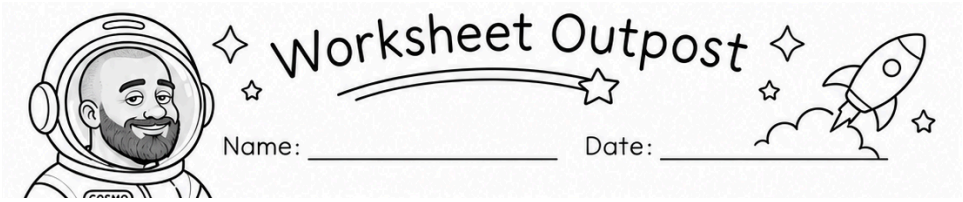
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph th /th/

k-172-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: thin, thick, moth, bath, path, math.

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

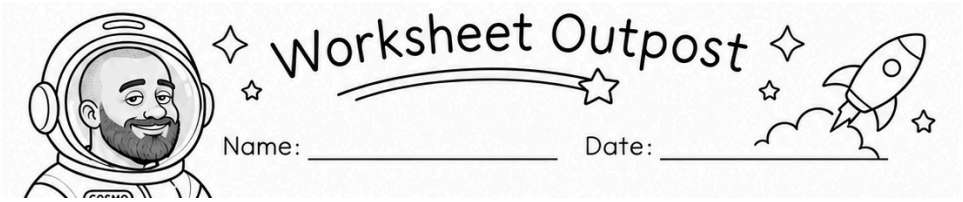
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph th /th/

k-172-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: math, path, bath, moth, thick, thin.

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

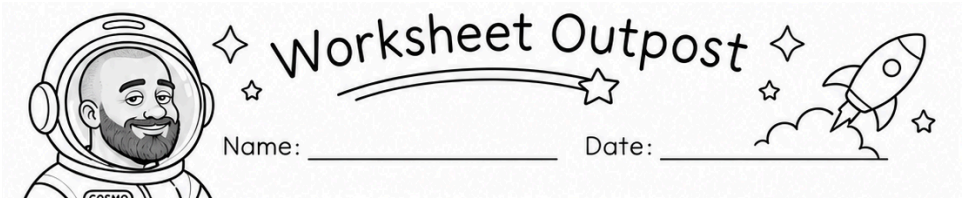
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: C, c, O, o, A, a

k-173-1 | 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 C. Copy the letter, then try again on your own.

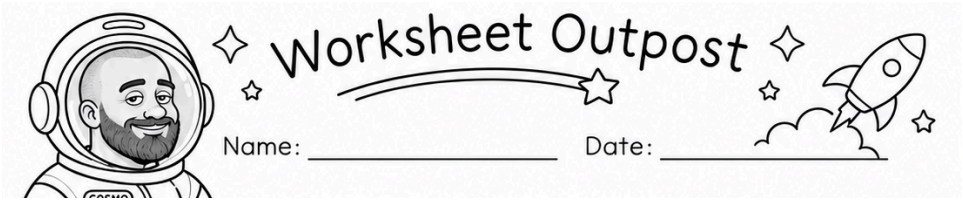
2. Watch an adult write O. Copy the letter, then try again on your own.

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

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

5. Watch an adult write O. 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 | Kindergarten ELA**

# Manuscript: C, c, O, o, A, a

k-173-2 | 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 c. Copy the letter, then try again on your own.

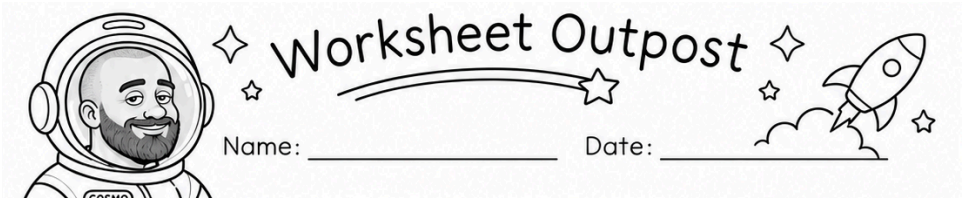
2. Watch an adult write o. Copy the letter, then try again on your own.

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

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

5. Watch an adult write o. 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 | Kindergarten ELA**

# they

k-174-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: they

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

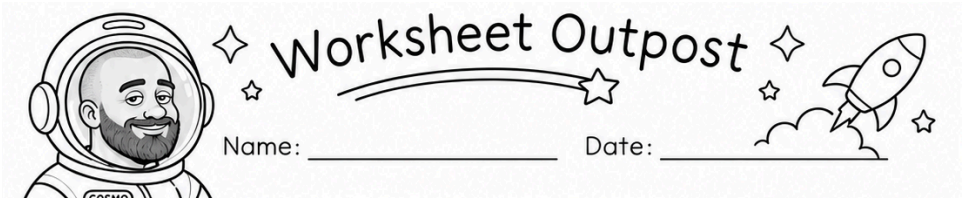
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# they

k-174-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: they

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

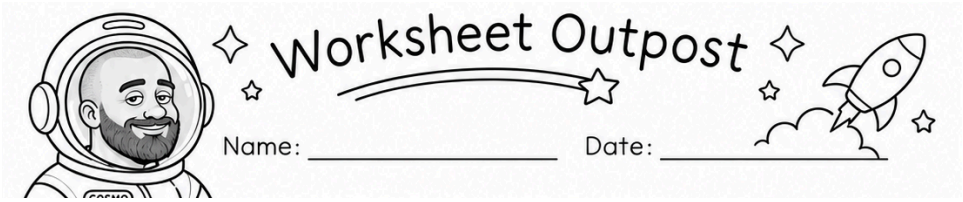
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Digraph ch

k-175-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: chip, chin, much, rich, chop, lunch.

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

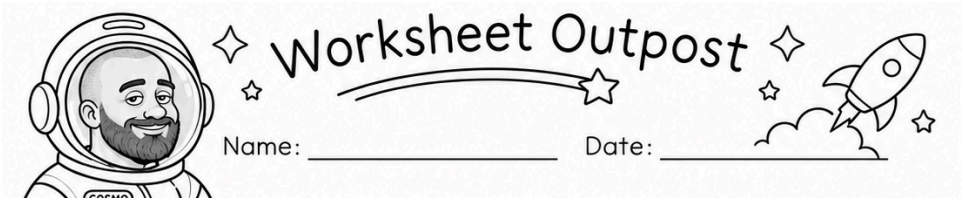
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph ch

k-175-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: lunch, chop, rich, much, chin, chip.

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

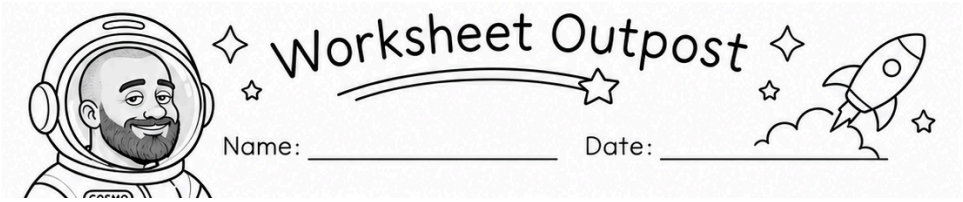
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: D, d, G, g, Q, q

k-176-1 | 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 D. Copy the letter, then try again on your own.

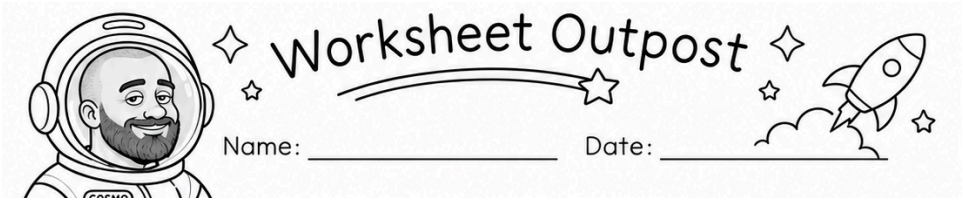
2. Watch an adult write G. Copy the letter, then try again on your own.

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

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

5. Watch an adult write G. 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 | Kindergarten ELA**

# Manuscript: D, d, G, g, Q, q

k-176-2 | 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 d. Copy the letter, then try again on your own.

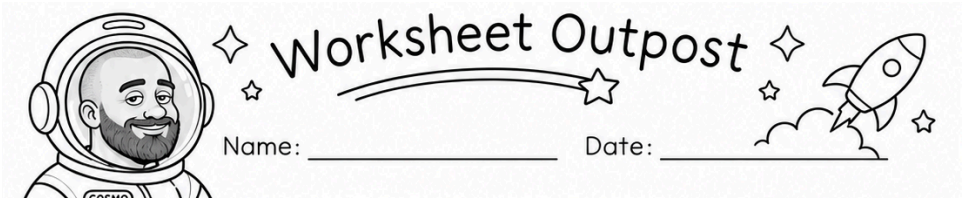
2. Watch an adult write g. Copy the letter, then try again on your own.

