

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.

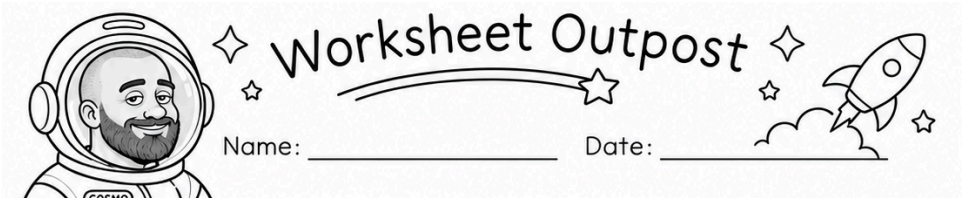
2. Ask a question about your partner's idea.

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.

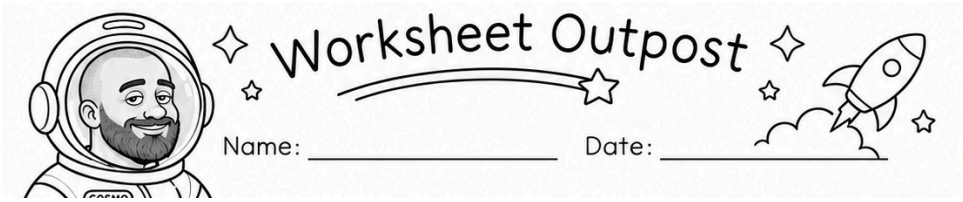
2. Write or draw one idea your partner shared.

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.

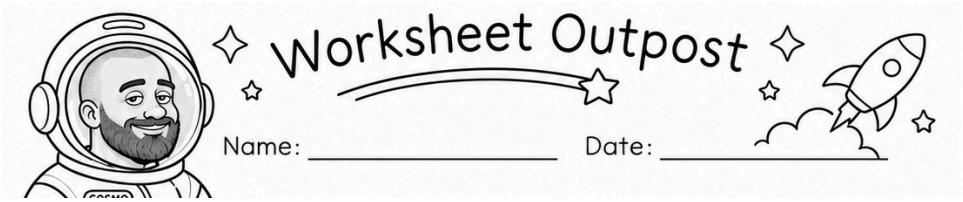
2. Add one word to each group.

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.

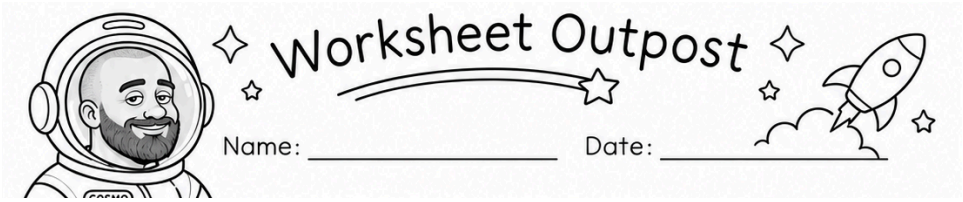
2. Add one to each group.

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

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?

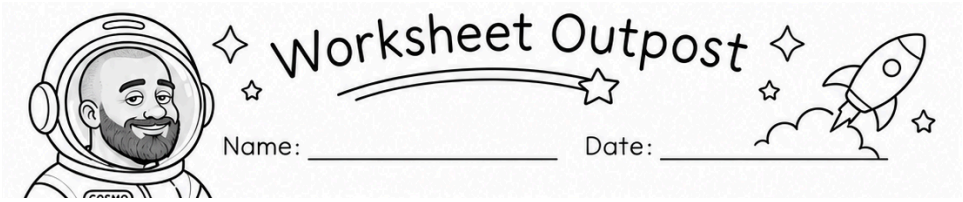
2. Say: sun, sock. Do they rhyme?

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.

