

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.

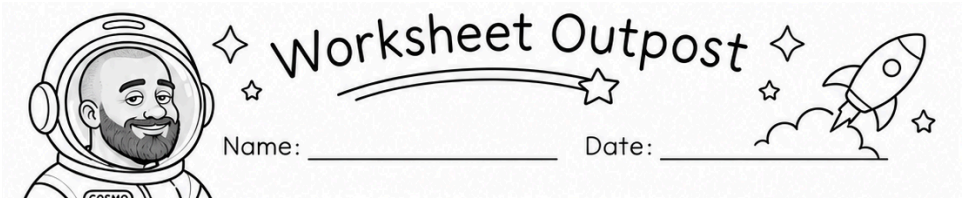
2. Ask a question about your partner's idea.

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.

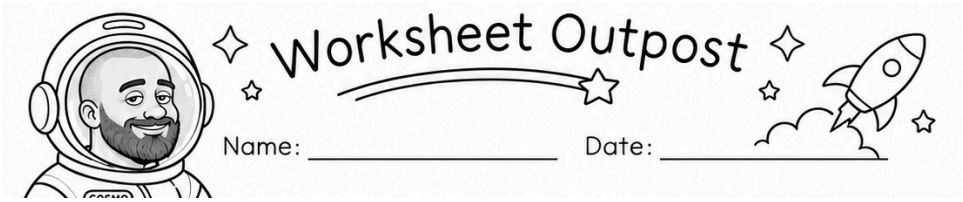
2. Write or draw one idea your partner shared.

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

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.

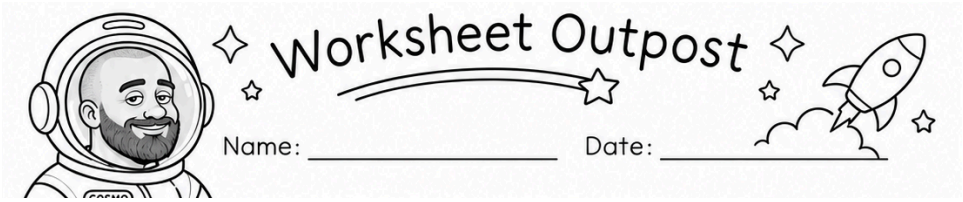
2. Explain ring in: A ring is on my hand. I hear the bell ring.

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.

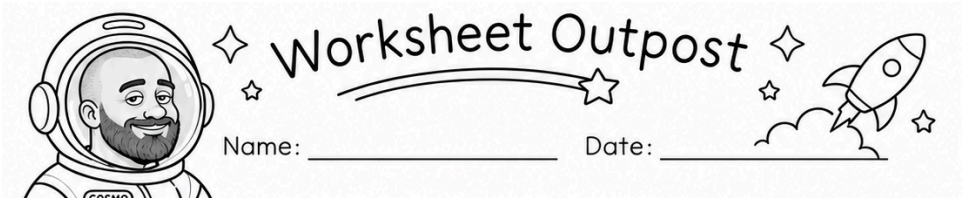
2. Explain park as a place and an action.

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

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?

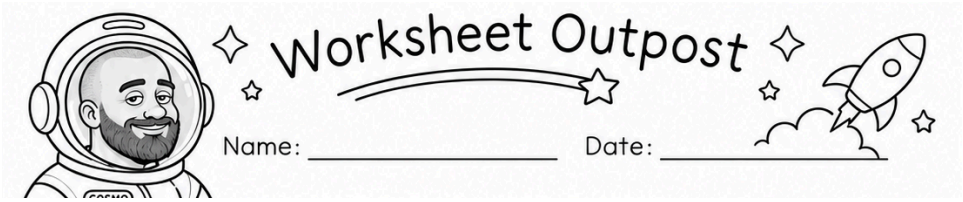
2. Say: sun, sock. Do they rhyme?

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.

