


**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?

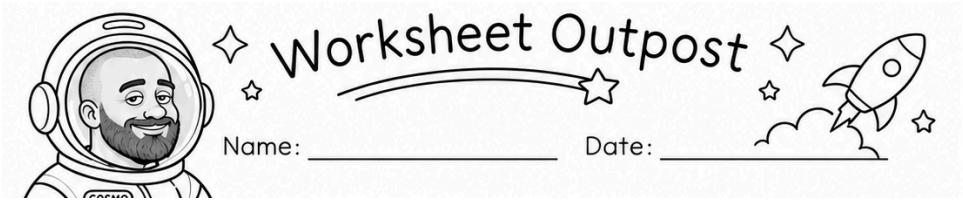
2. Say: sun, sock. Do they rhyme?

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.

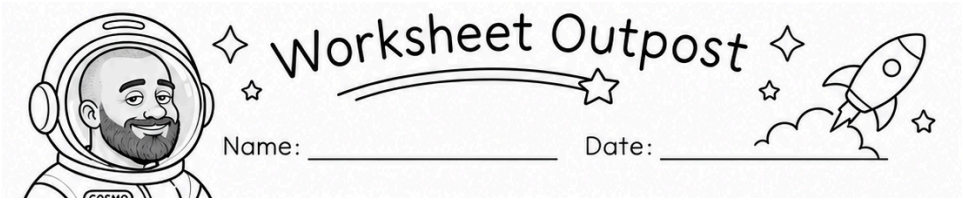
2. Say: sun, sock. Do they rhyme?

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**

# 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.

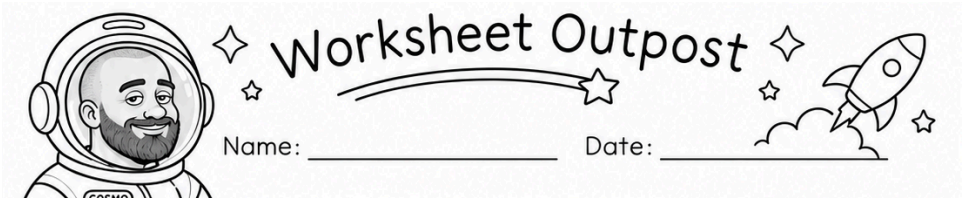
2. Blend ro - bot.

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.

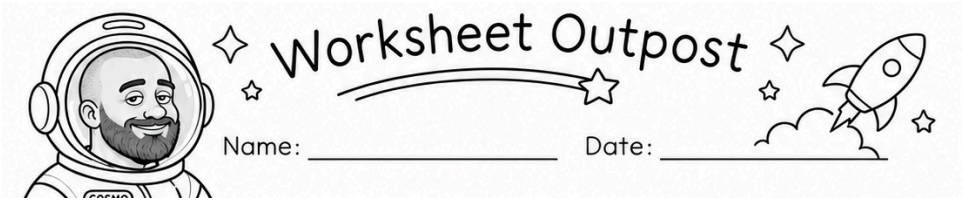
2. Blend ro - bot.

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**

# 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?

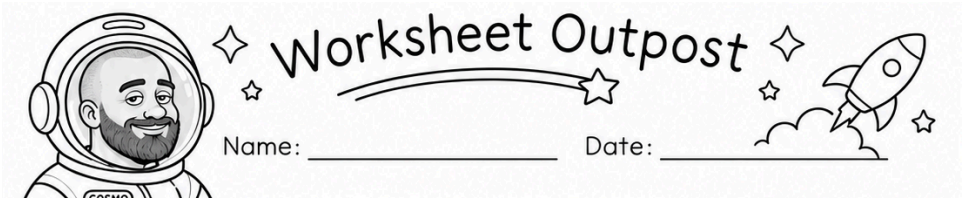
2. Say "elephant" and clap each syllable. How many syllables do you hear?

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?