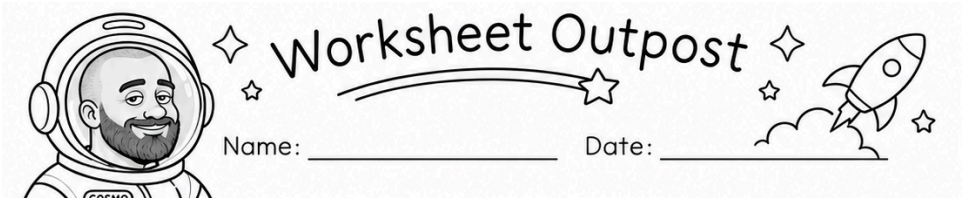
2. Say: sun, sock. Do they rhyme?

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

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.

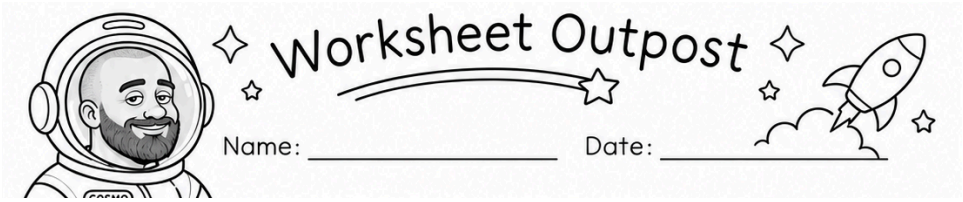
2. Say "rabbit" and clap each syllable. How many syllables do you hear?

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.

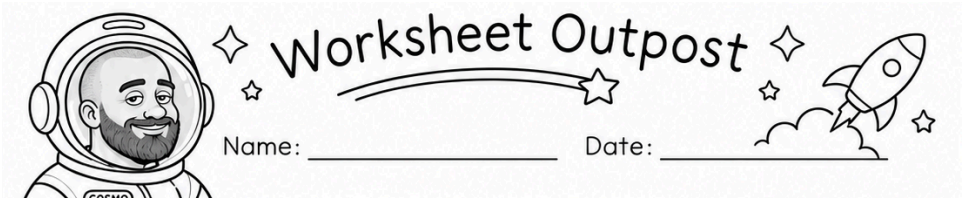
2. Say "fish" and clap each syllable. How many syllables do you hear?

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

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/.

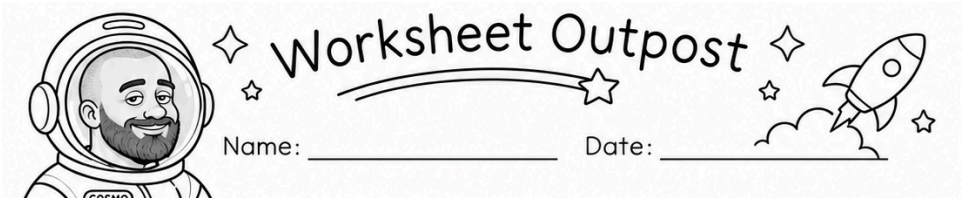
2. Blend /s/ and /un/.

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/.

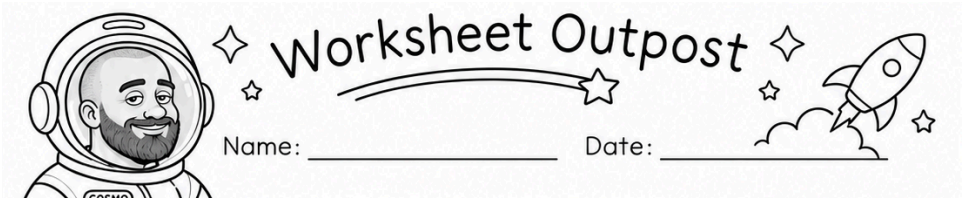
2. Blend /s/ and /un/.

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?

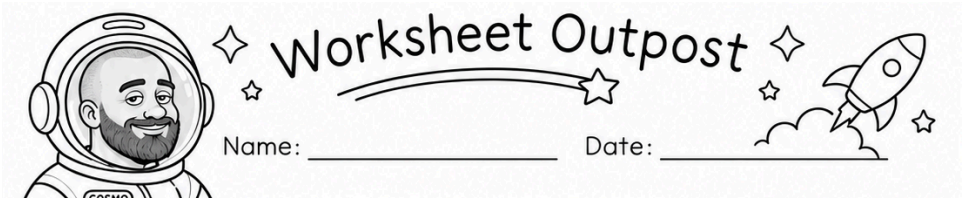
2. Blend /s/ /u/ /n/. Use the short u sound.