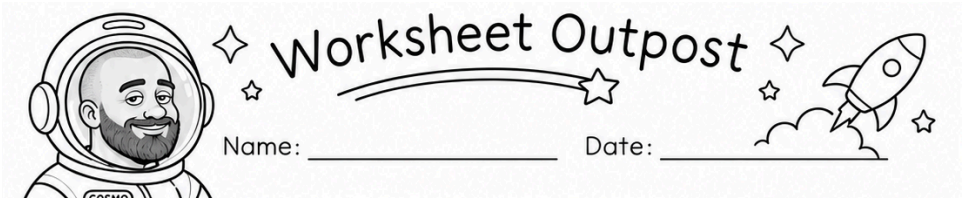
2. Say: sun, sock. Do they rhyme?

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 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/.

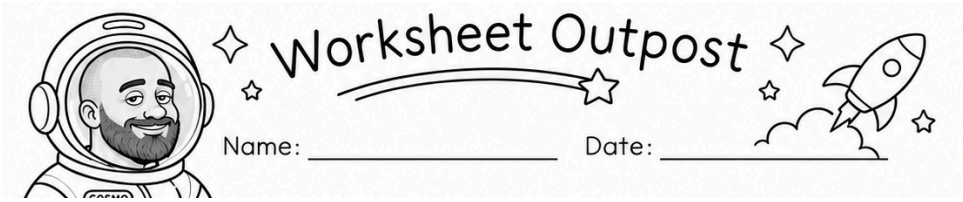
2. Blend /s/ and /un/.

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/.

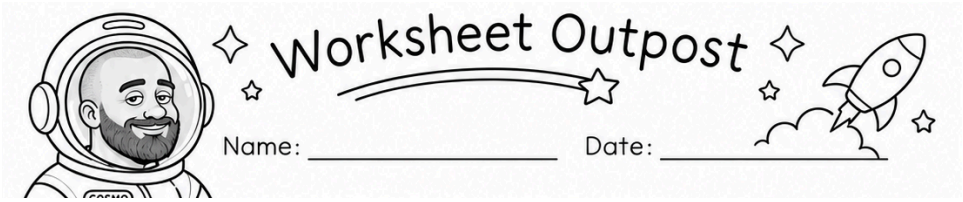
2. Blend /s/ and /un/.

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

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?

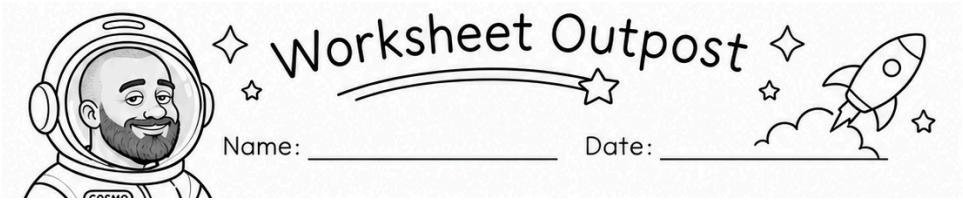
2. Say "elephant" and clap each syllable. How many syllables do you hear?

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?

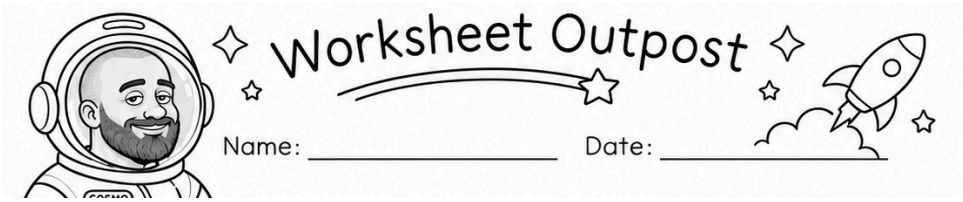
2. Say "elephant" and clap each syllable. How many syllables do you hear?

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

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?