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

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

5. Watch an adult write g. 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 | Kindergarten ELA**

# Research Report

k-177-1 | Five questions

**Success criteria**
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes from a higher point to a lower point. A toy cart can roll down it.
Source B - Fair-test card: Change one thing at a time. To compare ramp heights, use the same cart and ramp surface each time.

1. Use the two ramp sources below to answer: How can we compare ramps fairly?

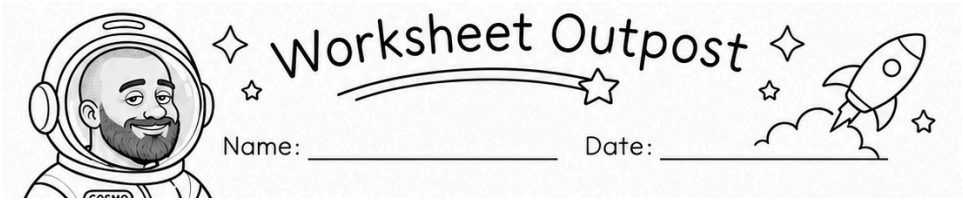
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Use the two ramp sources below to answer: How can we compare ramps fairly?

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 | Kindergarten ELA**

# Research Report

k-177-2 | Five questions

**Success criteria**
I can use what I know or find in a source to answer a question.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes from a higher point to a lower point. A toy cart can roll down it.
Source B - Fair-test card: Change one thing at a time. To compare ramp heights, use the same cart and ramp surface each time.

1. Write a fresh version: Use the two ramp sources below to answer: How can we compare ramps fairly?

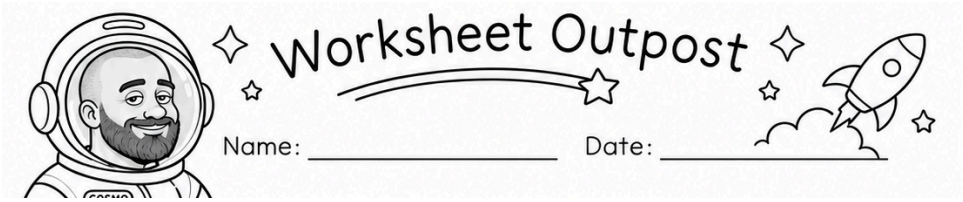
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Use the two ramp sources below to answer: How can we compare ramps fairly?

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 | Kindergarten ELA**

# Digraph ck

k-178-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: back, neck, kick, rock, duck, sock.

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

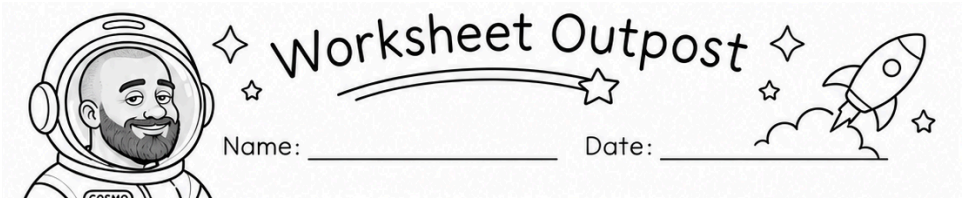
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph ck

k-178-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: sock, duck, rock, kick, neck, back.

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

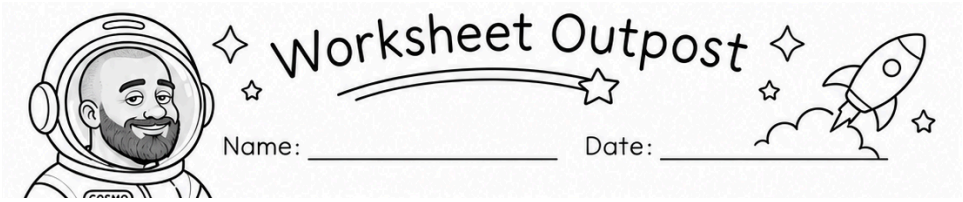
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: S, s, F, f, E, e

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

k-179-1 | Five questions

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 S. Copy the letter, then try again on your own.

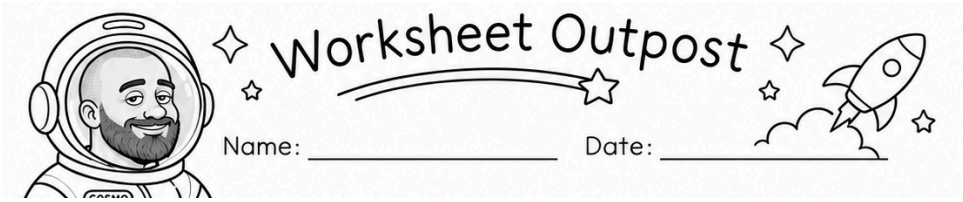
2. Watch an adult write F. Copy the letter, then try again on your own.

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

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

5. Watch an adult write F. 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 | Kindergarten ELA**

# Manuscript: S, s, F, f, E, e

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

k-179-2 | Five questions

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 s. Copy the letter, then try again on your own.

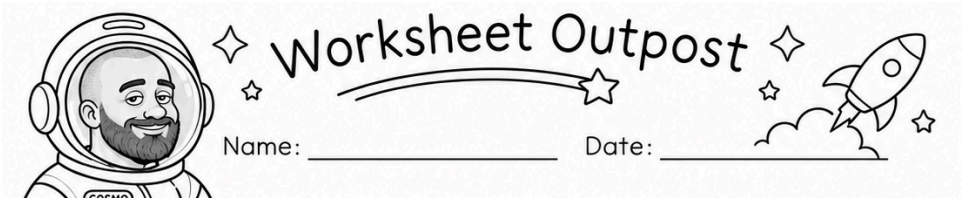
2. Watch an adult write f. Copy the letter, then try again on your own.

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

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

5. Watch an adult write f. 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 | Kindergarten ELA**

# Digraph wh

k-180-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: when, whip, whisk, whiz, wheel, whiff.

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

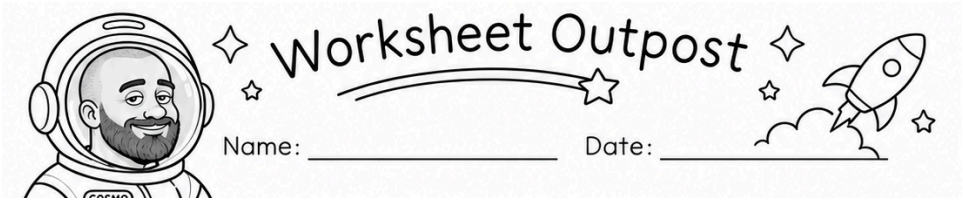
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph wh

k-180-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: whiff, wheel, whiz, whisk, whip, when.

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

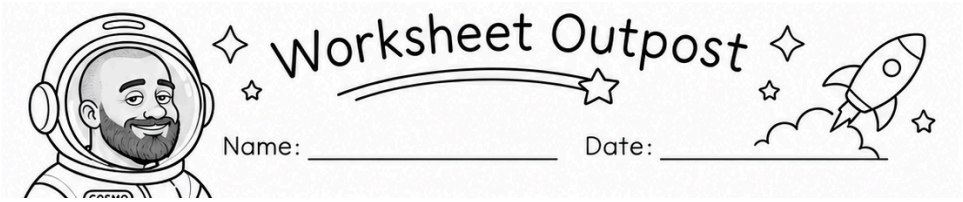
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph ng

k-181-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: ring, sing, song, long, wing, bang.

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

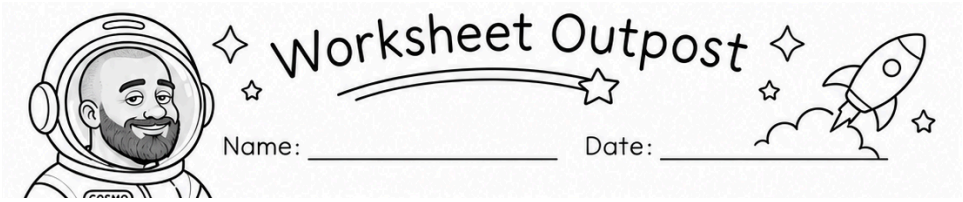
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph ng

k-181-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: bang, wing, long, song, sing, ring.

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

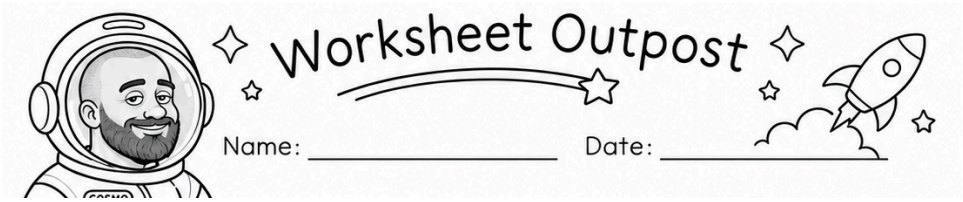
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: V, v, W, w

k-182-1 | 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 V. Copy the letter, then try again on your own.