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?

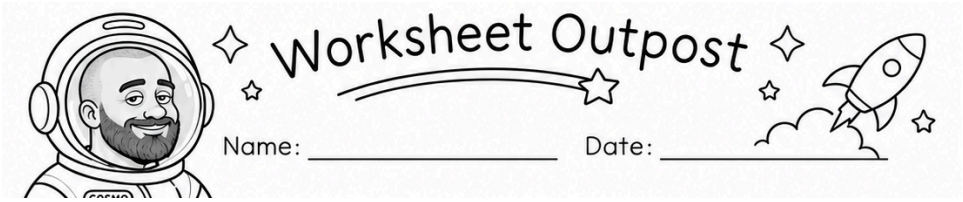
2. Blend /sh/ /i/ /p/. Use the short i sound.

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

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.

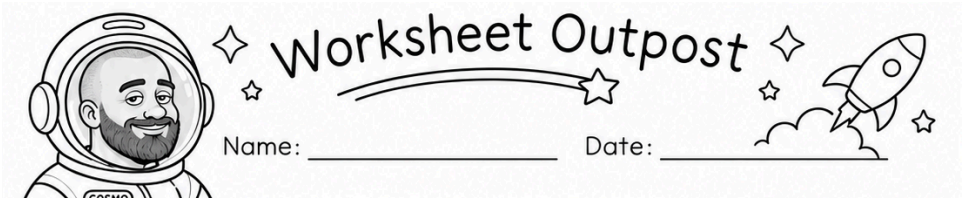
2. Choose two words. How are their spellings alike? How are they different?

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.

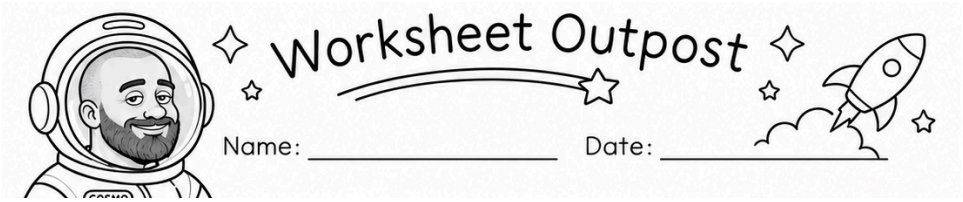
2. Choose two words. How are their spellings alike? How are they different?

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.

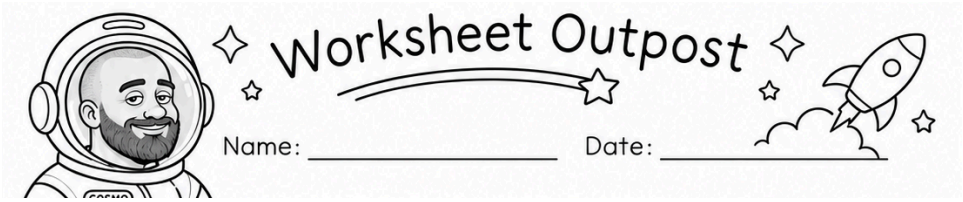
2. Watch an adult write p. Copy the letter, then try again on your own.

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.

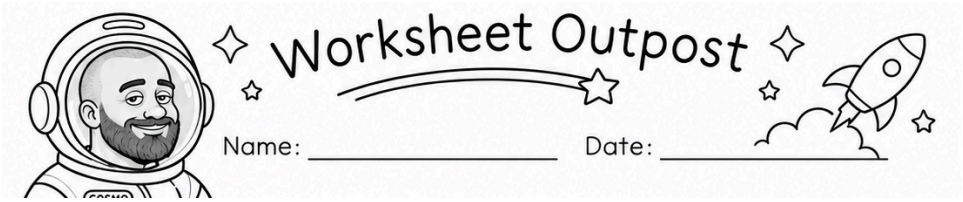
2. Watch an adult write P. Copy the letter, then try again on your own.