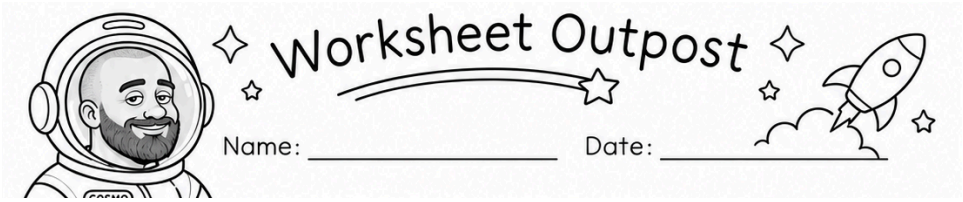
2. Blend /s/ /u/ /n/. Use the short u sound.

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?

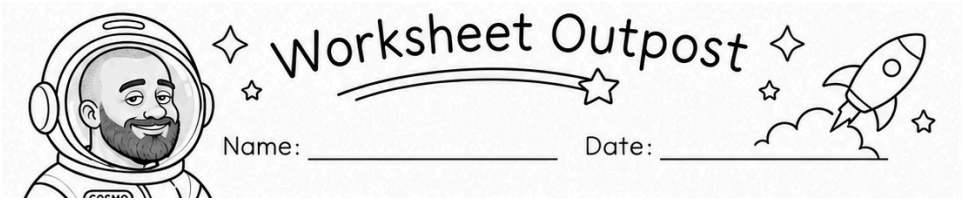
2. Blend /sh/ /i/ /p/. Use the short i sound.

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

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.

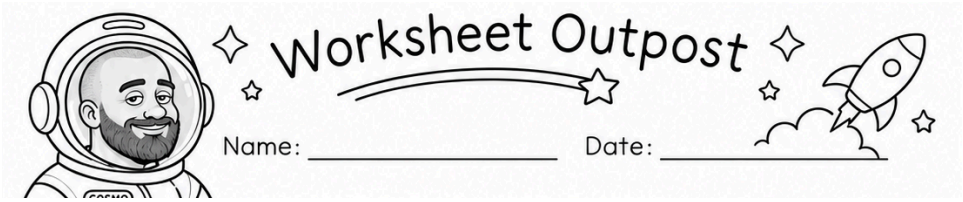
2. Choose two words. How are their spellings alike? How are they different?

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.

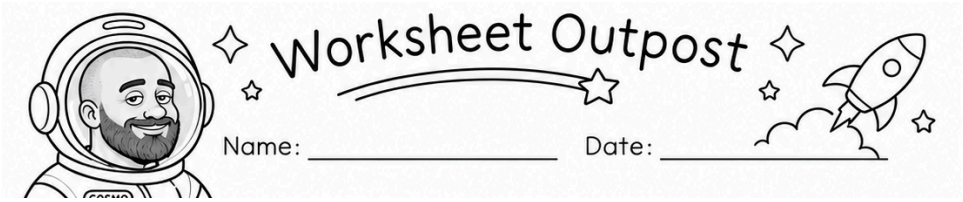
2. Choose two words. How are their spellings alike? How are they different?

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.

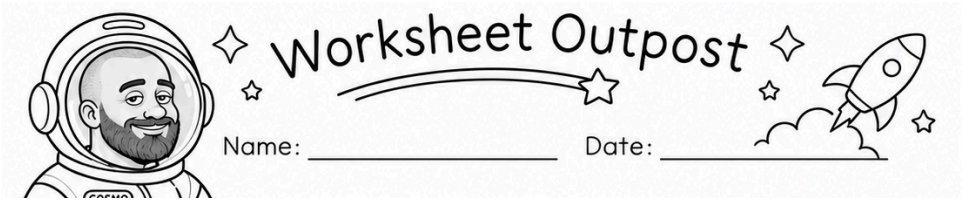
2. Choose two words. How are their spellings alike? How are they different?

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.

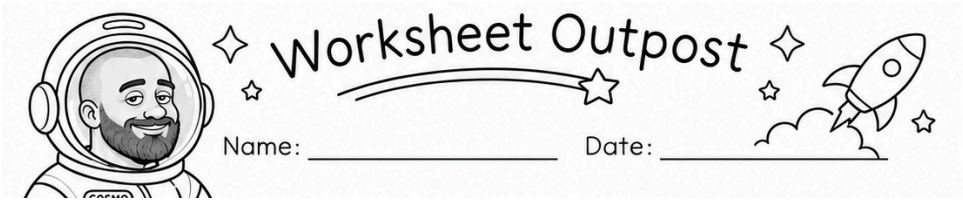
2. Choose two words. How are their spellings alike? How are they different?