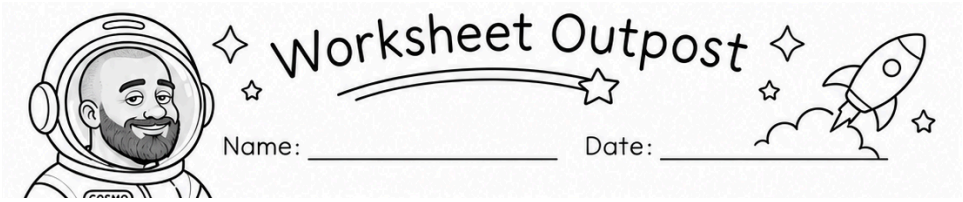
2. Say "elephant" and clap each syllable. How many syllables do you hear?

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**

# 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/.

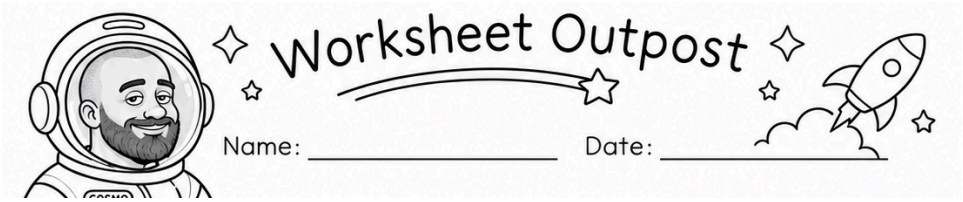
2. Blend /s/ and /un/.

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/.

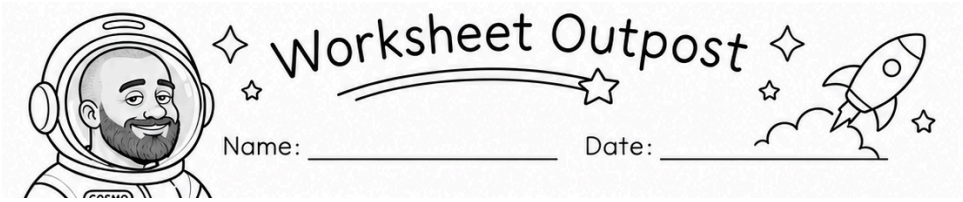
2. Blend /s/ and /un/.

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?

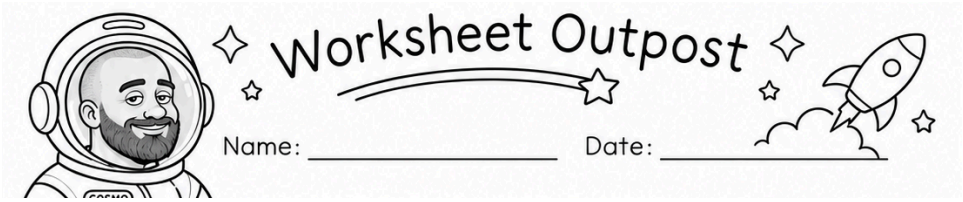
2. Blend /s/ /u/ /n/. Use the short u sound.

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?

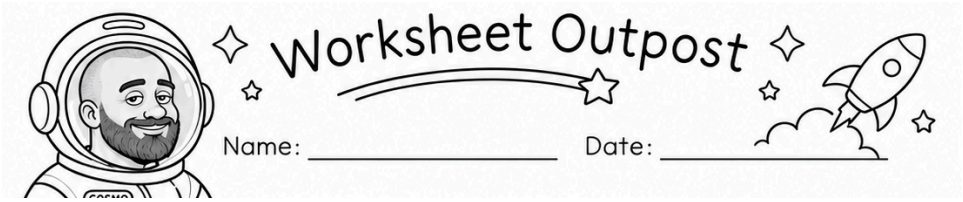
2. Blend /sh/ /i/ /p/. Use the short i sound.