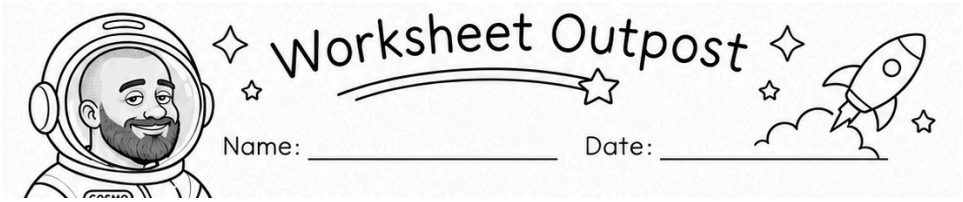
2. Watch an adult write W. Copy the letter, then try again on your own.

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

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

5. Watch an adult write V. 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 | Kindergarten ELA**

# Manuscript: V, v, W, w

k-182-2 | 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 v. Copy the letter, then try again on your own.

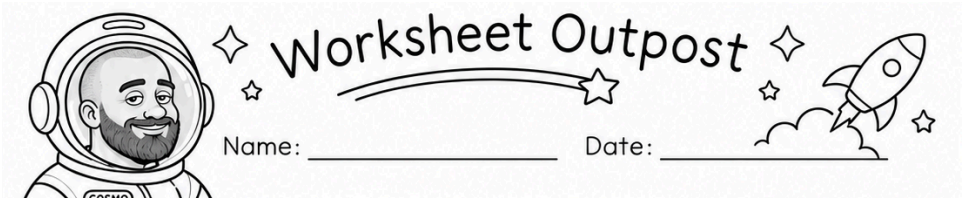
2. Watch an adult write w. Copy the letter, then try again on your own.

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

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

5. Watch an adult write v. 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 | Kindergarten ELA**

# Text Structure

k-183-1 | Five questions

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

Name: _____ Date: _____

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

1. What happens first?

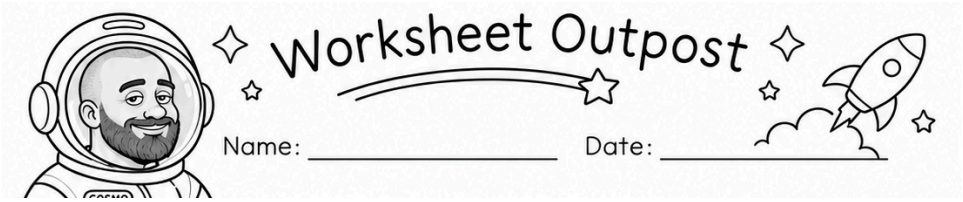
2. Which step comes before laying the bridge?

3. Circle two order words.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Text Structure

k-183-2 | Five questions

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

Name: _____ Date: _____

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

1. What happens after setting down the tray?

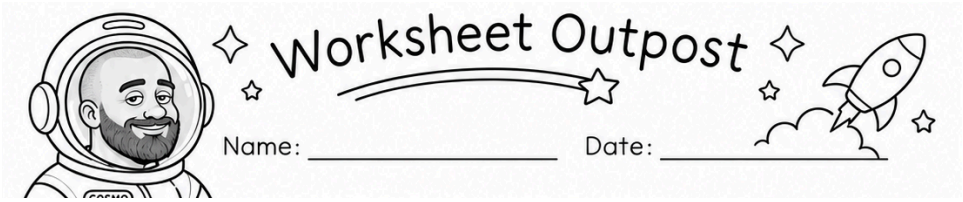
2. Why fold the boat before putting it in water?

3. Retell the steps in order.

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

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

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Digraph Review

k-184-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: ship, this, chip, back, when, ring, shop, that, chin, neck, whip, sing.

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

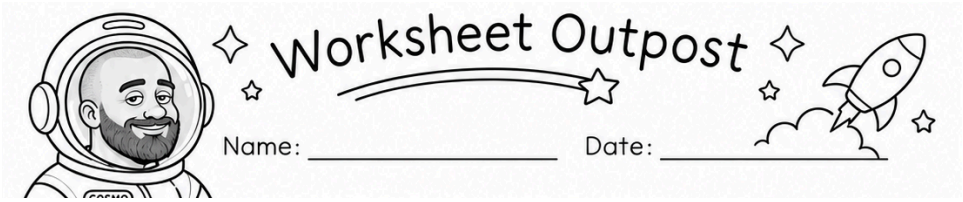
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Digraph Review

k-184-2 | Five questions

**Success criteria**

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



Name: _____ Date: _____

Practice words: shell, them, much, kick, whisk, song, fish, then, rich, rock, whiz, long.

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

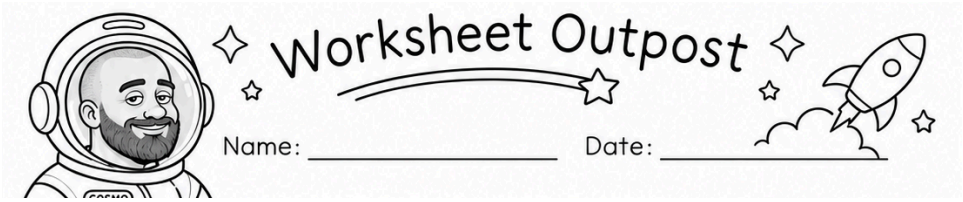
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: Z, z, X, x, K, k

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

k-185-1 | Five questions

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 Z. Copy the letter, then try again on your own.

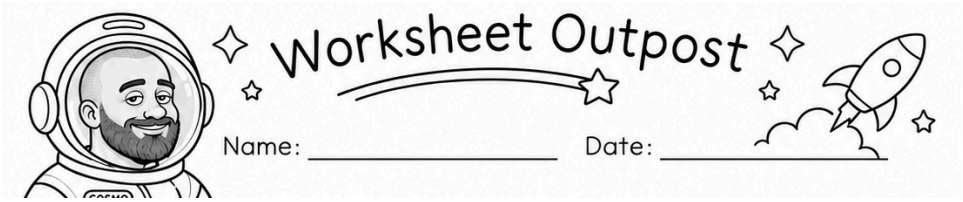
2. Watch an adult write X. Copy the letter, then try again on your own.

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

4. Watch an adult write Z. 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 | Kindergarten ELA**

# Manuscript: Z, z, X, x, K, k

k-185-2 | 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 z. Copy the letter, then try again on your own.

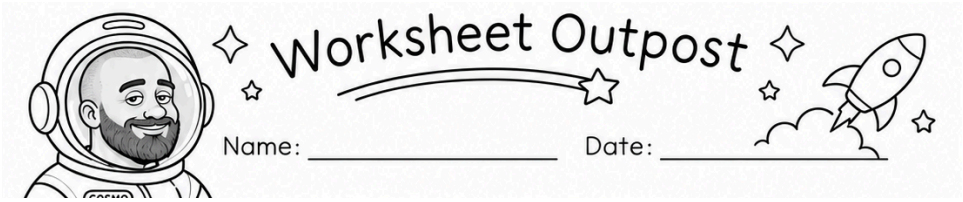
2. Watch an adult write x. Copy the letter, then try again on your own.

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

4. Watch an adult write z. 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 | Kindergarten ELA**

# Initial s-blends

k-186-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: stop, spin, step, swim, spot, snack.

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

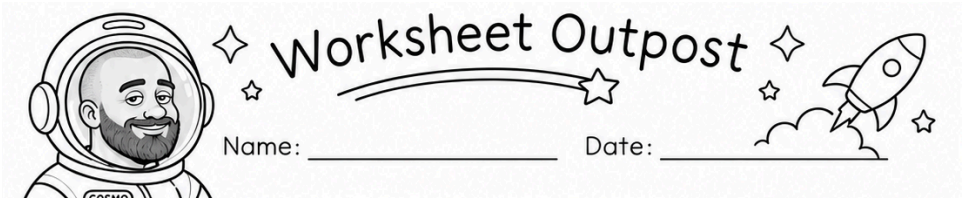
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Initial s-blends

k-186-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: snack, spot, swim, step, spin, stop.

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

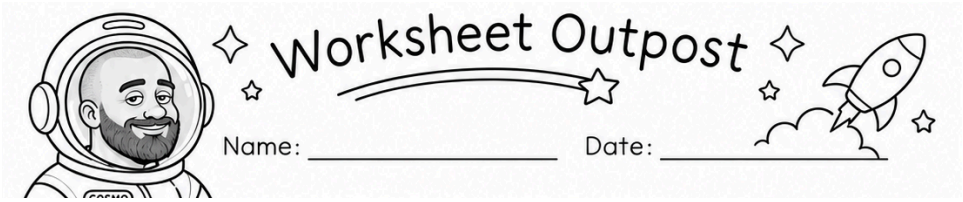
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Initial l-blends

k-187-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: clap, flag, slip, glad, plug, flat.