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.

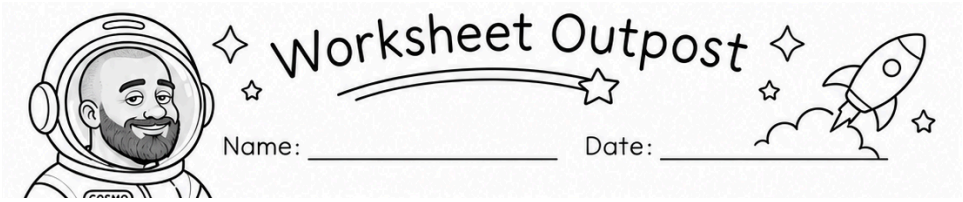
2. Choose two words. How are their spellings alike? How are they different?

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.

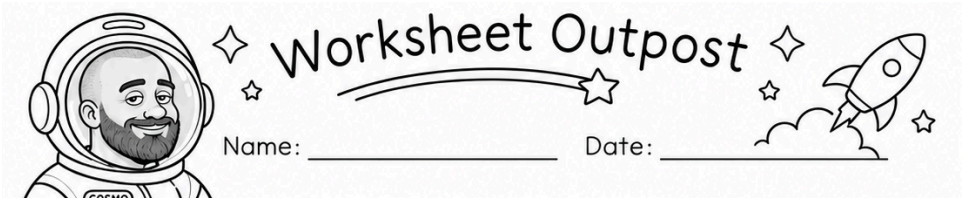
2. Choose two words. How are their spellings alike? How are they different?

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.

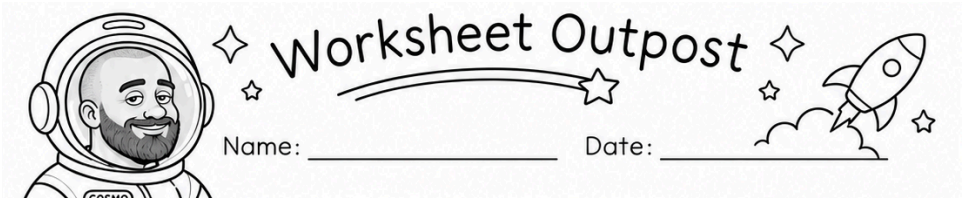
2. Watch an adult write T. Copy the letter, then try again on your own.

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.

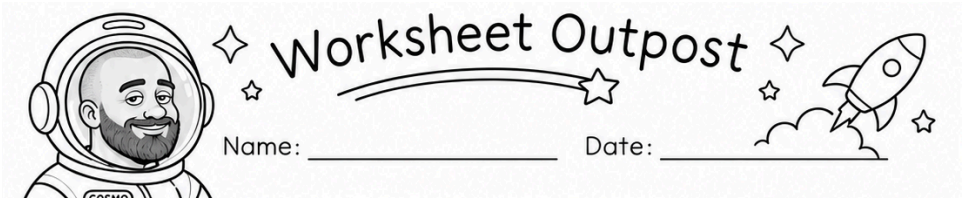
2. Watch an adult write t. Copy the letter, then try again on your own.

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.

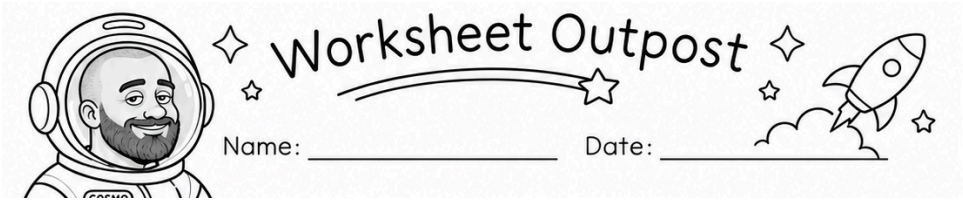
2. Choose two words. Use each word in a sentence aloud.