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 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.

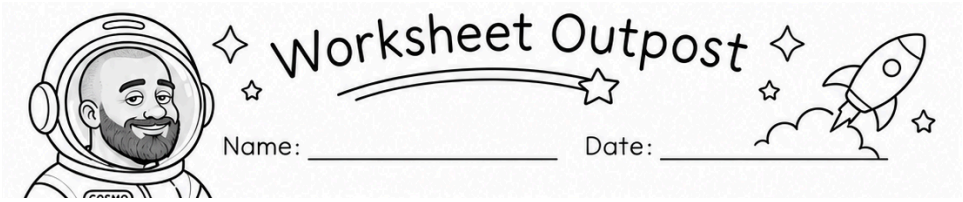
2. Say a word that begins with the sound of r.

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.

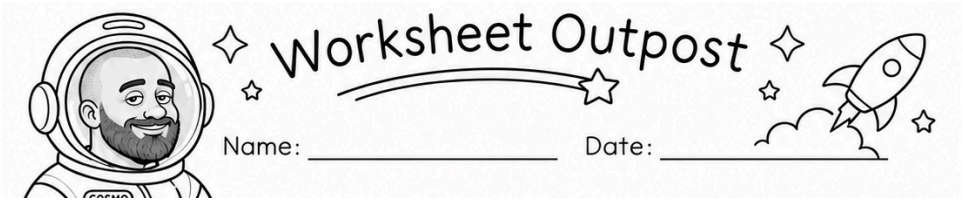
2. Say a word that begins with the sound of r.

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.

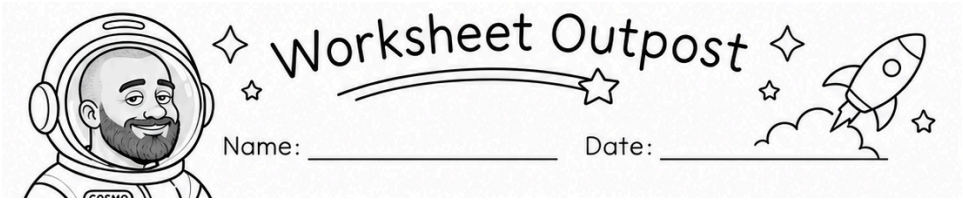
2. Say a word that begins with the sound of f.

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.

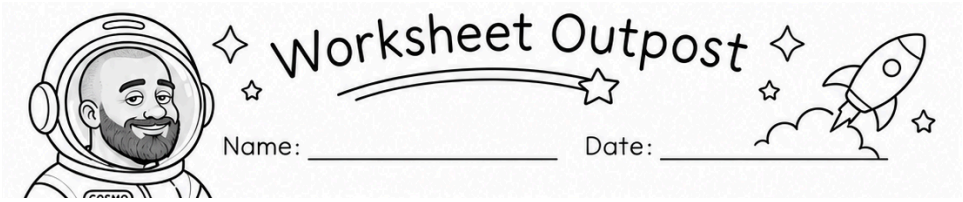
2. Say a word that begins with the sound of f.

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.

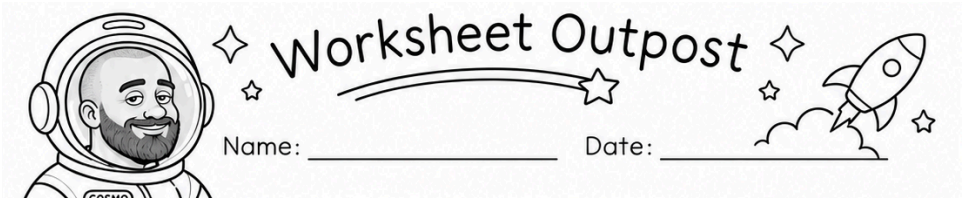
2. Watch an adult write f. Copy the letter, then try again on your own.

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.