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

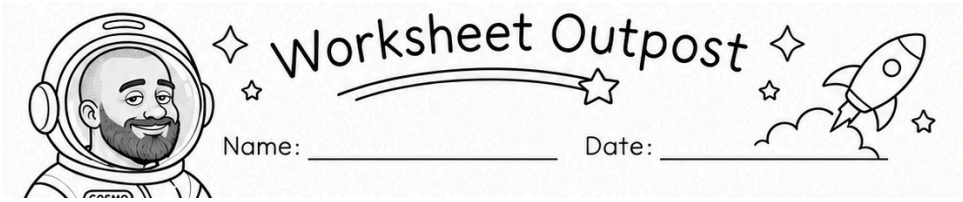
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Initial l-blends

k-187-2 | Five questions

**Success criteria**

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



Name: _____ Date: _____

Practice words: flat, plug, glad, slip, flag, clap.

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

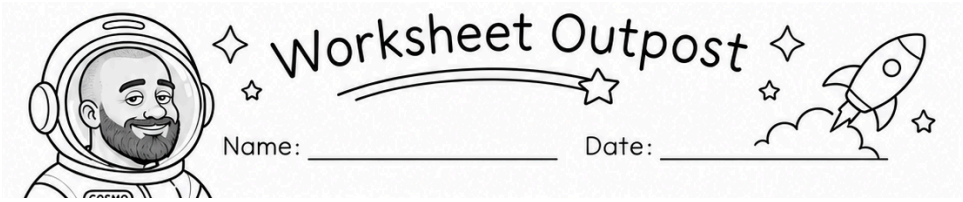
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: l, t, i

k-188-1 | 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.

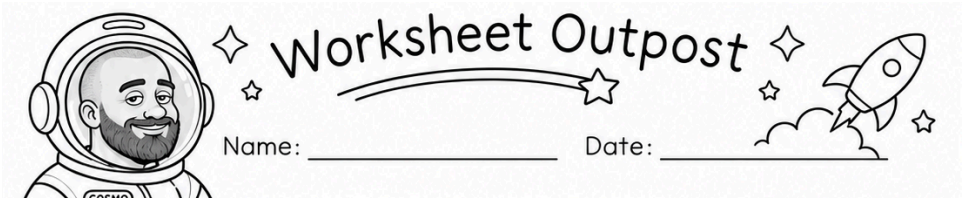
2. Watch an adult write i. Copy the letter, then try again on your own.

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 | Kindergarten ELA**

# Manuscript: l, t, i

k-188-2 | 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.

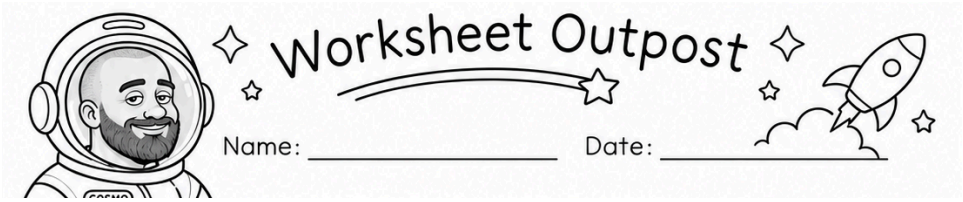
2. Watch an adult write t. Copy the letter, then try again on your own.

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 | Kindergarten ELA**

# Opinion

k-189-1 | 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.

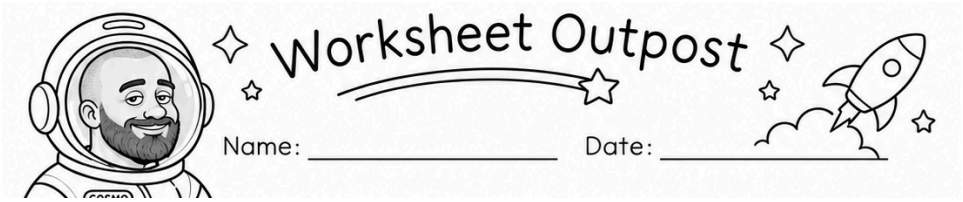
2. Plan: What is your main idea? Choose two or three details.

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 | Kindergarten ELA**

# Opinion

k-189-2 | 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.

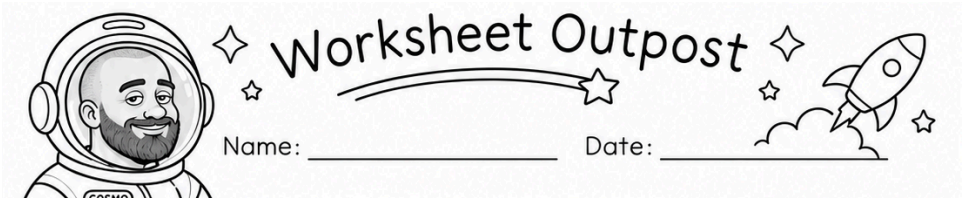
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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 | Kindergarten ELA**

# Initial r-blends

k-190-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: frog, crab, drum, drip, grip, trap.

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

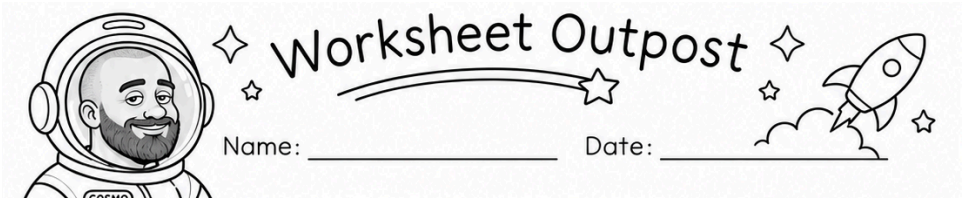
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Initial r-blends

k-190-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: trap, grip, drip, drum, crab, frog.

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

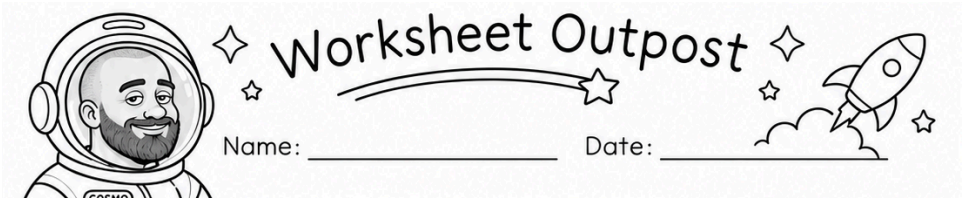
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: j, u, y

k-191-1 | 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 j. Copy the letter, then try again on your own.

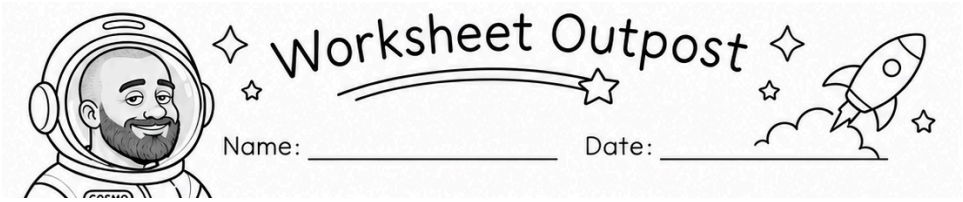
2. Watch an adult write y. Copy the letter, then try again on your own.

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

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

5. Watch an adult write j. 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 | Kindergarten ELA**

# Manuscript: j, u, y

k-191-2 | 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 u. Copy the letter, then try again on your own.

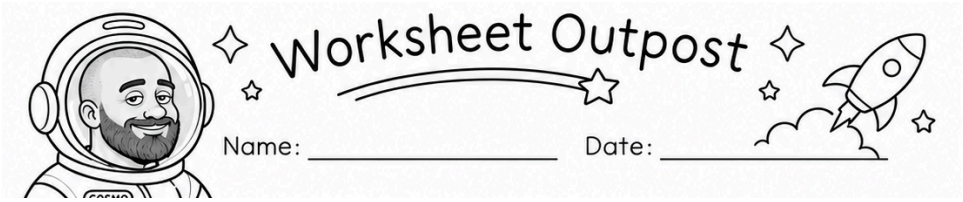
2. Watch an adult write u. Copy the letter, then try again on your own.

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

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

5. Watch an adult write u. 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 | Kindergarten ELA**

# Blending Phonemes

k-192-1 | 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 /s/ /u/ /n/. Use the short u sound.