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.

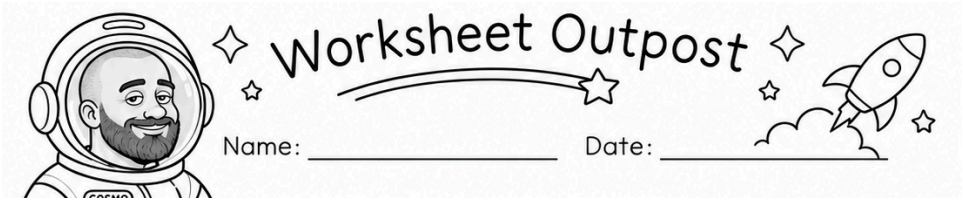
2. Choose two words. Use each word in a sentence aloud.

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.

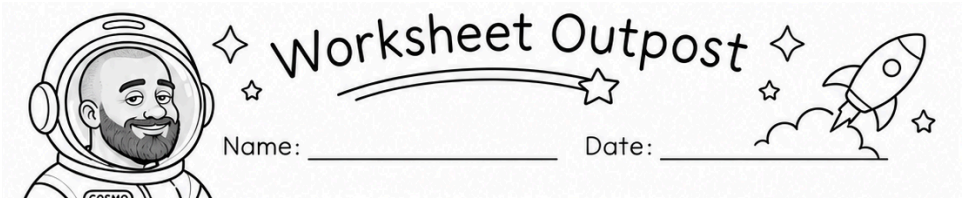
2. Check your spelling. Fix any words you missed.

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

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.

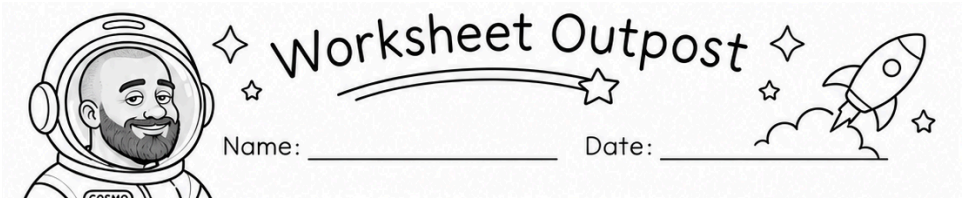
2. Check the letters, practice the word, and reread the sentence.

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.

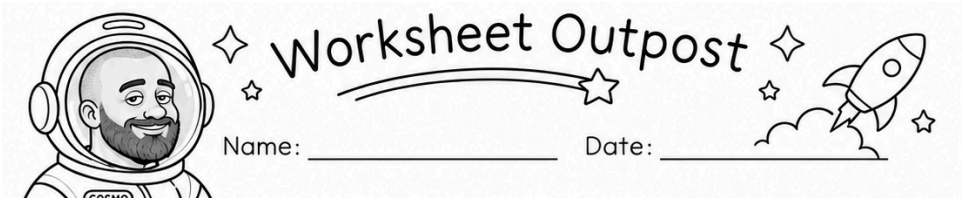
2. Tell what happens without looking.

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

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.

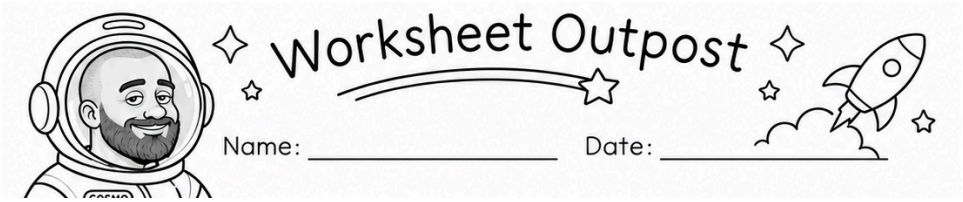
2. Read the rest. Was your prediction confirmed?

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.