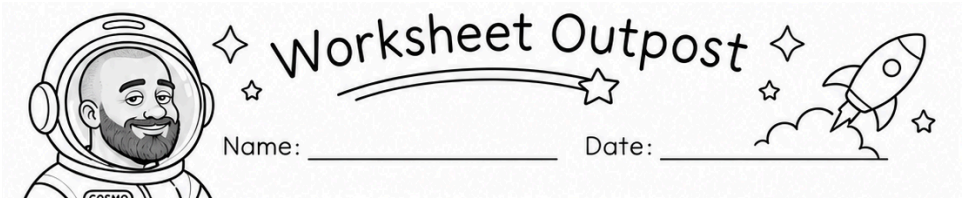
2. Watch an adult write F. Copy the letter, then try again on your own.

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.

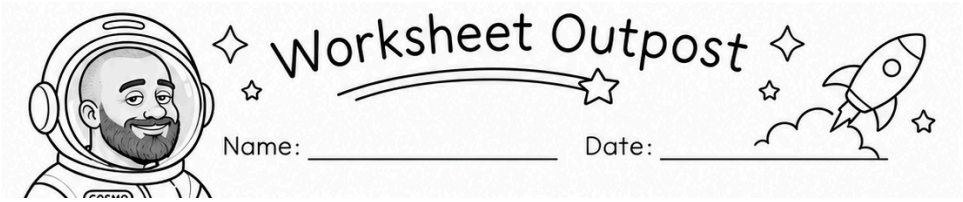
2. Choose two words. Use each word in a sentence aloud.

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.

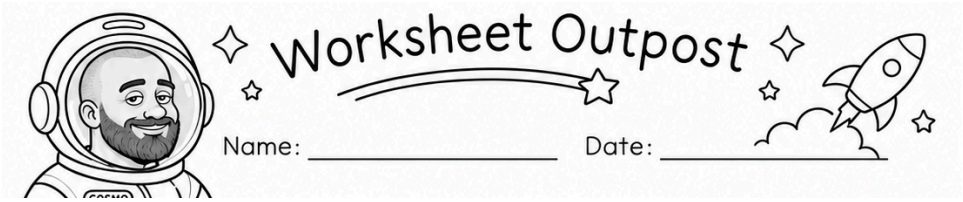
2. Check your spelling. Fix any words you missed.

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**

# 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.

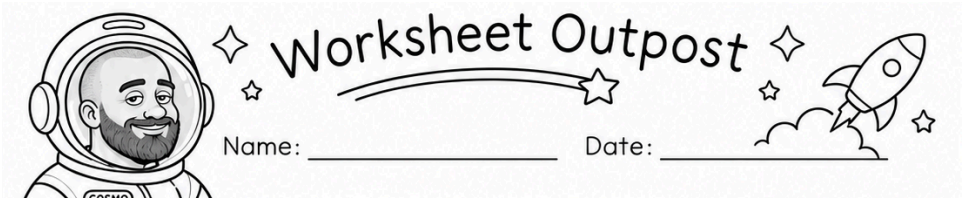
2. Check the letters, practice the word, and reread the sentence.

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.

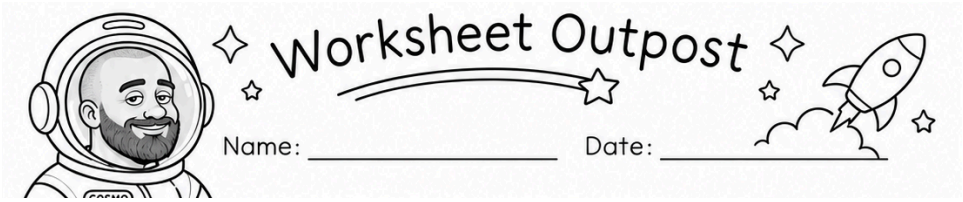
2. Tell what happens without looking.