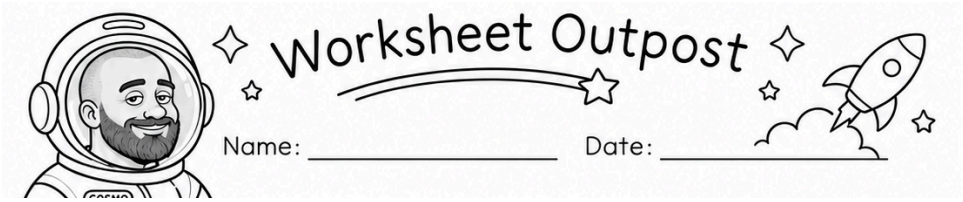
2. Blend /m/ /a/ /p/. Use the short a sound.

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 | Kindergarten ELA**

# Blending Phonemes

k-192-2 | 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.

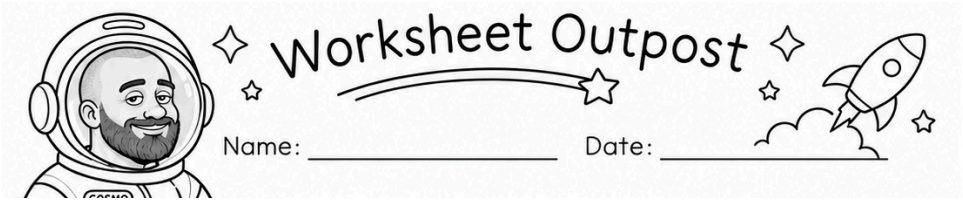
2. Blend /m/ /a/ /p/. Use the short a sound.

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 | Kindergarten ELA**

# Segmenting Phonemes

**Success criteria**
I can say the separate sounds I hear in a word.

k-193-1 | 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. Say fish. Push one counter for each sound.

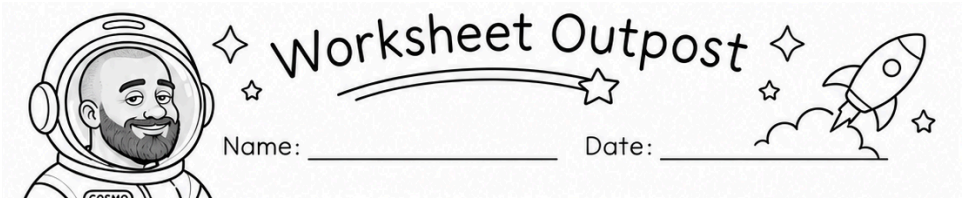
2. Say map. Tap each sound.

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 | Kindergarten ELA**

# Segmenting Phonemes

**Success criteria**
I can say the separate sounds I hear in a word.

k-193-2 | Five questions

Name: _____ Date: _____

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

1. Say stop. Count the sounds.

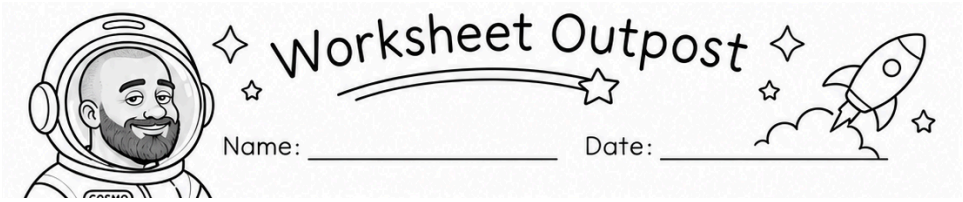
2. Say map. Tap each sound.

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 | Kindergarten ELA**

# Final Blend -mp

k-194-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: lamp, camp, bump, jump, damp, stamp.

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

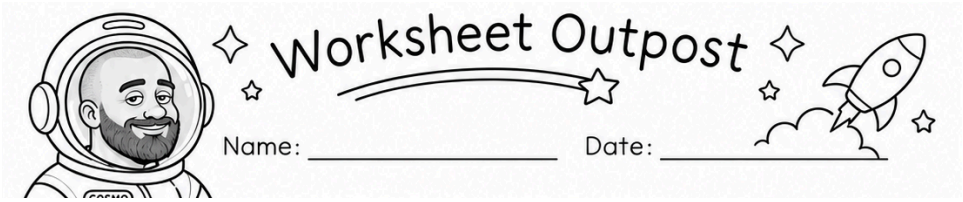
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Final Blend -mp

k-194-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: stamp, damp, jump, bump, camp, lamp.

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

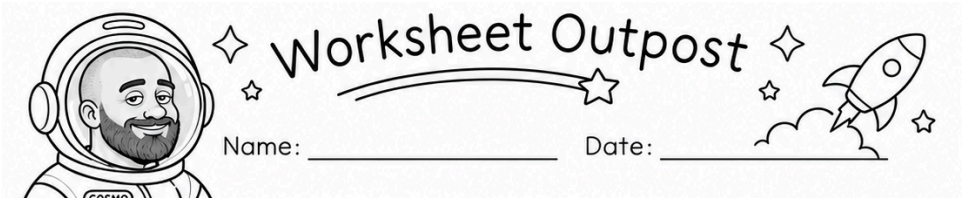
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Final Blends -nt, -nd

k-195-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: tent, bent, ant, hand, sand, pond.

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

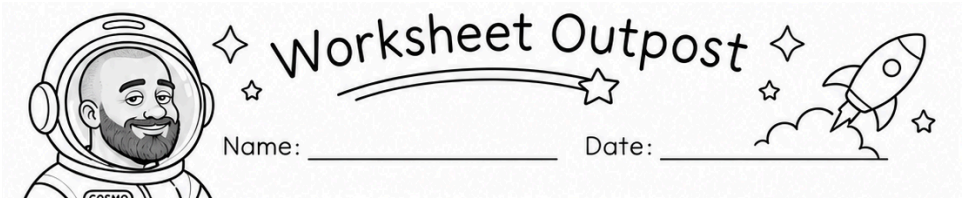
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Final Blends -nt, -nd

k-195-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: pond, sand, hand, ant, bent, tent.

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

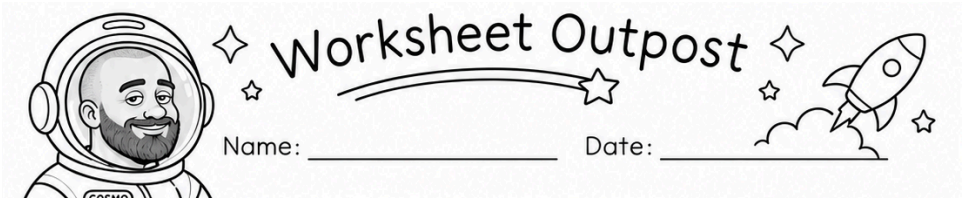
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Final Blends -st, -ft

k-196-1 | Five questions

**Success criteria**

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: nest, best, fast, soft, gift, left.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

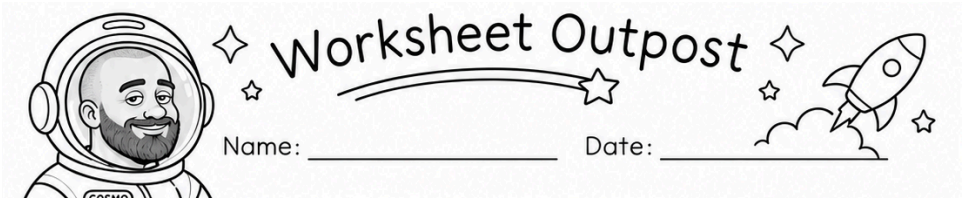
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Final Blends -st, -ft

k-196-2 | Five questions

**Success criteria**

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: left, gift, soft, fast, best, nest.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

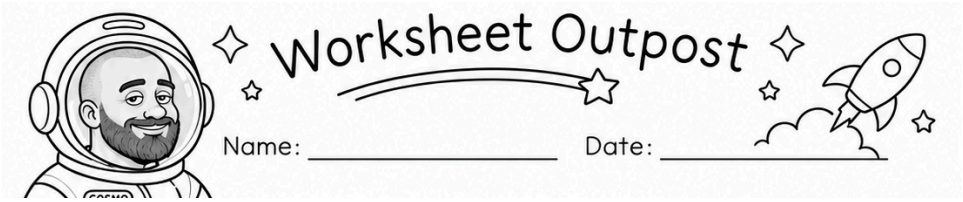
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Final Blends -lp, -nk

k-197-1 | Five questions

**Success criteria**

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: help, yelp, gulp, sink, bank, pink.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

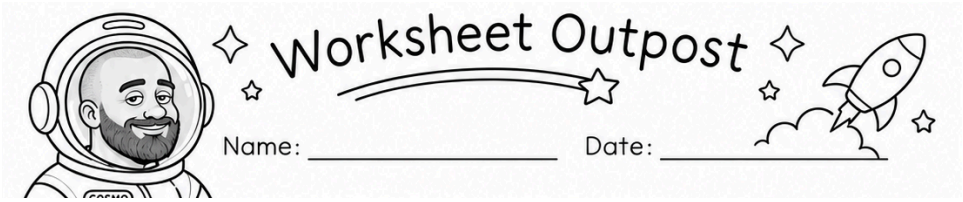
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Final Blends -lp, -nk

k-197-2 | Five questions

**Success criteria**

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: pink, bank, sink, gulp, yelp, help.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

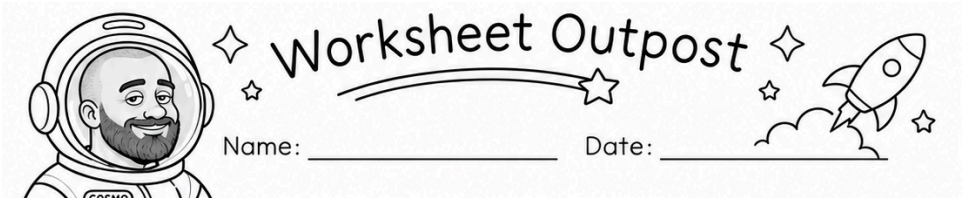
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: r, n, m

k-198-1 | 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 r. Copy the letter, then try again on your own.