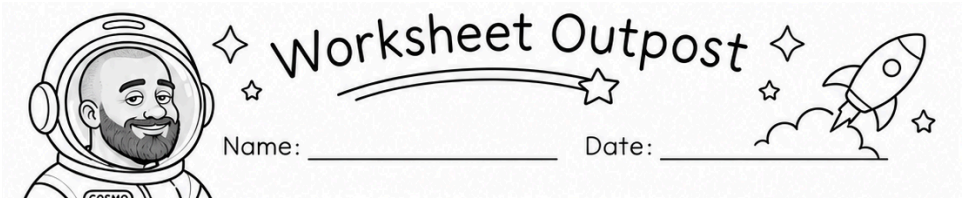
2. Read on. What really happens?

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

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.

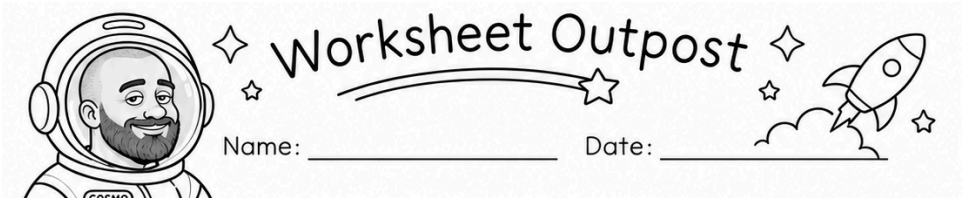
1. How does Nell feel at the end?

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.

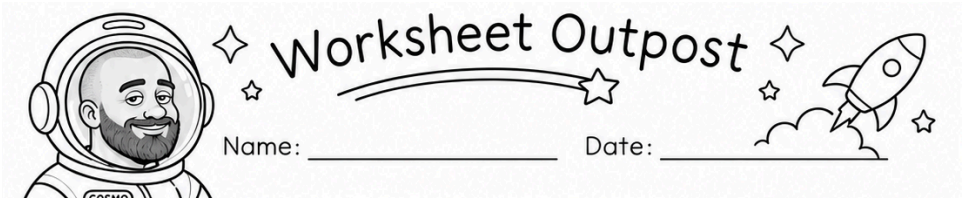
1. How might Rafi feel about Mei?

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

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?

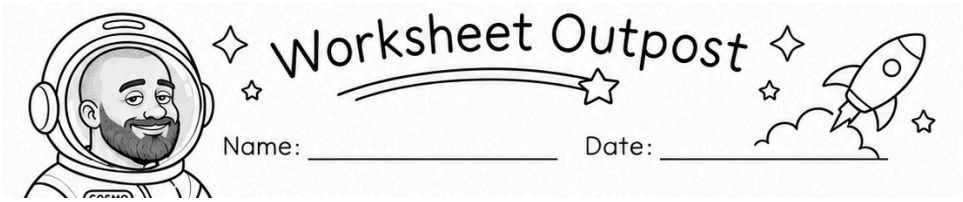
2. What problem happens?

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?

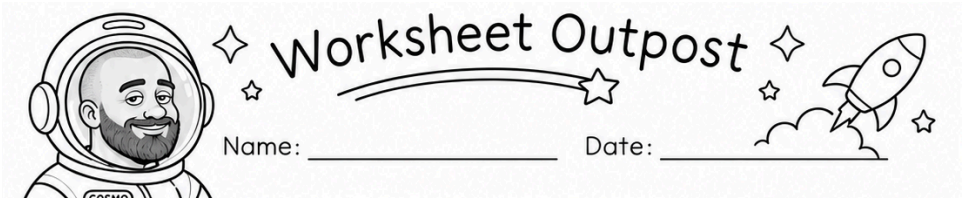
2. What goes wrong?

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

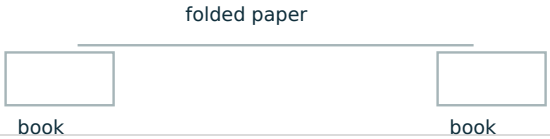
Author and Illustrator

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?