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**

# 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?

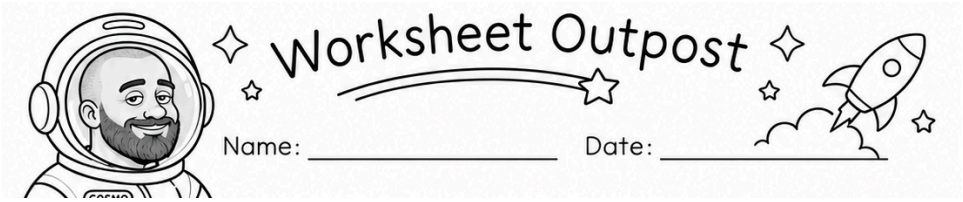
2. What happens when the fan opens?

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?

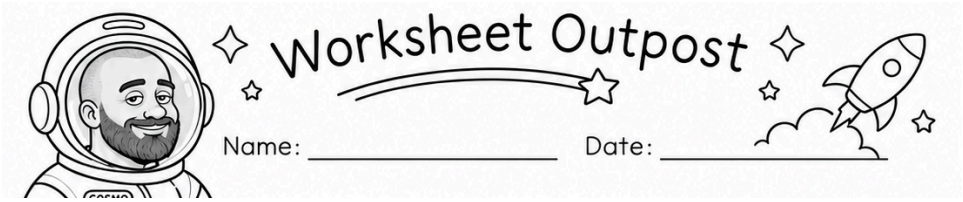
2. Name a detail about its ends.

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**

# 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.

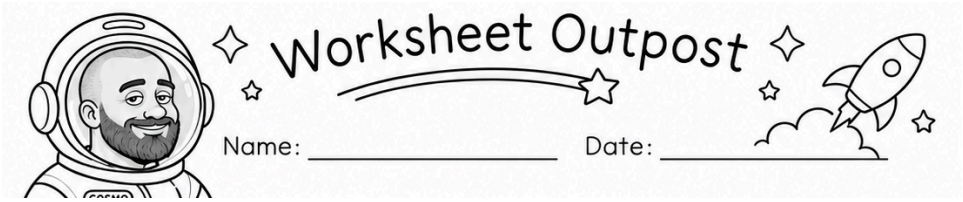
2. Tell the problem and solution.

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.

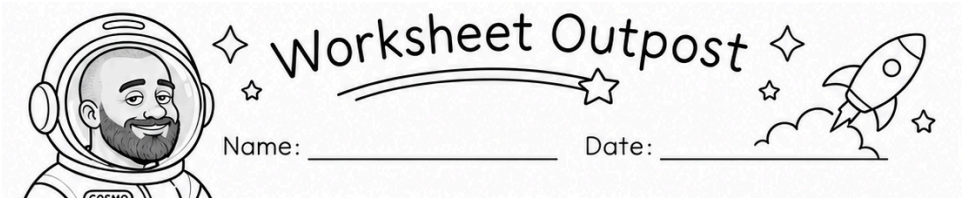
2. Tell how it is solved.

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**

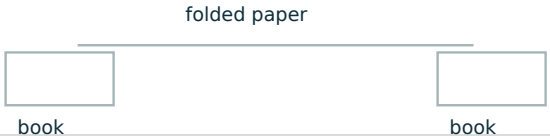
# Author and Illustrator

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?

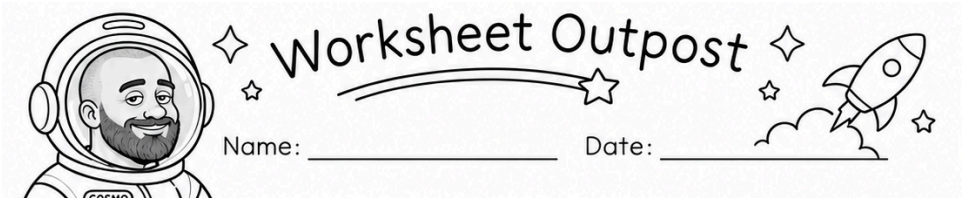
2. What does the caption explain?