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.

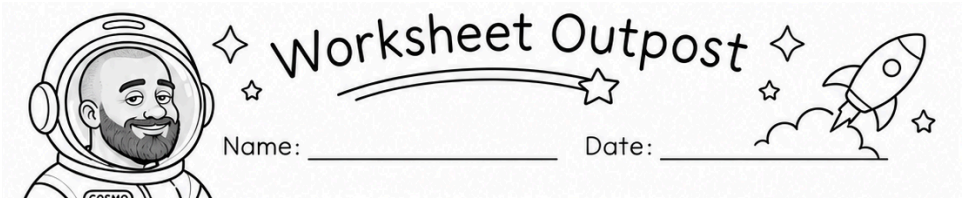
2. Check your spelling. Fix any words you missed.

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

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.

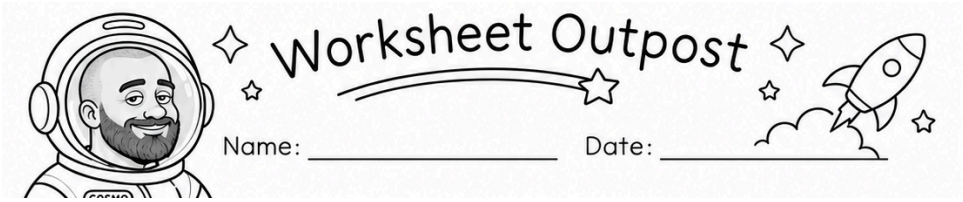
2. Check the letters, practice the word, and reread the sentence.

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.

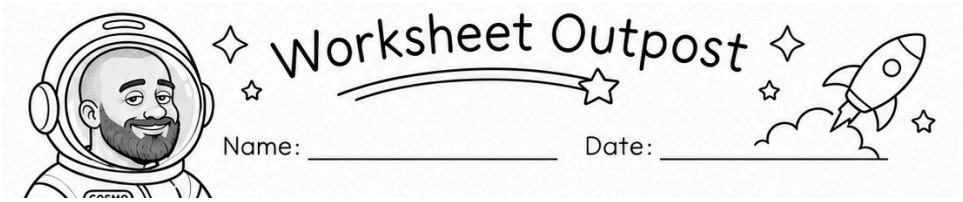
2. Tell what happens without looking.

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

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?

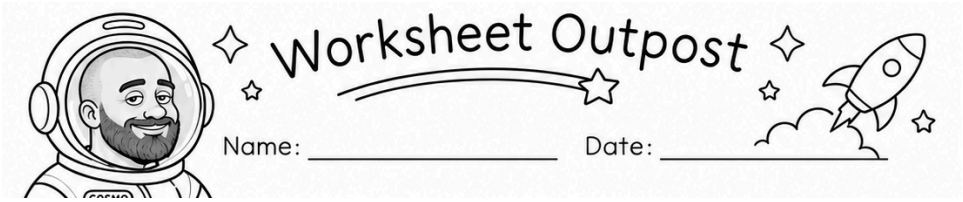
2. Name one event in his life.

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.

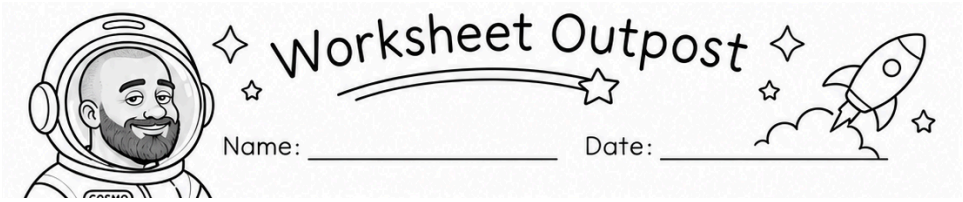
1. Which real person is described?

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

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.