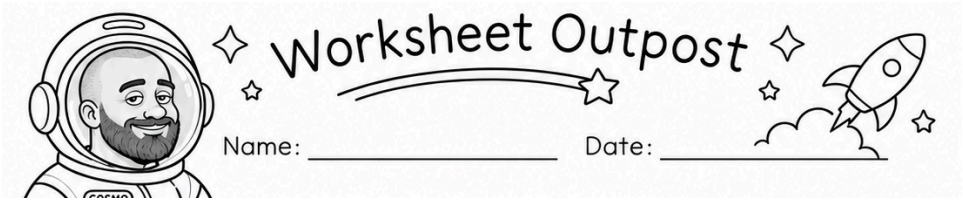
2. What does the caption explain?

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?

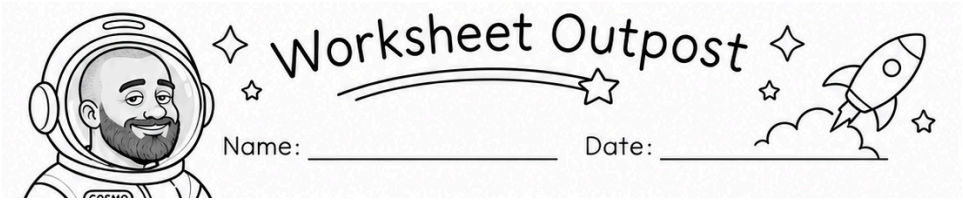
2. Read the heading. What will you learn about?

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.

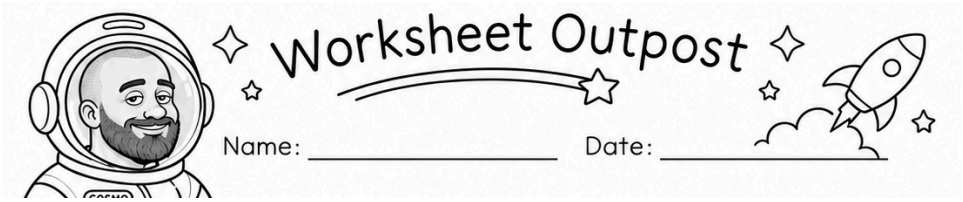
2. Point to the first word on page 1. Track each word from left to right.

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.

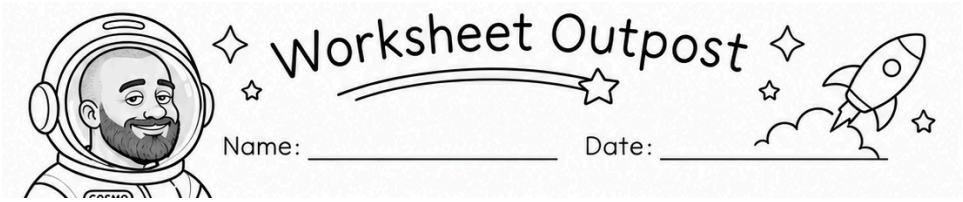
2. Find an uppercase letter and an end mark.

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.

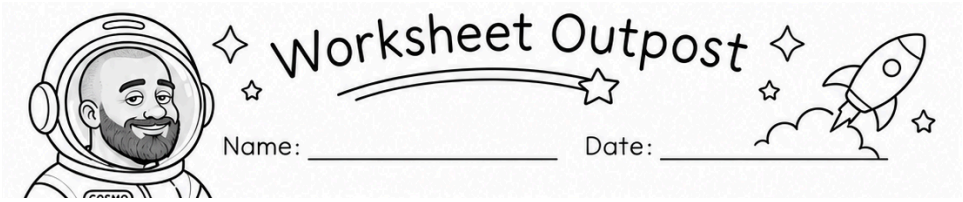
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

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.

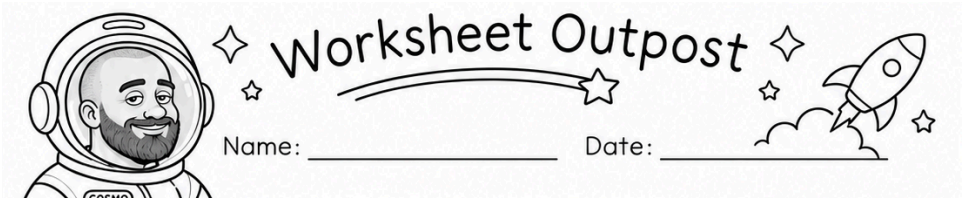
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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.