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?

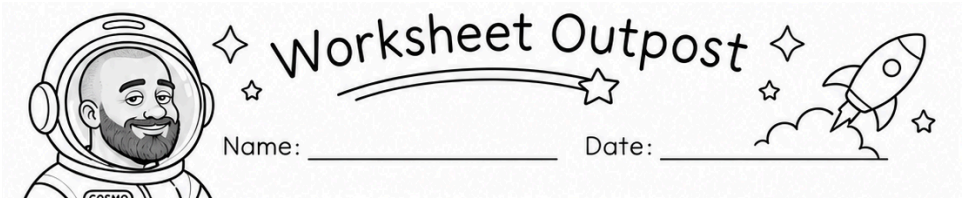
2. Read the heading. What will you learn about?

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**

# 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.

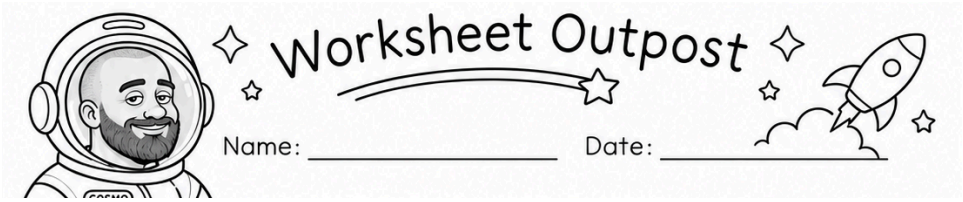
2. Point to the first word on page 1. Track each word from left to right.

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.

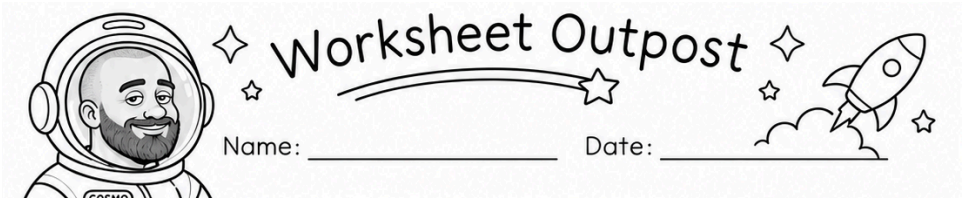
2. Find an uppercase letter and an end mark.

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.

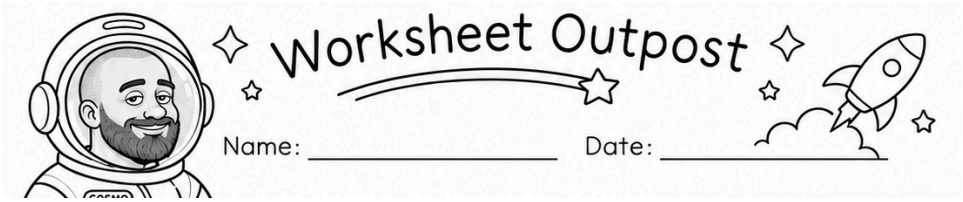
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

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.

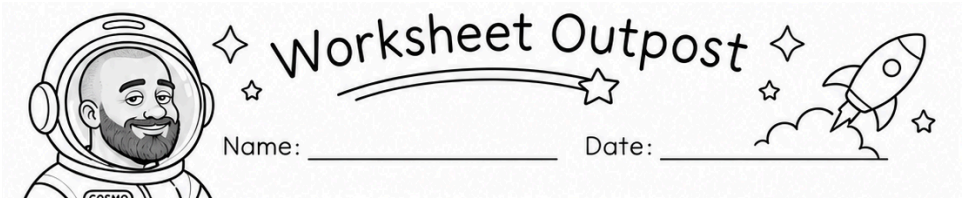
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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**