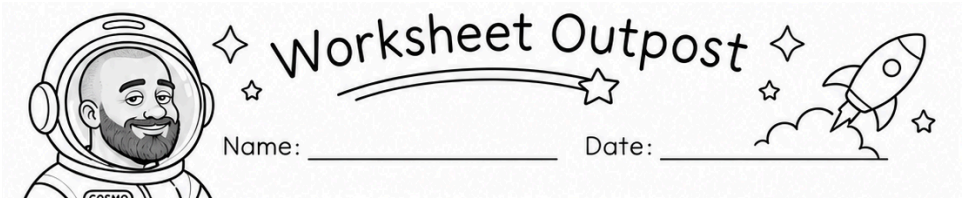
1. How does Nell feel at the end?

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.

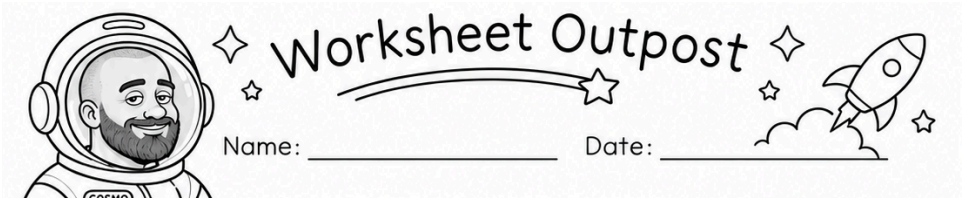
1. How might Rafi feel about Mei?

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

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.

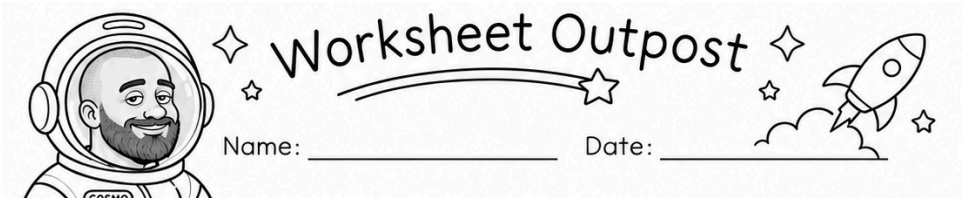
2. Point to the first word on page 1. Track each word from left to right.

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.

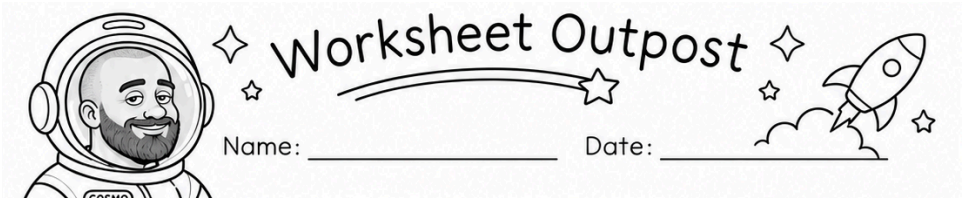
2. Find an uppercase letter and an end mark.

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.

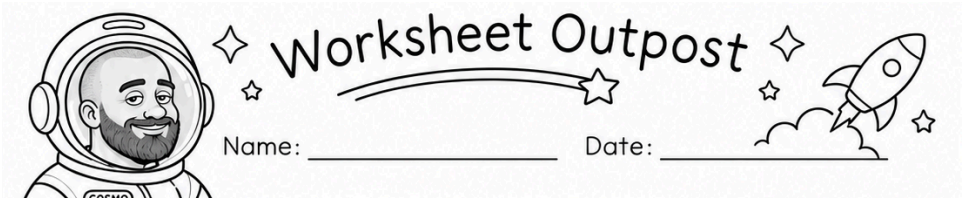
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

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.

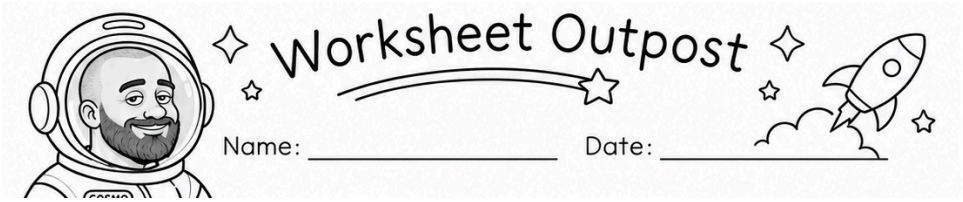
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

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.