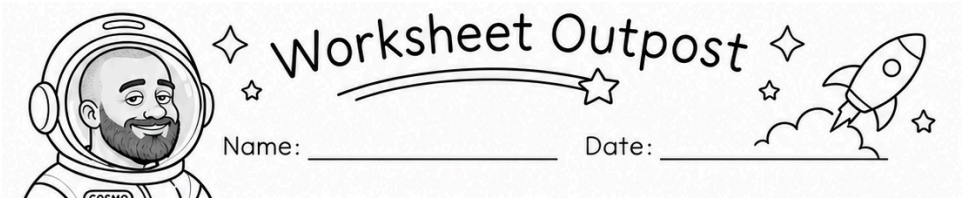
2. Plan: What is your main idea? Choose two or three details.

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.

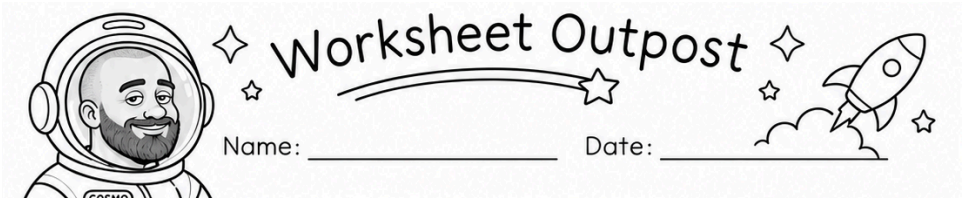
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

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

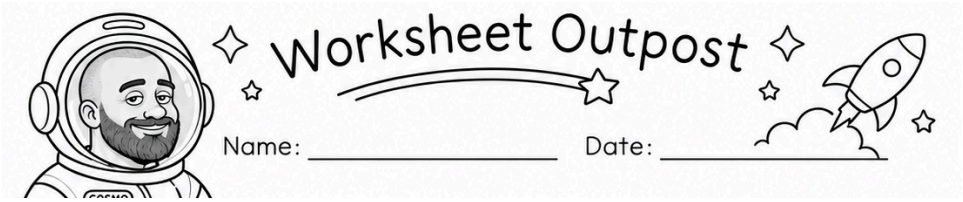
2. Show ownership: the carts of the boys

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

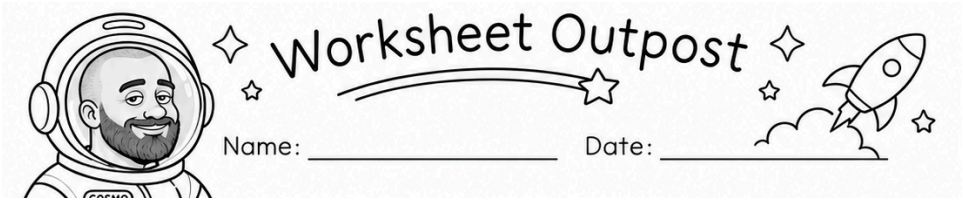
2. Show ownership: the room of the teachers

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

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.

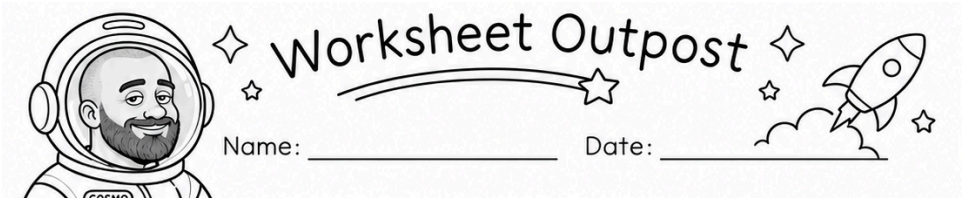
2. Listen to your partner and combine the best parts of both plans.

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.