# 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.

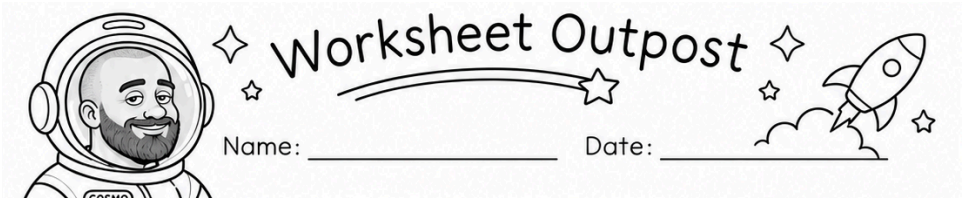
2. Plan: What is your main idea? Choose two or three details.

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.

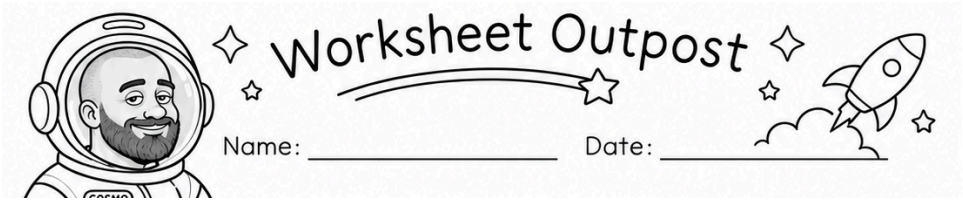
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

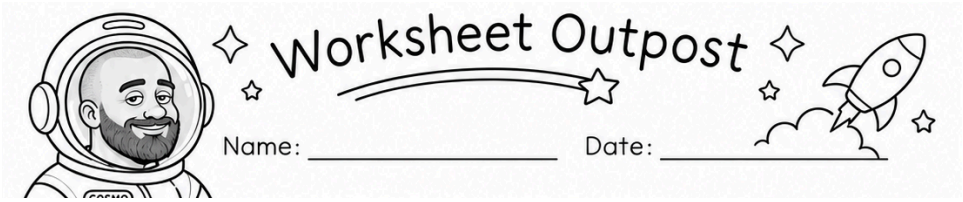
2. Turn into a question: The bag is blue.

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

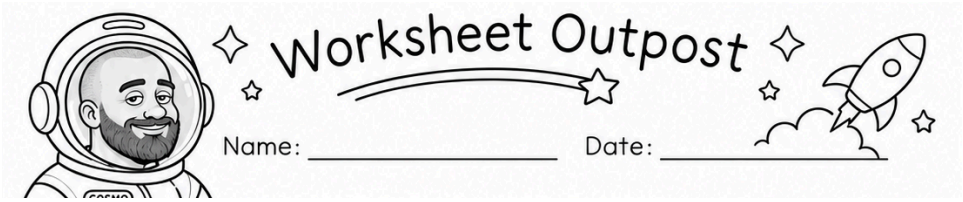
2. Ask a question beginning with who.

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**

# 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.

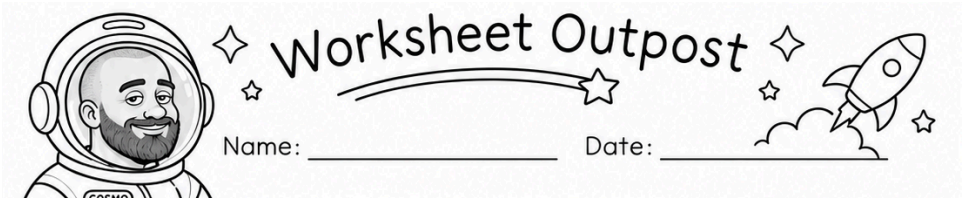
2. Listen to your partner and combine the best parts of both plans.

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.