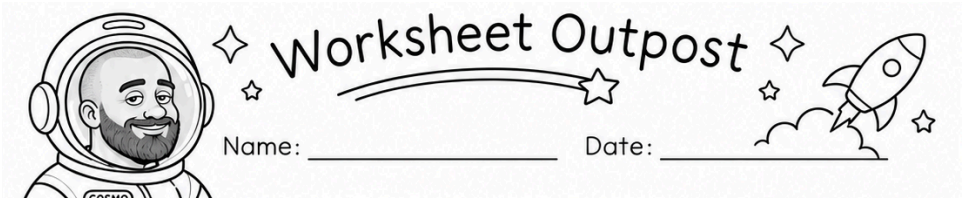
2. Watch an adult write m. Copy the letter, then try again on your own.

3. Watch an adult write r. Copy the letter, then try again on your own.

4. Watch an adult write m. Copy the letter, then try again on your own.

5. Watch an adult write r. 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 | Kindergarten ELA**

# Manuscript: r, n, m

k-198-2 | 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 n. Copy the letter, then try again on your own.

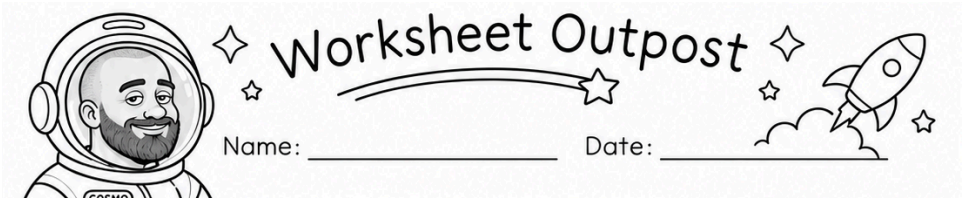
2. Watch an adult write n. Copy the letter, then try again on your own.

3. Watch an adult write n. Copy the letter, then try again on your own.

4. Watch an adult write n. Copy the letter, then try again on your own.

5. Watch an adult write n. 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 | Kindergarten ELA**

# want

k-199-1 | Five questions

**Success criteria**
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: want

1. Read each word. Circle the part you need to remember.

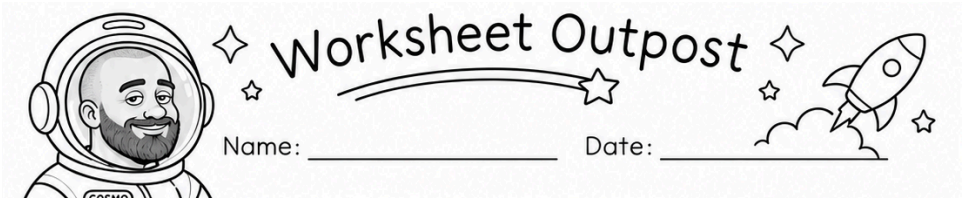
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# want

k-199-2 | Five questions

**Success criteria**

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: want

1. Ask an adult to read the words in a different order. Write each word you hear.

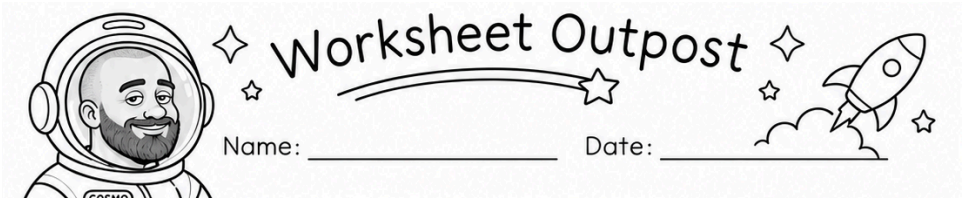
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# How-To

k-200-1 | Five questions

**Success criteria**

I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Explain how to prepare a desk for drawing.

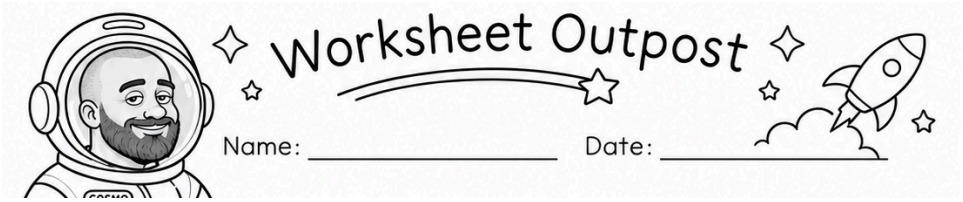
2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Explain how to prepare a desk for drawing.

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 | Kindergarten ELA**

# How-To

k-200-2 | Five questions

**Success criteria**

I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Write a fresh version: Explain how to prepare a desk for drawing.

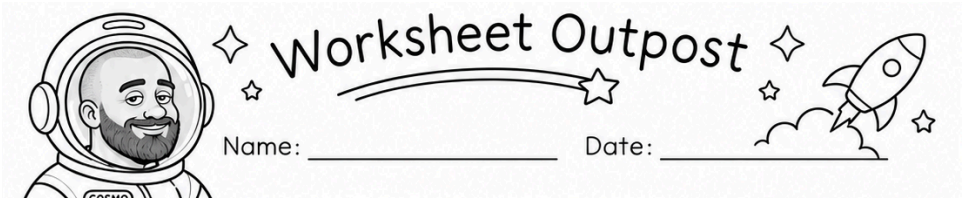
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Explain how to prepare a desk for drawing.

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 | Kindergarten ELA**

# Manuscript: h, b, p

k-201-1 | 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 h. Copy the letter, then try again on your own.

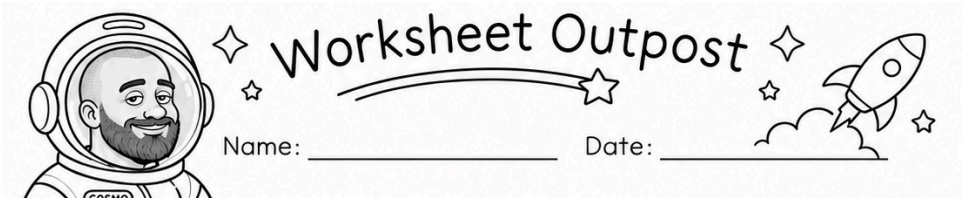
2. Watch an adult write p. Copy the letter, then try again on your own.

3. Watch an adult write h. Copy the letter, then try again on your own.

4. Watch an adult write p. Copy the letter, then try again on your own.

5. Watch an adult write h. 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 | Kindergarten ELA**

# Manuscript: h, b, p

k-201-2 | 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 b. Copy the letter, then try again on your own.

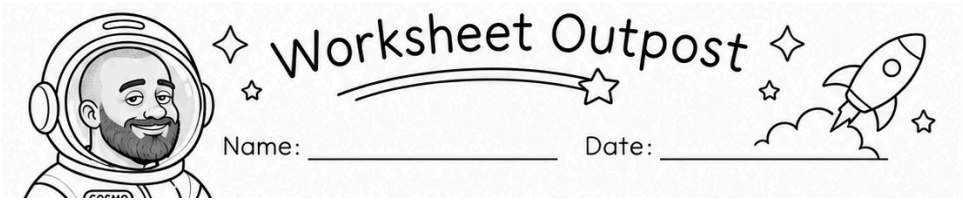
2. Watch an adult write b. Copy the letter, then try again on your own.

3. Watch an adult write b. Copy the letter, then try again on your own.

4. Watch an adult write b. Copy the letter, then try again on your own.

5. Watch an adult write b. 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 | Kindergarten ELA**

# Manuscript: c, o, a

k-202-1 | 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 c. Copy the letter, then try again on your own.