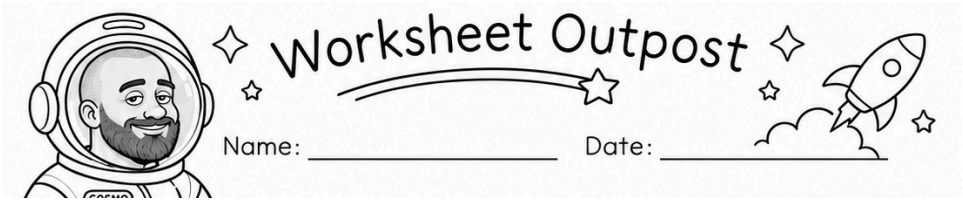
2. Plan: What is your main idea? Choose two or three details.

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.

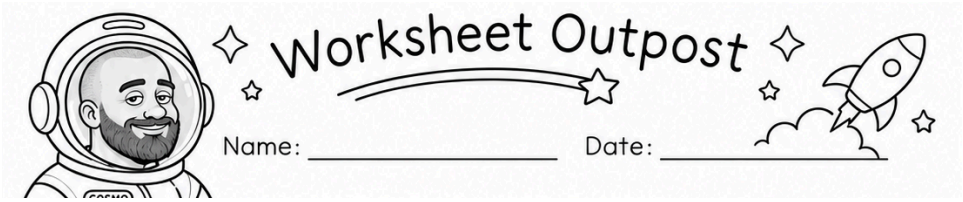
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

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

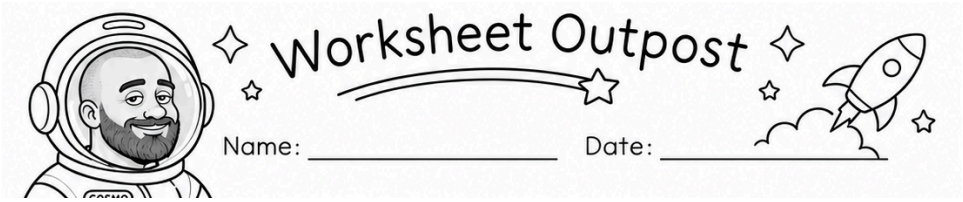
2. Finish: ___ fold the paper. Then test it.

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.

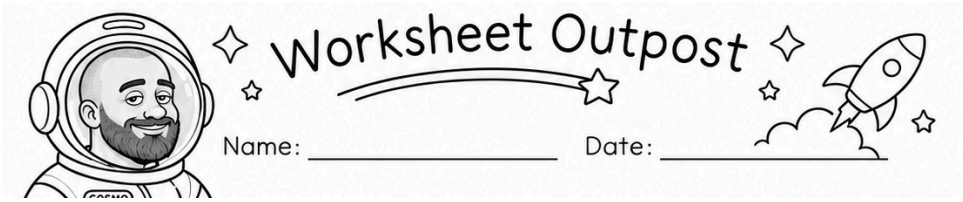
2. Finish: I tried again ___ the first bridge fell.

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

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.

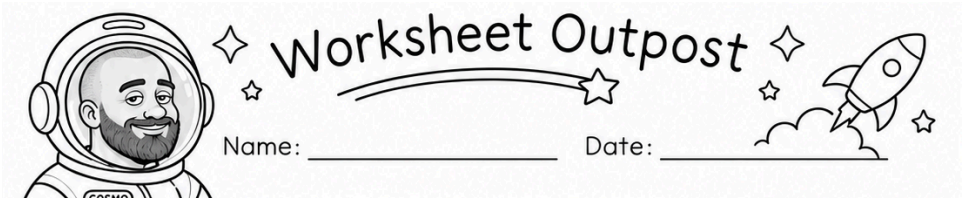
2. Include who, where, and what happened.

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.