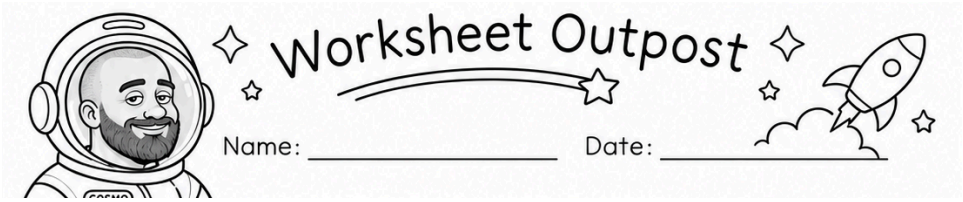
2. Watch an adult write a. Copy the letter, then try again on your own.

3. Watch an adult write c. Copy the letter, then try again on your own.

4. Watch an adult write a. Copy the letter, then try again on your own.

5. Watch an adult write c. 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 | Kindergarten ELA**

# Manuscript: c, o, a

k-202-2 | 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 o. Copy the letter, then try again on your own.

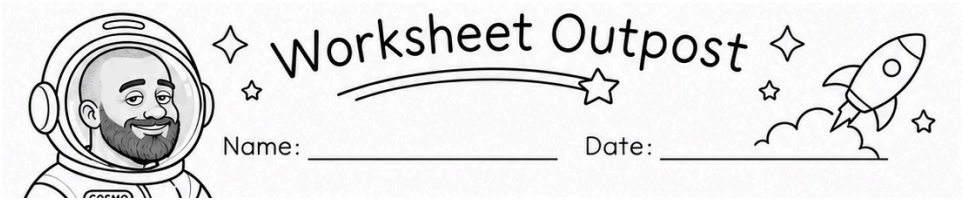
2. Watch an adult write o. Copy the letter, then try again on your own.

3. Watch an adult write o. Copy the letter, then try again on your own.

4. Watch an adult write o. Copy the letter, then try again on your own.

5. Watch an adult write o. 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 | Kindergarten ELA**

# give, live

k-203-1 | Five questions

**Success criteria**
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: give, live

1. Read each word. Circle the part you need to remember.

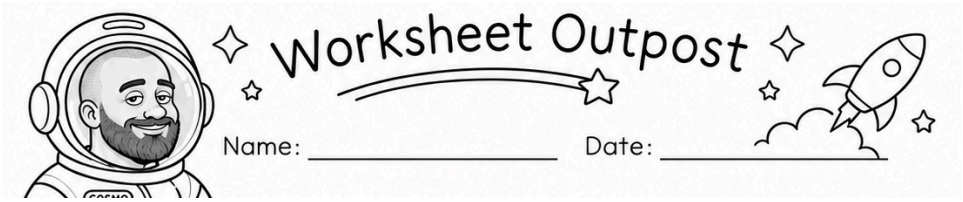
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# give, live

k-203-2 | Five questions

**Success criteria**

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: give, live

1. Ask an adult to read the words in a different order. Write each word you hear.

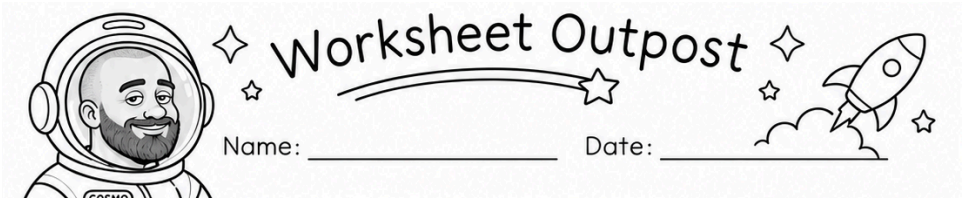
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Book Report

**Success criteria**
I can state my opinion and give a reason for it.

k-204-1 | 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.
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. Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

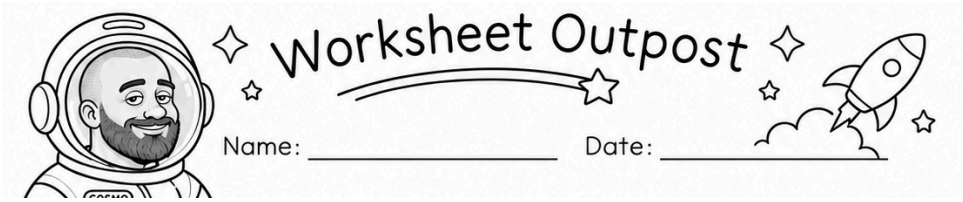
2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

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 | Kindergarten ELA**

# Book Report

**Success criteria**
I can state my opinion and give a reason for it.

k-204-2 | 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.
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.

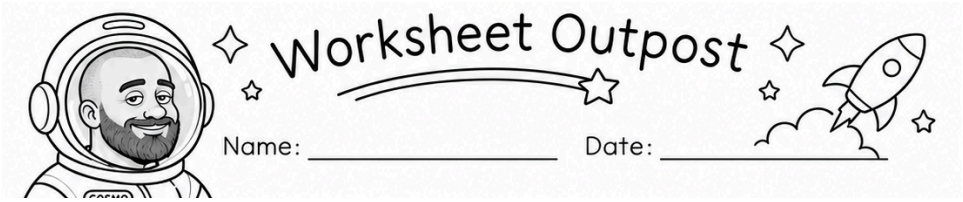
1. Write a fresh version: Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

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. Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

5. Plan: What is your main idea? Choose two or three details.




**WORKSHEET OUTPOST | Kindergarten ELA**

# Manuscript: d, g, q

k-205-1 | 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 d. Copy the letter, then try again on your own.

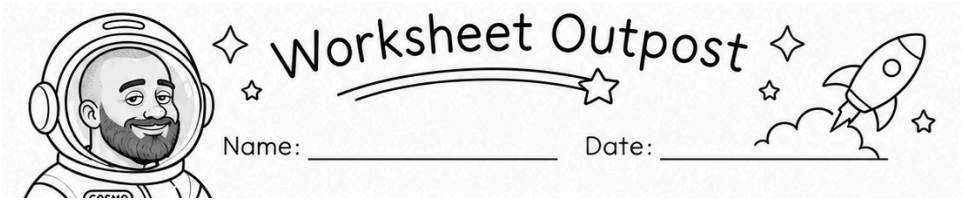
2. Watch an adult write q. Copy the letter, then try again on your own.

3. Watch an adult write d. Copy the letter, then try again on your own.

4. Watch an adult write q. Copy the letter, then try again on your own.

5. Watch an adult write d. 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 | Kindergarten ELA**

# Manuscript: d, g, q

k-205-2 | 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 g. Copy the letter, then try again on your own.

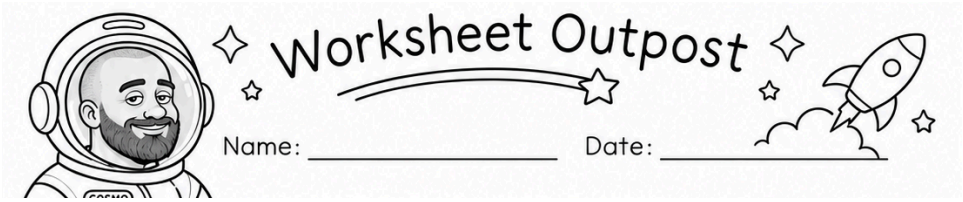
2. Watch an adult write g. Copy the letter, then try again on your own.

3. Watch an adult write g. Copy the letter, then try again on your own.

4. Watch an adult write g. Copy the letter, then try again on your own.

5. Watch an adult write g. 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 | Kindergarten ELA**

# one, some, come

k-206-1 | Five questions

**Success criteria**
I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: one, some, come

1. Read each word. Circle the part you need to remember.

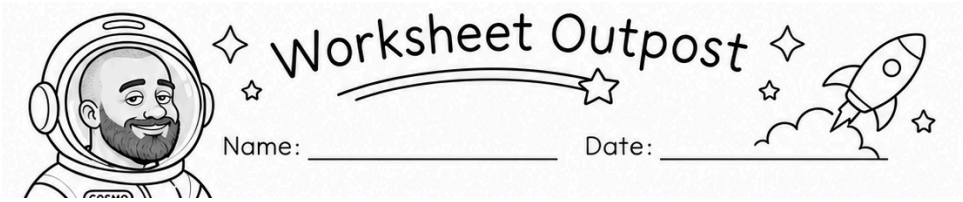
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# one, some, come

k-206-2 | Five questions

**Success criteria**

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: one, some, come

1. Ask an adult to read the words in a different order. Write each word you hear.

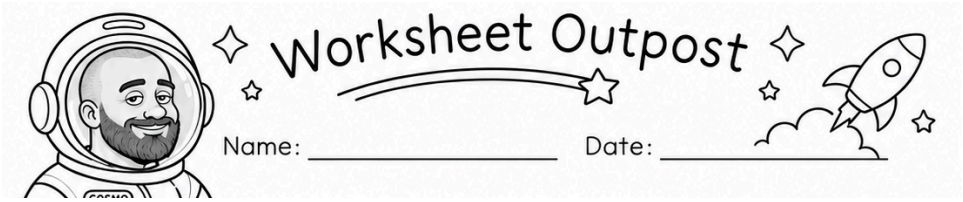
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# Manuscript: s, f, e

k-207-1 | 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 s. Copy the letter, then try again on your own.

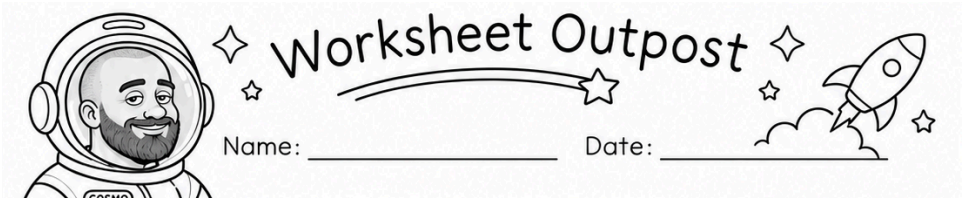
2. Watch an adult write e. Copy the letter, then try again on your own.

3. Watch an adult write s. Copy the letter, then try again on your own.

4. Watch an adult write e. Copy the letter, then try again on your own.

5. Watch an adult write s. 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 | Kindergarten ELA**

# Manuscript: s, f, e

k-207-2 | 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 f. Copy the letter, then try again on your own.

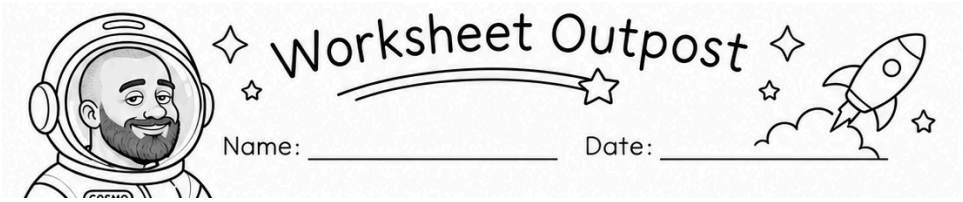
2. Watch an adult write f. Copy the letter, then try again on your own.

3. Watch an adult write f. Copy the letter, then try again on your own.

4. Watch an adult write f. Copy the letter, then try again on your own.

5. Watch an adult write f. 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 | Kindergarten ELA**

# there, where

k-208-1 | 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.

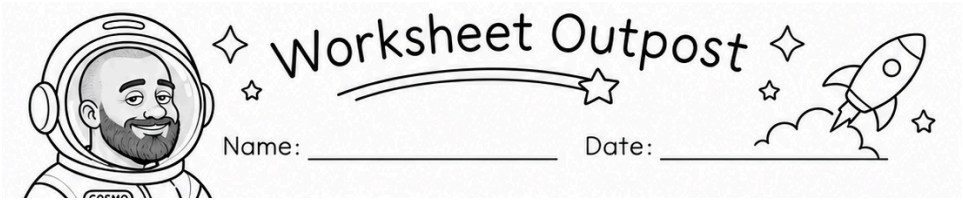
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# there, where

k-208-2 | 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.

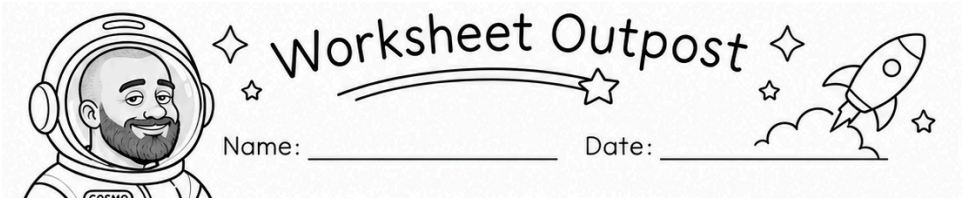
2. Check your spelling. Fix any words you missed.

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 | Kindergarten ELA**

# VCe Pattern Review

k-209-1 | 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.

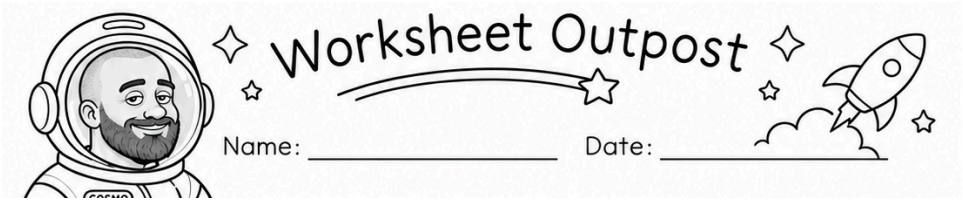
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# VCe Pattern Review

k-209-2 | 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.

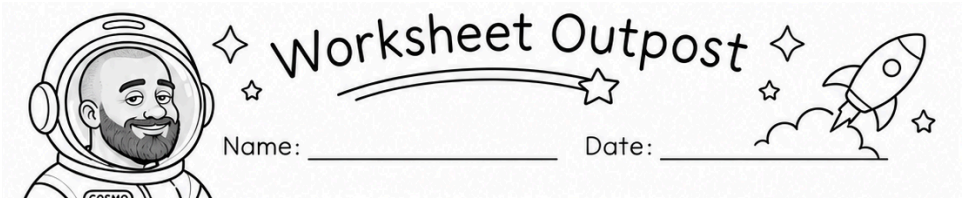
2. Choose two words. How are their spellings alike? How are they different?

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 | Kindergarten ELA**

# Manuscript: v, w, x, z, k

k-210-1 | 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 v. Copy the letter, then try again on your own.

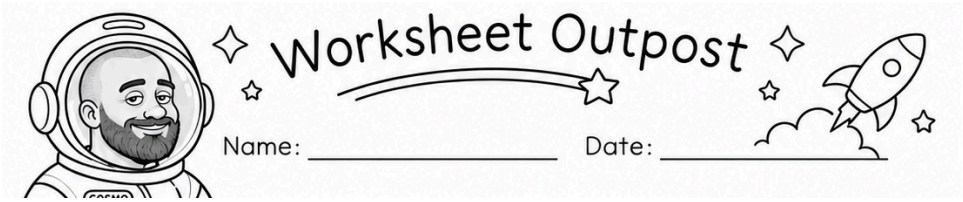
2. Watch an adult write x. Copy the letter, then try again on your own.

3. Watch an adult write k. Copy the letter, then try again on your own.

4. Watch an adult write v. 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 | Kindergarten ELA**

# Manuscript: v, w, x, z, k

k-210-2 | 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 w. Copy the letter, then try again on your own.

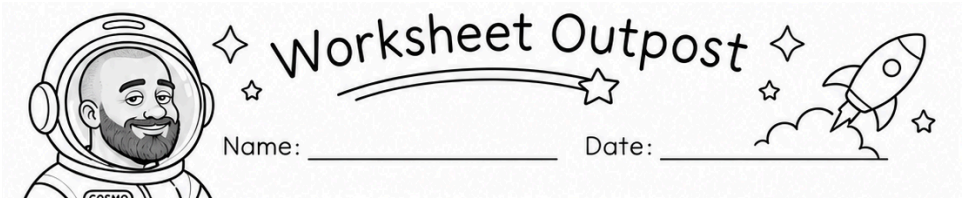
2. Watch an adult write z. Copy the letter, then try again on your own.

3. Watch an adult write w. Copy the letter, then try again on your own.

4. Watch an adult write z. Copy the letter, then try again on your own.

5. Watch an adult write w. 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 | Kindergarten ELA**

# were

k-211-1 | Five questions

**Success criteria**

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: were

1. Read each word. Circle the part you need to remember.

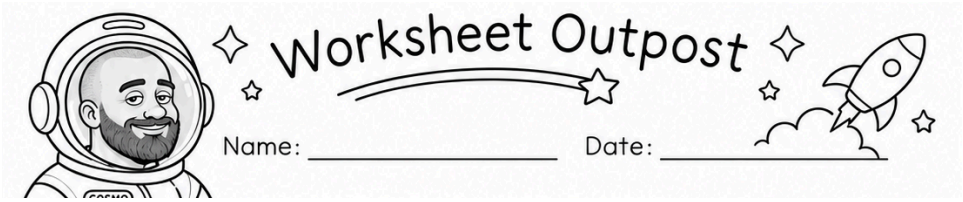
2. Choose two words. Use each word in a sentence aloud.

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 | Kindergarten ELA**

# were

k-211-2 | Five questions

**Success criteria**

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: were

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.